

Results Summary

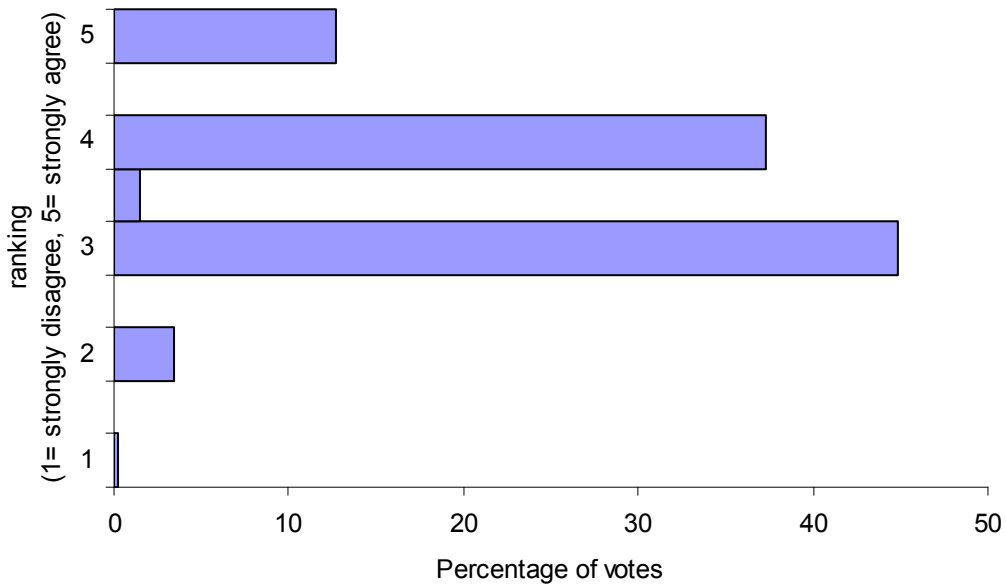
ORGANISATIONAL REVIEW

CONSULTATION RESPONSE FORM

People voted: 1100

1. Overall impression of the report (circle the appropriate score)

1 Strongly Disagree 2 3 4 5 Strongly Agree



People voted: 1059

1.	2 people	0.19%
2.	36 people	3.40%
3.	475 people	44.85%
3.5.	16 people	1.51%
4.	395 people	37.3%
5.	135 people	12.75%
Average ranking:		3.60

Comments:

- 1. No Like the idea of a more professional/educational focus. (5)
- 2. Agree too many 'entanglements' structurally at present. (5)

3. This comment is based on the Executive Summary. Overall the Reports Interrelates to the original data, gained by questions given to members (although a stronger emphasis which group of the institute being represented could be made). (1) (voted 4)
4. Another strong aspect of the summary/report is the repeated emphasis on accurate, realistic and workable visions, goals and objectives and how these would be reflected in membership structures. Politically (within NZEI) this shifts blame and hopefully brings groups together rather than apart. (1)
5. Too wordy (voted 3). (13)
6. Providing opportunity to build a strong union for the future. (2)
7. Concern some member see the report as the review. (2)
8. Much of this report is generalisations – short on details. (1)
9. Sounded like someone who doesn't understand the complexities of the union – was not impressed. (1)
10. Too wordy and time consuming to read. (1)
11. Very detailed. (3)
12. Agreed with challenges facing education. Structural issues, not enough knowledge to comment on. (3)
13. Challenges facing education to recruit and retain suitable staff, particularly men (1)
14. Found it quite difficult to understand/ to read. (8)
15. We question the involvement of the NZEI in curriculum matters. (14)
16. It was agreed that the report was well written. (4)
17. Needed visual info, not all words. Big words/language used – would have been great top have a face to face as hard to sort through “jargon”. Our understanding isn't great with a field officers help. (12)
18. A bit wordy. (8)
19. Good ideas but doubtful about how much influence/change can be made – can't be evaluated. (7)
20. An awful lot to take on board. (6)
21. There is a very definite need for us to adjust to an environment that has changed markedly since Tomorrows Schools. (1)
22. Report has much relevance to the primary sector no so much for kindergarten. (1)

23. This is a very wordy report that staff members to analyse along with other commitments. (5)
24. The information was very difficult to read and comprehend. Put it in everyday English. Somewhat waffly are these the reason our views aren't always reflected in NZEI's actions. (46)
25. Some disparity. (6)
26. Makes sense but probably light on the hard hitting truth needed to drive a significant re-structure (re-organisation). (1)
27. It contained all the appropriate information, but could be presented better so it is more attractive to read – teachers with little time on their hands are more likely to read a report that looks visually appealing too – not just words. (1)
28. Informative and options/plan inclusion was a good idea. (3)
29. The report looks objectively at the NZEI and recommends a review which is pertinent after 125 years. (2)
30. Good time for reflecting on our union. (2)
31. Overall impression is that after 125 years this report has given us an opportunity to discuss, reflect and review the structures within our organisation and to discuss our central purpose. What are we about and how we will progress in the future regardless of the current government. (6)
32. This seems to be the 'touchy-feely' bit, but the devil is in the detail – what is it going to mean for teachers? (1)
33. Having the presentation by Frances aided the understanding of the Report. (1)
34. Time for change – time to streamline. (3)
35. Well written but such a lot to take in over all those pages. (3)
36. Too long to read ☹ (6)
37. A bit concerned about losing primary teachers voices e.g. PCTAG. (7)
38. Positive – to enable our union to represent its members professionally. (7)
39. As support staff, we felt that this overview was geared more towards teachers than to us. (9)
40. It is really important for NZEI to renew its organisation. (12)
41. NZEI and Community implications of interest e.g. attitudes about the value of learning (3)

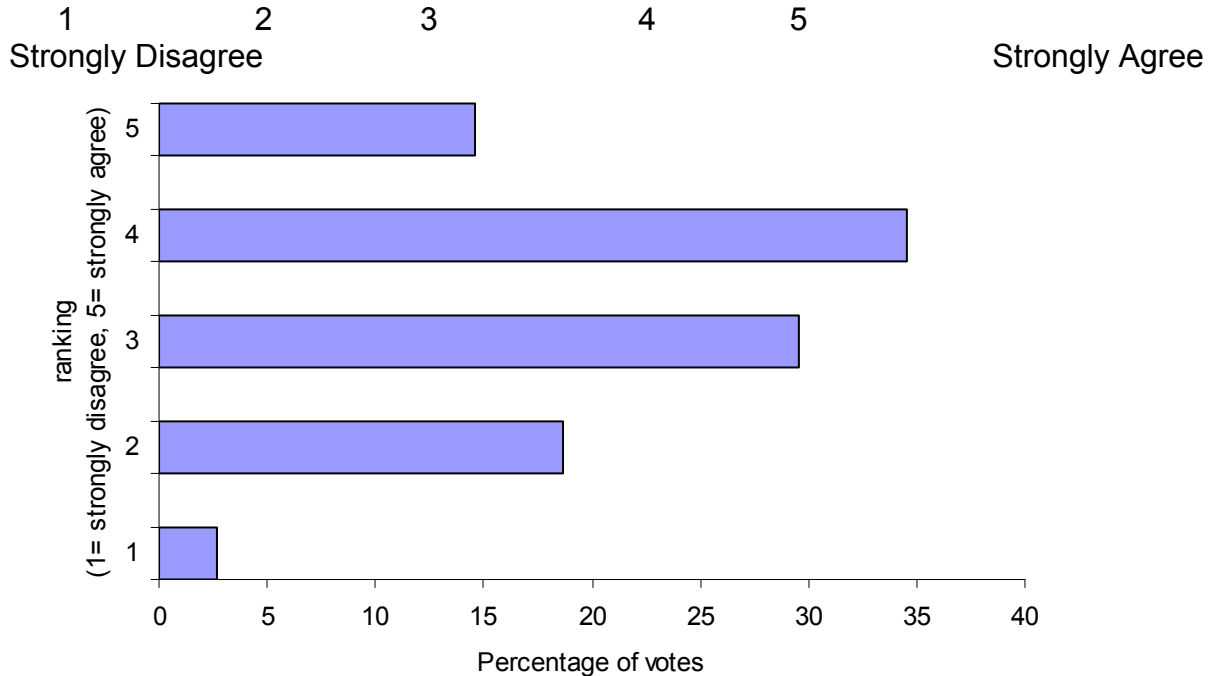
42. The current structures do not reflect what it is best for the members and change is necessary. (1)
43. Unfortunately I have been a sideline person. But have now been given the position of rep. I don't know too much about the inner workings of NZEI but the report looks very balanced and punchy. (1)
44. Far too wordy. (5)
45. Most members quite unaware of the organisation's structure or the reasons for the review. (10)
46. Fairly right. (1)
47. Good timing. (2)
48. The NZEI does need to reinvent the way it works, especially the role of National Office, which comes across sometimes as top-heavy. Some of the NZEI structures are indeed outmoded. (1)
49. Some comment do not apply to our school per se but overall they are relevant. (4)
50. This is a broad outline only. We need better understanding of how this affects people at ground level. (7)
51. Too long – bullet points. (10)
52. Members are keen to be supportive of and involved in the union but time is a major factor in this. (11)
53. We agree that looking at opportunity for involvement at local level is helpful. (16)
54. We all think NZEI should be there for the welfare of members, not children's education or classroom learning styles or vision. (18)
55. Necessary – a good idea. (19)
56. The report identifies the needs for NZEI to review structures, build on its strong foundations but aspire to more focussed vision to cope with future vision for the 21st century. (23)
57. Difficult to read in short space of time and understand. (23)
58. Too general, too wordy – too much focus on pupils, not enough on teachers and their goals and needs (23)
59. I feel ok with how it's running, but if it can be better, then great! (1)
60. Agree with the challenges and the idea of some review as most of my worksite are not very aware of how NZEI works. (1)

61. There is always a need for an organisation to evolve and grow, however, does the NZEI see itself primarily as an advocate for education or as a union for its members and to what extent can these ideas co exist? (1)
62. Well done. (1)
63. Liked the focus on leadership and sectors working together. (1)
64. Given an acknowledgement that NZEI structures had not been reviewed for several years a review seems logical and timely. (1)
65. Time for a tidy up! (1)
66. This seems to sum things up pretty well. (1)
67. Very long, a lot to digest in a half hour lunch break. (1)
68. I believe that there is an issue with developing activists but that this stems from the 'lower end' of the organisational structure. I think the 'bolt-on' groups you have described have been put there because people in those areas felt their voice was not being heard. Groups such as YMN began to help bring new activists into NZEI in the hope that they would progress up the ranks and encourage others to be a part of the good work. I am not sure that cutting the numbers of the executive and not having people from each sector would make sure everybody's voice is heard. I can't say that I have ever seen separation between sectors because of this, if anything it has encouraged us to look at the others sectors and how they operate and look at taking on their good practice and ideas! (1)
69. Trim the fat, clear and moving forward for what we need now - the sooner the better. (1)
70. Regional representation and conferencing are not good ideas. (1)
71. Some action! Excellent. (1)

2. Key findings (circle the appropriate score)

a) Strategic Focus

NZEI has a clear vision, goals, strategies and priorities.



People voted: 1050

1.	28 people	2.67%
2.	196 people	18.67%
3.	310 people	29.52%
4.	363 people	34.57%
5.	143 people	14.57%
Average ranking:		3.4

Comments:

1. It may be clear at the top level but it is weighed down by too many directions. (5)
2. As per the review, this is an area to develop. (4)
3. Good vision, goals, strategies & priorities in this document. (5)
4. I totally agree that NZEI does need to improve clarity of its vision, goals and strategies. However from an educational viewpoint, membership will need to be fully involved in this process. This is quite a radical change form current practice where Visions et al are brought from a Top down philosophy and this results in members (from different sector groups for example) not having a clear understanding of the specific role of NZEI. This would take serious time and resourcing. Staffing over a period of time. A suggested process could be **cyber discussion groups – members could register through NZEI's**

website (similar to the process used by the MOE (EC regs / funding) – are there similar experiences in the primary sector? Where a vision could be articulated, this does not mean every specific goal has to have a primary voice, SS voice, EC voice but membership need to look at wider similar issues across the WHOLE education sector (what I am suggesting will require a report on its own!) (1)

5. This needs to be worked on. Are we a union or institution. We work on Profession and Industrial issues. (1)
6. National Exec have endeavoured to work strategically over the last 5 years. Pulling Te Reo Areare forum plans in sync with each other. (1)
7. I don't see the point of strategies without a key vision and should not be put into the too hard basket (voted 4). (1)
8. "Whole union" is strongly supported in the report. (2)
9. Not currently. (1)
10. Working towards (voted 3). (1)
11. We all knew these what's new? (3)
12. These goals /strategies are not set out specifically – general picture overall. (1)
13. At present, I am unaware of these – the initiatives in the report are challenges not yet addressed we do not need specific strategies. (1)
14. Have always felt the union has been in tune with members in articulating vision, goals etc... (1)
15. Not sure if you mean now or will have if this report is adopted (voted3) (1)
16. This has been highlighted as an area to work on. A clearer vision will make our purpose, function and role more focused. (3)
17. I wouldn't say it is clear. (3)
18. We believe the NZEI does have direction but good to review. (14)
19. While the vision, goals and strategies etc may not be clear, it does do "the business" well. (1)
20. Keep up the good work. (8)
21. As long as the vision focuses on supporting teachers. (8) (voted 2)
22. The vision/goals/strategies/priorities may be clear but they need to be owned by the members. (1)
23. NZEI has evolved too rapidly and is now very diverse. This is difficult to reflect. (1)

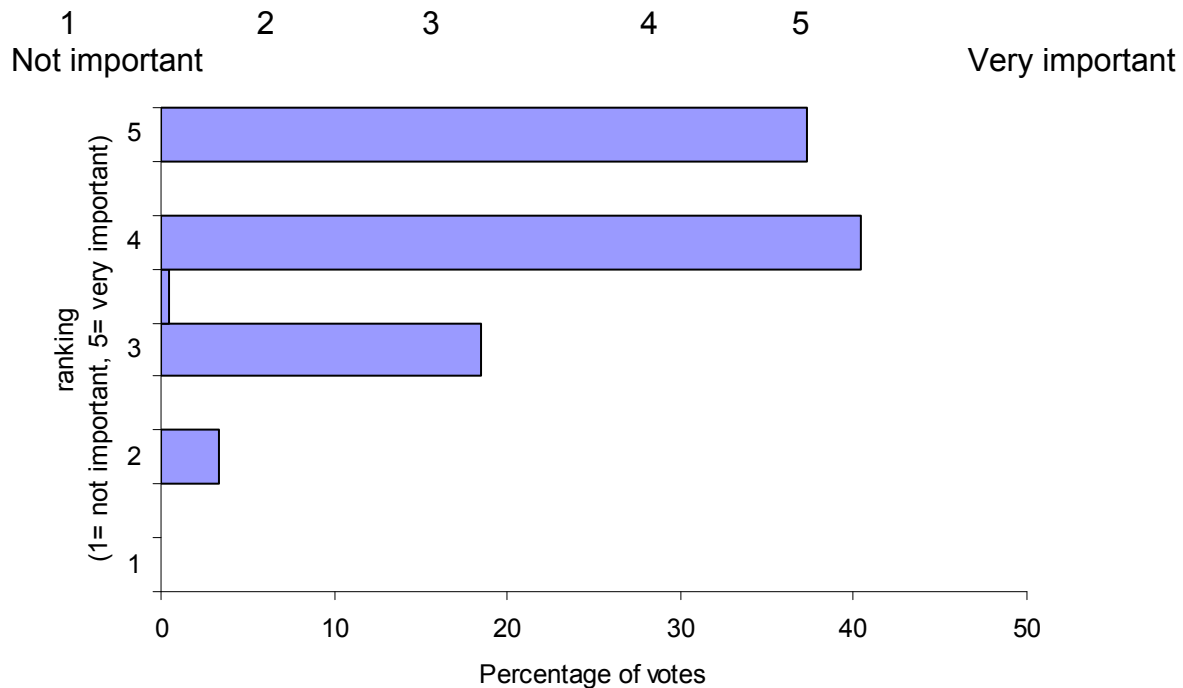
24. Some parts clear and easily understood whit others are 'muddy' and not user friendly – tangled in gooblegook. (5)
25. Less goals more specific: keep the vision clear. (6)
26. The total union needs a clear vision that can be proactive and attract most members. (1)
27. Not that evident (1)
28. We don't always hear about the face to face occasions. (5)
29. We are unsure what they are. (46)
30. Members found focus to be quite broad. (18)
31. Vast membership have no idea of NZEI Vision etc... I do, but I've been in NZEI 30+ years. Young members no idea. (1)
32. Found NZEI documents quite wordy and hard to understand – needs to be in plain English. (11)
33. We need a strong focus 'while generally upholding' is how we see ourselves now. Looking forward to 'powerful education union'. (4)
34. The main objective has two purposes advance education is also the goal of Teachers Council and Ministry of Education. Why is this also the goal of NZEI. Its goals should be to uphold and maintain claims of members. (3)
35. Very thoughtful and inclusive. (3)
36. Far too many which leads to the view that we are 'watered' down as a union. (2)
37. This has been strong in the past. The professional side perhaps has lost ground amongst members. (1)
38. Need to be bought to grass roots level – members to know this is a basic format. (1)
39. We lurch from one crisis to the next and are dormant in between. (2)
40. Everything (but National Exec, Conferences, Council etc) was well defined. Good, clear focus for future. (3)
41. We feel it has become too political. (6)
42. Not at present. (8)
43. Teachers/ members did not always feel clarity about what NZEI was trying to be. (12)
44. Seems to be based correctly on which interest group is 'in voyage' or makes the most noise. (1)

45. I can only go by the report findings. Which states not at present. (1)
46. Not confident enough about what's going on. (1)
47. NZEI has a clear vision but I find teachers in general are not overly interested. (10)
48. Not clear enough but neither are they non-existent. (1)
49. Clear vision but strategies are not always effective. (1)
50. This is a bit verbose – should be more easily written so as to be understood – more easily digested. (2)
51. We feel the drive for quality of education is overtaking the prime goal of members support. (3)
52. We are not so well informed about the minor objectives and priorities. (4)
53. Remains ambiguous, despite discussion we are unsure what it means for us as paraprofessionals. (7)
54. Wanting to change too much – a lot of information to digest. (7)
55. Not altogether clear. Some members found it took a lot of re-reading. (19)
56. These are fragmented at present – need to be more specific, less broad. (23)
57. Yes it seems a lot of thought has gone into this. (23)
58. Not according to this report – it seems to be lacking focus and the means to effect change. (23)
59. From what I see, NZEI responds to the needs of the members. That's good enough for me. (1)
60. Because we really don't know them at our worksite level. (1)
61. Am not involved enough at present to make a valid comment. (1)
62. Like it says in the report...needs to develop explicit strategies. (1)
63. We need to re-examine our vision. (1)
64. Needed for some time. 13 strategic goals are not strategic. (1)
65. Probably not sufficiently explicit. (1)
66. I'm not clear in all these areas so can't judge. (1)
67. NZEI could have stronger vision and goals. (1)

68. Seems to. (1)
69. Yes! This is what is covered at Annual Meeting each year. I think however, that sometimes the exec themselves have clear ideas implanted before coming to the meeting without hearing the arguments - a non-pc comment but nevertheless true! (1)
70. Waffley. (1)
71. Good base to build on. (1)
72. This report indicates a good shift. (1)

b) Membership Involvement

Providing a variety of ways for members to be involved is the key to effective engagement.



People voted: 1074

1.	0 people	0%
2.	36 people	3.35%
3.	199 people	18.53%
3.5.	5 people	0.47%
4.	434 people	40.41%
5.	400 people	37.24%
Average ranking:		4.12

Comments:

1. The model used does not reflect Gen X or Y needs. This way forward provides greater opportunity for various pts of participation. (12)
2. Members find it difficult to be involved because of the pressure in their jobs with a wide variety of roles. (5)
3. This is especially important to be inclusive of all sectors. (4)
4. Most of us wish to be involved in issues but do not have time or energy for more meeting attendance. (5)

5. Please see above comments in regards to how membership could / can communicate on NZEI issues / requirements.¹ In the main, NZEI structures still hang onto traditional processes e.g. paper trails. Many members now have their own personal computers or MOE contracted laptops. Historically there has been some arguments that not all members have computers or access to the internet – however I would argue that now this would not be the case (last ICT report – completed 2003 is now 5 years old) other factors support this philosophy including cheaper / more competitive rates for Broadband and more affordable computers. Here lies an opportunity for NZEI (especially with transport costs being high). (1)
6. Further work needs to be completed on the organisational model that senior staff and representatives have adopted with some success – although membership as a whole perhaps is less open to this model. In other words developing and implementing effective networks (electronically) is achievable and manageable and the priority. As a side issue let's look at each region's database and ask how many electronic addresses are present / why waste paper and costs on contacting members. (1)
7. I am a supporter of multiple pathways as long as they all fall back into an agreed vision. Goals and priorities. At this point I would keep the structures as they stand however with the discussed principles in mind (links into NZEI's vision etc) and their ability to communicate electronically (this ability could be a form of review over the next three years). If membership groups are not meeting this criteria then their effectiveness would need to be closely examined. (1)
8. Very hard to get them engaged. (1)
9. "KISS" – accessible, range of options both opportunities for face to face & technology, more briefings, seminars, forums. (1)
10. Focus on collectivism which supports sectors and individuals. (2)
11. If you're lucky they'll attend. (3)
12. Providing a variety of ways to be involved may not necessarily lead to effective engagement – although assisting members to be involved is obviously important. (1)
13. Plenty of opportunities now. Not everyone wants to be involved. (1)
14. NZEI members are, in the majority, middle-aged women, often with teaching as a second income (generalised demographic). They do not often have the time (teaching is/can be an all consuming vocation) or the inclination to be pro-active in union matters. So there are always going to be challenges in membership involvement. (1)
15. Some people just don't want to be involved. There are plenty of opportunities now. (1)

¹ I totally agree that NZEI does need to improve clarity of its vision, goals and strategies. However from an educational viewpoint, membership will need to be fully involved in this process. This is quite a radical change from current practice where Visions et al are brought from a Top down philosophy and this results in members (from different sector groups for example) not having a clear understanding of the specific role of NZEI. This would take serious time and resourcing. Staffing over a period of time. A suggested process could be **cyber discussion groups – members could register through NZEI's website** (similar to the process used by the MOE (EC regs / funding) – are there similar experiences in the primary sector? Where a vision could be articulated, this does not mean every specific goal has to have a primary voice, SS voice, EC voice but membership need to look at wider similar issues across the WHOLE education sector (what I am suggesting will require a report on its own!)

16. Previous to being involved in NZEI I was involved with KTA & CECUA from my experience it was easier to be involved in a small union focused on a specific area of education in which members had same goals and aspirations and knew each other. (1)
17. I think many teachers are so busy that they are often happy to leave matters to a few activists. (1)
18. Very time consuming as we are busy people (1)
19. Provide pathways for members that want to be actively involved. (3)
20. Variety is the key. (3)
21. Generally most members show little interest in becoming involved. (3)
22. But not enough involvement from members – nothing to entice them to meetings or responding to things like this survey. (10)
23. It's ok to pay your subs and let others do the work. Too much encouragement to be involved may scare some members away. (1)
24. We have many levels of member involvement. (8)
25. Effective engagement will only occur when members want to become involved. They have the choice. More innovative ways to make them want to get involved need to be found. Personal invitations, positive incentives etc... need to be provided before engagement becomes "effective" (1)
26. Information needs to be spread to wider membership to increase awareness of function and role of NZEI. (1)
27. Members need to be involved and consulted effectively. (7)
28. May need to do it differently – not working well for some sectors of membership. (6)
29. Need to be careful with this. Many members at my school are just happy to pay their subs and when I as a site rep raise issues that require their response they are very reluctant. (1)
30. Getting members together in small areas such as mid Canterbury would be an advantage towards effective engagement but many members have resigned/ been disillusioned so not able to achieve this. Meetings need to be held for each individual sector. (1)
31. As teachers we pay for NZEI to work for us and make the 'important' decisions. (5)
32. Ways keeping members active principal support – need. (6)
33. It is important to find out what members think. However we feel that we have little time for union engagement and expect union to act for us. Members feel you are paid to do this. (18)

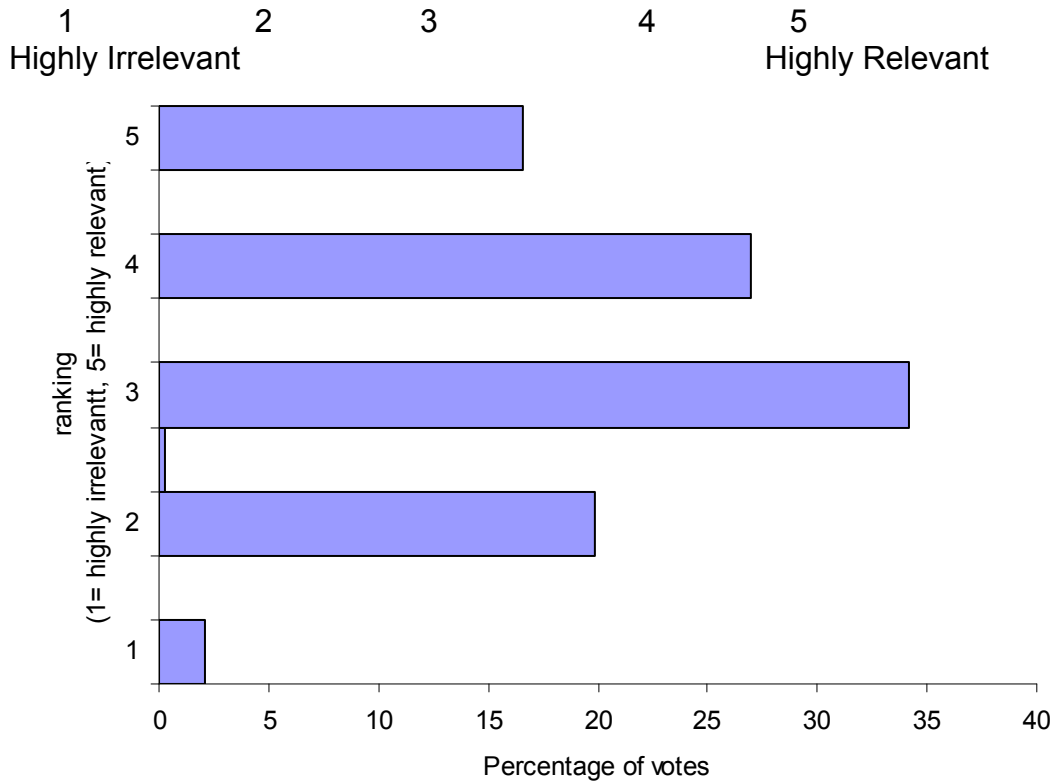
34. We have several activists/ opportunities for activists but few if any for majority of membership. Most active period when collective agreement rounds happening. What does this tell us? (1)
35. Having meetings at times to include all members i.e. ECE teachers working till late. (4)
36. It's important (but often difficult) to organise and plan PD to be combined with General Meetings/ activities. This can also take on a social aspect, to get members to attend, who have 'jaded' views of NZEI Meetings re boring, waste of time; I'm too busy. By accessing Advisory Groups, can give members background knowledge to strengthen/promote possible submissions. Have a sound networking system e.g. email worksite Reps. (4)
37. Inclusive Approach appreciated. (3)
38. NZEI should be understood to be a union rather than an institute. (2)
39. Use of electronic media and teleconference for example helps alleviate member workload and burnout. (2)
40. I believe members do have a variety of ways to become involved, but are not always motivated to do so. (1)
41. Variety of ways is the key. People do what they can. (1)
42. Being kept informed is important. (1)
43. Not necessarily the way we operate at the moment but the housekeeping still has to be done. (2)
44. As mentioned there are the strong, involved members and others that support the Union but go to occasional meetings, where certain issues are discussed. (3)
45. Expertise bought in to explain about NZEI. (3)
46. Rural meetings are very difficult to attend. (6)
47. Without being engaged and involved why belong? (8)
48. This is recommended as the main direction for a restructured organisation that calls itself a 'Union'! (12)
49. Network meetings of value – termly is good. Can be involved at whatever level best suits at the 'time'. (3)
50. Even people passionate about being engaged may find it difficult to find the time no matter how many ways we offer. (1)
51. Maybe greater use if ICT to ensure all members receive information. Not reliant on worksite reps passing this on. (1)

52. The Saturday workshops held in the past were a great way to involved members, with guest speakers. (16)
53. There is opportunity for members to become involved in varying degrees. (3)
54. Our teachers are busy and they do not want to be active in NZEI and are interested when I inform them that they don't want another thing on their to do lists. (10)
55. Like to be in the loop. (1)
56. Even people passionate about being engaged may find it difficult to find the time no matter how many ways we offer. (1)
57. Too many NZEI members are uninvolved at branch level due to a high degree of local politics – or old boy's networks. Sometimes hard to get 'into' local branch as continually run by same people. Also hard sometimes to get to Annual Meeting because of above reasons. This needs to change. (1)
58. We want to be actively involved however, once again time restraints and an already busy day restricts most teachers involvement. Regardless of whether NZEI pay for someone to take your place – the day out puts a teacher back a day!! In many areas on their classroom/school commitments. (1)
59. Social evenings e.g. evening meeting with coffee and cake very helpful for members to meet up with people working at similar jobs as special needs teacher aides. (1)
60. Flexibility of local structures needs to be balanced with the need to avoid identity group politics. The demands of teaching mean we do rely on union officials to work for us. (1)
61. Involving members in different ways is the key. (4)
62. Doubtful of how this would work in practice. (7)
63. We need to be consulted. We expect you to convey the big ideas in a concise and clear manner to the members. (7)
64. There is a 'time' problem. There is a lack of desire to spend time on this. (16)
65. Not key perhaps but important to allow people to be involved at their level. Have to have reasons to be actively involved. (19)
66. Provide more ownership to members. (23)
67. NZEI must offer this as it is the members views they represent. (23)

68. I don't believe 'advancing educational practice' is the most important objective of NZEI – dig deeper I say, look at the neo-liberal policies that are crushing staff members and protect us from hem! (23)
69. Providing a clear way for members to be involved should be the main focus. Email is best. Time to meet with staff is difficult. (1)
70. Yes but tricky to do and all comes down to communication and effective worksite delegates. (1)
71. Members don't always want to be actively involved due to school commitments. (1)
72. Huge membership let's get everyone...well realistically... many involved. So many members are oblivious to what the union does & many don't care. (1)
73. You can take a horse to water but you can't make it drink. (1)
74. Appropriate PD for teachers on current trends in education e.g. Dyslexia. (1)
75. For people to choose how much involvement they want. (1)
76. Always difficult to achieve but a desirable goal. (1)
77. Involvement needs to be made fast and convenient. (1)
78. Perhaps more local contact could help here. (1)
79. Probably. (1)
80. Absolutely! As I said previously it should be a bottom up effect - the exec's job is to encourage that not stifle it because of 'tradition' and old-style thinking. I think sometimes they are frightened about new ideas coming through - radicalists that might challenge the status-quo. (1)
81. There seems to be very little that members can get involved with, anything would be good. (1)
82. With the work load we have (and it seems to grow frequently) I feel I don't have time to read/keep up with 'too much' information all the time. (1)
83. Vital. (1)
84. Ways of us all being able to meet apart from when there is union action, would be good. I feel remote. (1)

c) Structure

Rate the relevance of NZEI's current structure in today's education sector.



People voted: 997

1.	21 people	2.11%
2.	198 people	19.86%
2.5.	3 people	0.3%
3.	341 people	34.2%
4.	269 people	26.98%
5.	165 people	16.55%
Average ranking:		3.36

Comments:

1. However the organisation does need to become more streamlined as set out in the review. (5)
2. Important as it has a ripple effect for members and impacts the difference NZEI can make. (4)
3. See above comments in regards to relevance² I think it is dangerous to make sweeping changes for changes sake. For example All Branches are not affective **However it is**

² I totally agree that NZEI does need to improve clarity of its vision, goals and strategies. However from an educational viewpoint, membership will need to be fully involved in this process. This is quite a radical change form current practice where Visions et al are brought from a Top down philosophy and this results in members (from different sector groups for example) not having a clear

essential to look at each individual grouping – numbers of members involvement/ attending/ reporting on national goals and links back into regional (DC) and National (Advisory/ Executive). In other words criteria linked to national priorities along with membership involvement (including electronic communication) should determine relevance – these comments do not include Annual Meeting. (1)

4. Needs to be narrowed down (1)
5. Miro Maori members have had to create Pipiri Mananui forum in order to meet their needs in the organisation. (1)
6. Keep what works! Tweak what doesn't or develop. (1)
7. Needs change. (5)
8. The current structure is coping, more reactive than proactive. (2)
9. Important but not always effective. (1)
10. Representation needs to reflect the membership on a pro rata basis. (1)
11. Unable, apparently to support the proposed future strategies. (1)
12. Pursue section 6.1.3. (1)
13. Need leadership from top, but needs revamping. Worksite representatives – already loaded enough with professional job. (14)
14. Very relevant, without NZEI or another appropriate union, New Zealand education would not look like it does. (1)
15. Keep going with this. (8)
16. Unsure of current structure. (1)

understanding of the specific role of NZEI. This would take serious time and resourcing. Staffing over a period of time. A suggested process could be **cyber discussion groups – members could register through NZEI's website** (similar to the process used by the MOE (EC regs / funding) – are there similar experiences in the primary sector? Where a vision could be articulated, this does not mean every specific goal has to have a primary voice, SS voice, EC voice but membership need to look at wider similar issues across the WHOLE education sector (what I am suggesting will require a report on its own!)

In the main, NZEI structures still hang onto traditional processes e.g. paper trails. Many members now have their own personal computers or MOE contracted laptops. Historically there has been some arguments that not all members have computers or access to the internet – however I would argue that now this would not be the case (last ICT report – completed 2003 is now 5 years old) other factors support this philosophy including cheaper / more competitive rates for Broadband and more affordable computers. Here lies an opportunity for NZEI (especially with transport costs being high). (1)

Further work needs to be completed on the organisational model that senior staff and representatives have adopted with some success – although membership as a whole perhaps is less open to this model. In other words developing and implementing effective networks (electronically) is achievable and manageable and the priority. As a side issue let's look at each regions database and ask how many electronic addresses are present / why waste paper and costs on contacting members. (1)

I am a supporter of multiple pathways as long as they all fall back into an agreed vision. Goals and priorities. At this point I would keep the structures as they stand however with the discussed principles in mind (links into NZEI's vision etc) and their ability to communicate electronically (this ability could be a form of review over the next three years). If membership groups are not meeting this criteria then their effectiveness would need to be closely examined. (1)

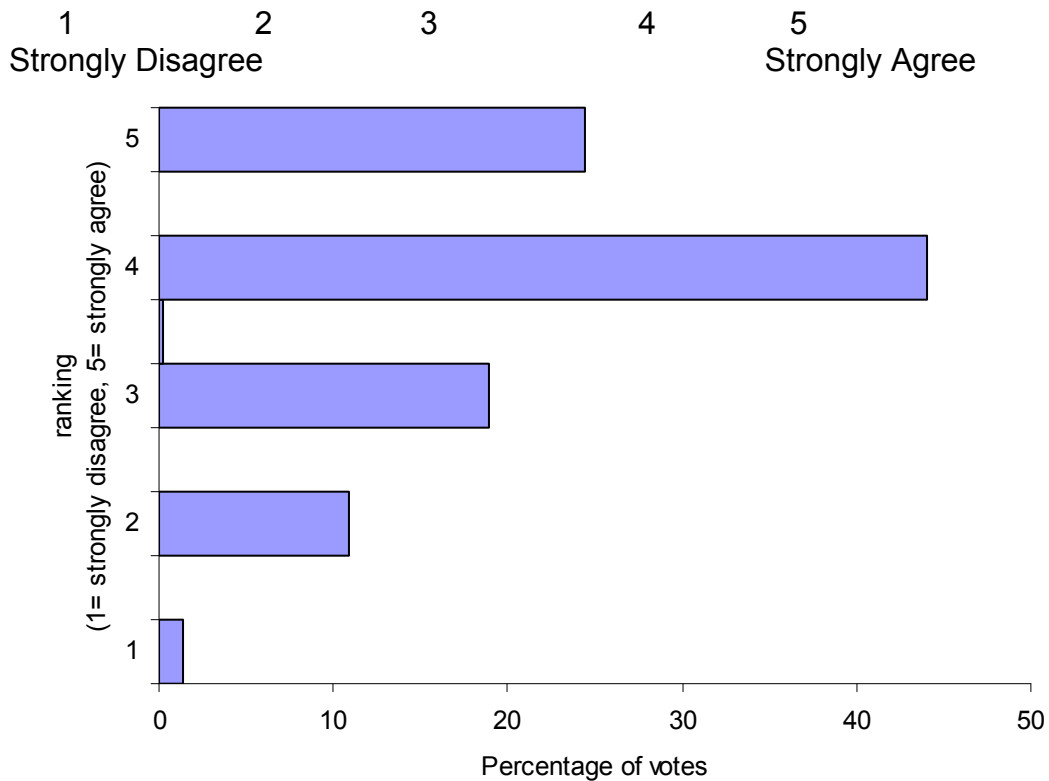
17. Annual meeting is a very effective forum. Not all members receive info. Branch and dc are not always effective in spreading info to all members. (1)
18. Not meaningful to many members (eg youth) and that's why so many people don't join. Many currently members have joined simply because of the 'insurance' factor and when a carrot is dangled i.e. financial incentive. (5)
19. There will always need to be a local focus form which communities of interest will grow. (6)
20. Is partly due to the structure of NZEI that interest has been lost. (1)
21. We don't know about structure. (5)
22. It doesn't appear to reflect our needs or concerns, we don't know what would. Perhaps that's your job – to provide options? (46)
23. Members are not particularly interested in union structure as long as the job is done. (18)
24. We feel unable to give informed comment. (3)
25. Too many "bolt on's" – many very expensive to run. (1)
26. We must develop as a 'voice' in the educational landscape. (2)
27. This works really well for us in Central East District council. At least we are guaranteed that all sector and Maori medium of education are catered for. We are also a District Council that has Dual Chairs thus we walk the practice as set down by 1.8.4 of the rules of the NZE. We work amicably with our colleagues and all views are heard with respect. (6)
28. Primary teachers are disenfranchised because they are so busy being good teachers. The union has little relevance for them until things go wrong. (1)
29. Having a multitude of pathways for member involvement and activity is very important. Flexibility is the key. (1)
30. Have the feeling that our structure needs to change so we become a stronger more powerful union. (1)
31. At a grass roots level, in schools, people are really busy with the teaching role so NZEI comes secondary to this – however, when needed people will become active – commit to action for the union. (1)
32. Strengthen the worksite; branches as they exist today may be redundant (1)
33. Structure is unwieldy, groups are brought together to meet the current problem, people should be trained and know their role so that they can operate efficiently. (2)
34. Need to allow for diversity of members and their involvement NZEI structures the same – while organisation has grown like topsy. (3)

35. Very important for the Education sector. (3)
36. Current structure is currently working for us. (6)
37. We realise its necessary but are not aware of what happens behind the scenes. (7)
38. Is the NZEI a professional education organisation or a union geared towards the benefit of its members? (12)
39. Need best people for the job. We are one union and do not need all the sector groups. Time (after 16yrs) now to work as a union. (13)
40. In need of significant re-structure and not just tinkering. NZEI runs the risk of a big review process with next to nothing changing. (1)
41. Realise its hard to balance. So many aspects of membership – early childhood through to support staff – primary etc... Are we too big a union?! (3)
42. Needs work too weighty at the moment. (4)
43. Seems very disjointed. Lots of committees etc cobbled together with no clear structure. (1)
44. From the report comment needs a new and in-depth face. (1)
45. NZEI is needed and as soon as a problem arises the affected parties make a beeline for NZEI. (10)
46. Always room for improvement and adjusting to change. (1)
47. Too hard to get involved with the current structure which is locally dominated – usually by an ‘old boys club’. (1)
48. Relevance could be developed. (2)
49. The structure works well at the local level, especially when it comes to industrial issues. (1)
50. We feel the role of District Council is irrelevant. Business/issues should go directly from Branches to the Executive. (3)
51. Not sure about current structure – poor filtering down system. (4)
52. Needs streamlining in order to make better use of our money. (11)
53. We would like better representation between North and South Island. (16)
54. Still highly vital to education sector workers. It gives us power through numbers. We still have major issues with workload and class sizes. (19)
55. Lots of people with overlapping responsibilities. (23)

56. At least there's a base to work from but it's time to modernise, get proactive. (23)
57. Needs to be updated. (2)
58. It's seemed ok. (1)
59. Worksite didn't rally have a clear understanding of the structure to be able to form an opinion. (1)
60. It seems to achieve. (1)
61. Needs to be streamlined to match vision. (1)
62. Appreciate the effort with negotiations. (1)
63. Great efforts in addressing pay. Now need to look at sabbaticals for long service and starting all 5 year olds at the beginning of each term! (1)
64. Although not as prominent as it could be in the public eye (teachers) most teachers I know abdicate the work to NZEI and only take more note if issues are financial. (1)
65. Only people who are passionate and vocal unionists tend to be heard. (1)
66. NZEI needs to be an innovator - take the initiative. (1)
67. Yeah district, and local meetings always seem a waste of time, lacking a purpose, just there to spread news, and agree with exec, email is better. (1)
68. After being overseas in a country with little union involvement in the education sector it is pleasing to see what impact NZEI has had. It shows how NZEI has had an effect on the status of those in the teaching profession. In the country I taught in teachers were thought of a blue collar workers. In New Zealand I believe we are looked at as professionals and I think we have NZEI to thank for that. (1)
69. Some things need bringing into 21 century, i.e. consensus decision-making. (1)

d) Capability and renewal

NZEI worksite reps and other activists provide quality leadership and advice to members.



People voted: 990

1.	14 people	1.41%
2.	108 people	10.91%
2.5.	1 person	0.1%
3.	187 people	18.89%
3.5.	2 people	0.2%
4.	436 people	44.04%
5.	242 people	24.44%
Average ranking:		3.79

Comments:

1. Ongoing support to enable people to do their NZEI work is always a good thing. (12)
2. Worksite reps often put this role behind their core roles in their schools. (5)
3. Obviously depends on the specific worksite rep. (4)

4. At the present time active members tend to reach a certain level and as life priorities change fall off the scope. If a pathway was developed then effective links to other areas could be developed for members who can't always make it to Wellington! The other great challenge is for NZEI to make an impact for beginning teachers and younger teachers (not in age) to have regular opportunities within the structures of NZEI. (1)
5. Site Rep Training ahs been immensely impactful. (1)
6. Very supportive of support staff (voted 5). (3)
7. There is not always a follow on from local/ regional to national leadership then on to Exec. (2)
8. A monthly 'brief' meeting with the worksite rep would be good to discuss needs, problems or possible changes & strategies to implement change. (1)
9. How do you stir them up. The mainly apathetic members. Worn out doing the job without having energy to flaff around with this. (3)
10. I haven't needed to access advice but I have confidence in the ability of our NZEI rep. (1)
11. No training, get to be one by default. (3)
12. Made inquiries 2008, get still no progress. (1)
13. Sometimes the workload expectation for worksite reps is quite heavy. (3)
14. Why worksite reps not interested in training and if small number training cancelled? Info has to be relevant. (3)
15. Need to cut down on the paperwork sent to schools through NZEI site reps. Teachers have a heavy workload and paperwork requiring responses etc. clashes often. (17)
16. When necessary and relevant. (1)
17. Leadership isn't worksite reps job. If you put more 'jobs'/pressure on worksite reps people will not do the job and sites will no have an NZEI person. (12)
18. Worksite rep – undervalued by NZEI (voted 4) (8)
19. As much as training, and time commitment and personality allows/hinders. (1) (voted 4)
20. Very important to keep members informed. (1)
21. When an NZEI site rep works well a site is a strong NZEI unit. (1)
22. Field officer could visit staffroom more regularly. We feel worksite reps have a very heavy workload and should be remunerated (perhaps a subsidy). This would encourage new people to put their names forward and become actively involved. (5)
23. Depends on NZEI worksite rep. (7)

24. Why does the staff rep not get paid to do your leg work. (9)
25. Strongly agree with this. Somehow we need to get around any changes in Government so that worksite reps skills can continue to be developed. (1)
26. No one at my workplace now who has joined NZEI. (1)
27. The school reps do a good job – but in all NZEI is considered a weak union in comparison to PPTA. (3)
28. Often these reps are inexperienced and are given little training and support. (46)
29. Depend on site. (6)
30. Worksite reps do not have a lot of time to be strong activists. We expect the union whose full time job it is work for us to be the activists. (18)
31. Worksite rep – important (as gives focus) would like more online information available for example 'discussion paper' as attachment? (3)
32. We are given training to help us as worksite reps, which in turn means that we can provide quality leadership and advice. (1)
33. The need to help national advisory reps. Identify a variety of points of contact across the diverse ECE sector. People who are active bringing in new members to different meetings and events on a regular basis. (4)
34. NZEI rep not a role people aspire to! (1)
35. Dependent on knowledge of individual activists and support. (2)
36. Site Reps are staff's first call for information. They need to be fully informed on a variety of issues. (1)
37. The structure of the worksite reps seems to stand alone – they should have a direct line to PCTAG – A lot of paperwork that site reps do is doubled up by field officers/ head office and districts or PCTAG (1)
38. On our worksite our WSR provides advice, ensures that all members have the right info have the opportunities to discuss issues and reports and the surveys are returned. (1)
39. Depending on their experience and level of commitment – often it's the beginning teachers that get the job but should be most experienced (1)
40. It depends upon the individual, some are excellent some not. (2)
41. The rep at work notifies all members and gives out letters etc to read, meetings told to all members. (3)
42. Works well in our school but believe most schools find this difficult. (6)

43. Messages don't get through. Too much information – we don't really want to know it all. (7)
44. Person specific. (8)
45. Always receive prompt and sensible advice from our Field Officer. (12)
46. Some do, some don't. Depends on the person. (13)
47. Advisory groups a strength. No MSP Training to date 2008. Branch Meetings killing interest for Site Reps. (1)
48. Feel well supported as a worksite rep – I choose how much I wish to be involved – important to encourage workmates to be involved too. (3)
49. This is the number one communication tool for the union we need to look after these people much better than we do. Too many experience burnout and are no longer involved. (4)
50. This depends on the individual rep/ activist – some better than others. (1)
51. Some do some don't. (1)
52. At present I have noted none in the 4 centres I have worked in the 4 centres I have be employed in. (1)
53. We have high-quality representation at our school. Btu we are aware that not all schools are so lucky. (12)
54. Some recognition of the work that NZEI worksite reps do would be appreciated – e.g. petrol vouchers for attending meetings. (16)
55. Fortunate to have a quality pro-active NZEI rep. We are aware that not everyone is as well represented as us. (3)
56. I personally work hard to keep our staff informed. All our staff are members of NZEI (10)
57. Keep communication going. (1)
58. This depends on the individual rep/activist – some better than others. (1)
59. This varies – depends on worksite. Sometimes reps are too close to management and differentiation of roles is negligible. (1)
60. Unless it is agenda'ed and 'pushed' on behalf of the NZEI rep it can easily become another piece of paper on the wall. Large documents more difficult and onerous but necessary to read and digest. (1)
61. Members affirm the actions of our worksite Rep. (3)

62. Call Centre worthwhile – do the best they can – info overload; members need to be take more ownership. Meetings etc last priority after a busy day and tomorrow's prep. (4)
63. Higher workload on reps. (10)
64. Generally good but varies from place to place and person to person (19)
65. Our worksite reps provide quality leadership for the limited amount of time they have. (23)
66. They need the training to be abler to provide the leadership for making goals etc. (23)
67. Perhaps a higher profile for Field Officers (23)
68. Our worksite rep does a great job but where are the newspaper articles, TV coverage based on out issues – articles in education magazines. Why not 'pay' for research to be done and published by NZ scholars. Get our difficulties 'out there'. What access do we have to thesis papers from education students, art honours, masters, doctorate levels etc.? (23)
69. Paying a Unit to Worksite Reps could 'raise' the importance and value of the job. A big commitment for scale A staff as well as classroom commitment is expected. (25)
70. Some do – varies from school to school and council to council. (1)
71. They like the current worksite delegate enthusiasm! (1)
72. It can depend entirely on the quality and commitment of the individual. (1)
73. Not all of them are getting info through. "Too busy". (1)
74. Yes & no! But if 1 can't then someone will follow up & find relevant info. There's an awful lot to know & learn. (1)
75. Depends on individuals. (1)
76. Reps do the best they can with the information given. (1)
77. Not so keen on the activist title. Our worksite rep does a very good job against all indifference she encounters. (1)
78. Very important for worksite reps to provide this leadership and have an understanding of what they need to discuss with fellow work colleges. (1)
79. Worksite Reps are only effective once they become actively involved at Branch Level. The meetings may be tedious at times but I have gained so much understanding of issues since joining branch management. (1)
80. I would assume site reps do their best. (1)
81. Very dependent on whether the rep is appointed by choice or obligation. Also on their dedication and energy. Variable!! (1)

82. Depends again on time and other commitments. (1)
83. Depends on who's leading the horse to water and whether or not it's thirsty, some horses are hungry. (1)
84. Of course this is a person dependant thing. You are always going to have those that do a good job and those that don't! It's hard to work in a school where the people don't support NZEI or one where the worksite rep is ineffective because the information is never received and decisions are made without you knowing. As far as trying to get into schools I believe the field staff in the area I worked in were very good at feeding on information. (1)
85. But at times the process seems too long and drawn out. (1)
86. But would like more meetings for info.....see number 3. (1)

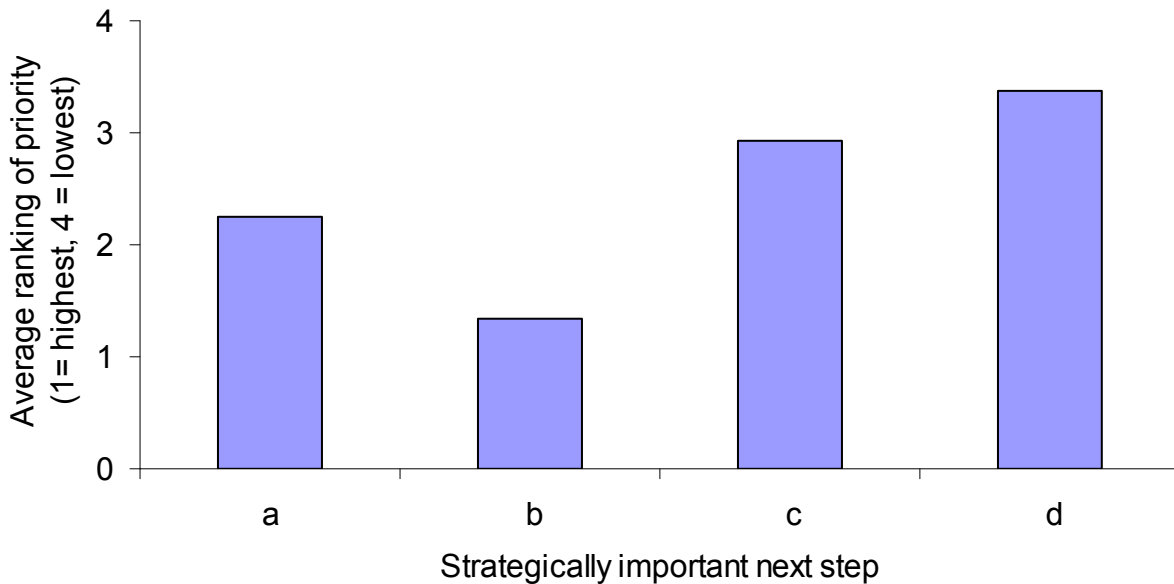
3. Strategically important next step (prioritise – 1=first)

a) Develop options for the future structure of NZEI Te Riu Roa

b) Confirm the vision, goals, strategy for NZEI Te Riu Roa for the next 3-5 years

c) Create models showing multiple pathways for membership involvement

d) Develop programmes for leadership and activist development



Graph X: Average ranking of the priority of strategically important next steps. Note that a ranking of 1 is the most important priority. All four priorities were ranked 1-4.

People voted: 901 people ranked statements a and c, 899 people ranked statements b and d.

Average rankings:

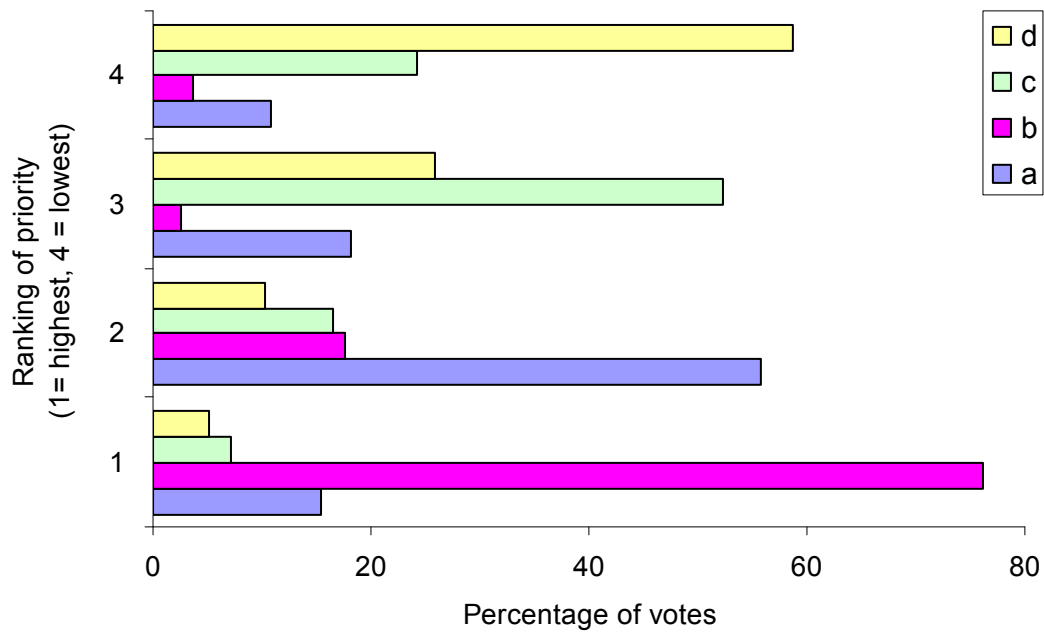
- a. 2.24
- b. 1.34
- c. 2.94
- d. 3.38

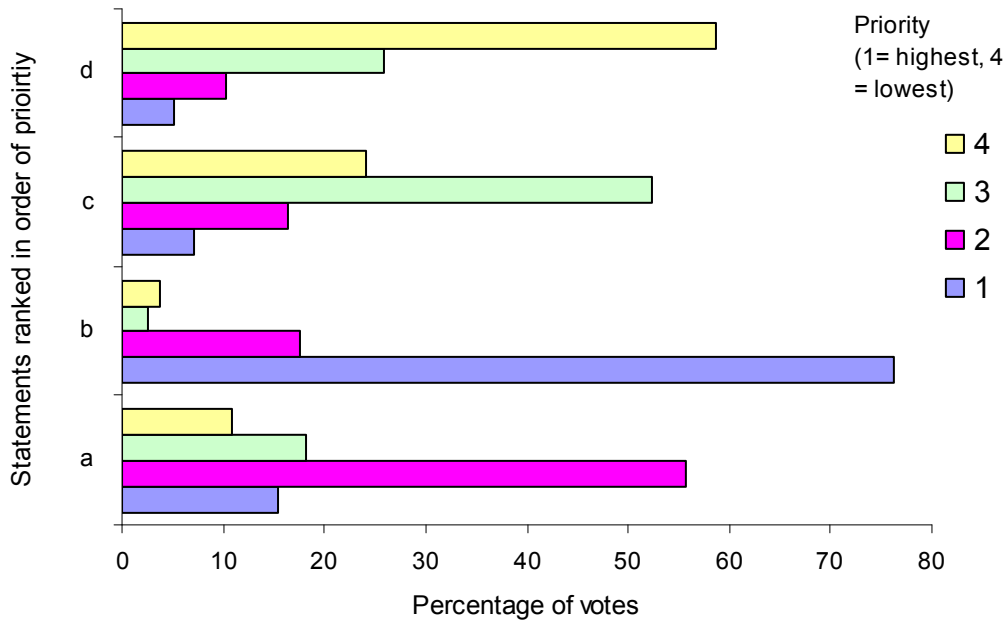
Breakdown of rankings:

Statement A

- 1. 139 people 15%

	2.	502 people	56%
	3.	163 people	18%
	4.	97 people	11%
Statement B			
	1.	685 people	76%
	2.	158 people	18%
	3.	23 people	2.6%
	4.	33 people	3.7%
Statement C			
	1.	64 people	7.1%
	2.	148 people	16%
	3.	471 people	52%
	4.	218 people	24%
Statement D			
	1.	46 people	5.1%
	2.	92 people	10%
	3.	233 people	26%
	4.	528 people	59%





Comments:

1. Checked 3a, b and d as priorities, but say that 3c is already happening. Support miro Maori Pipiri Manajnuai enables leadership development in this forum – a0 leader at their worksite, leader in their AT, grooming for National responsibilities. (1)
2. (Checked none). Comment on 3c: a good idea in theory. (3)
3. Not sure if 2-4 are a priority. (9)
4. This was hard to decide – all are really important. (1)
5. Note: Take a leaf out of Political Parties. NZEI needs 'Youth Group' Section at all levels of organisation. (1)

4. One idea I thought was really interesting

1. Having a national meeting and regional conference in alternate years. A step towards more meaningful membership involvement, I think.
2. Changing National Executive to a whole union membership representation.
3. There necessity for discussion on how to attract and RETAIN new teachers into the profession -succession planning given the aging workforce.
4. Idea of regional conferences and biennial national conferences.
5. An attempt to shift community attitudes. I am working on precisely this after a study tour to Italy I am hell-bent on making the community realise just how valuable early childhood is and how we need to value and be involved with our children. One quote I heard in Italy was "teaching is an honorable profession" and that's what the communities believe.
6. Was the need to develop greater proactive leadership? We felt that there was a need to 'politicise' the membership. (12)
7. That he 'line of sight' between the member and their organisation is very clouded. (5)
8. the change in structure to National Exec, i.e. having criteria which finds 'best people' rather than covering each sector – interesting change. (4)
9. Too much waffle and jargon. (4)
10. The mention of the challenges facing education. (2)
11. The challenges facing education and that NZEI is a reflective organisation – re concluding comment page 10. (2)
12. Was membership involvement – we are happy to pay our money and receive a service and sometimes attend meetings. Sometimes the meetings have been based on personal attacks and misinformation so other pathways could be good and maybe challenging. (3)
13. E-mail survey with members. (1)
14. Natural communities of interest. (1)
15. The idea for NZEI to develop a National Vision, goals and objectives alongside membership NOT in front of (within a ICT medium) (this is the core idea for me as if this process is correctly implemented then the rest of the issues contained in the report will follow). (1)
16. The idea that Annual meeting is held every 2nd year (the other year have district meeting). (1)
17. Were we a union or Institution. We had a great debate. (1)

18. Becoming a powerful professional and industrial union. (1)
19. NZEI doesn't have a clear direction. Creating multiple pathways for levels of involvement. (13)
20. Why use activists – don't like the way NZEO are heading if those forms are being used. (13)
21. Change is never easy. (1)
22. Focus on engaging members. (1)
23. Regional Conferences. (1)
24. That trying hard to get a wide variety of collaboration from all sectors. Glad o read ECE written about as we often get missed out or forgotten about when wider groups discuss education issues. (3)
25. That the low socio economic group is growing and needs overseeing for a wise range of reasons. (1)
26. Addressing Teacher Training – There are big gap[s between providers and assessment of students. Teachers are having to do the practical teaching of many students. (3)
27. Using email/ICT and other methods of data gathering - meetings are difficult at the end of a school day – not much spark left. Also would be easier to collate – individuals would have a say. (5)
28. Was the enhancement of the role of worksite rep. Executive being 'governance' role suggest some thought will need to be given to 'who is going to do the work' and who will represent our position and views. (2)
29. Regional Representation – one per DC. (1)
30. That school staff are more than what trained for e.g. now nurses/ social workers etc instead of support staff/ office staff/ teacher etc. More things requires of us. (1)
31. Organising Call Centre – and giving the field officers more time to do his/her job. (1)
32. The declining confidence in the quality and relevance of teacher training. It appears that teachers really lean "on the job" and that the individual effectiveness of schools determine how well a teacher develops higher practice. This is worrying in that it is clearly an added responsibility for schools – some are unable to deliver effective and current professional development. (1)
33. Thought most were a bit low level! (1)
34. Localised membership structures and natural communities of interest etc... (1)
35. The quality of teachers and teaching practice needs to be raised. I totally agree. (1)

36. Raising the level of teacher training. (3)
37. Electing the best people for national executive. (3)
38. Holistic view of the sector. (3)
39. Teachers are always reminded to reinforce Aotearoa/ Maori Tikanga nevertheless limited incentives are on offer to do this i.e. within the school and classroom environment. (1)
40. The intention to improve teacher retention, as I see this as an important goal. (3)
41. Biennial conference with alternating regional conferences. (8)
42. Suggested change to national exec and biannual conference more efficient and effective. (3)
43. How will NZEI impact on teacher training? (3)
44. Te redesign teacher training to meet the new forms of educational practices and the improving and better linkage between early childhood centres and primary schools. (1)
45. The breadth of the NZEI's role – i.e. what people are expecting – is it manageable? (14)
46. Combining the interests of all parties. The structures of national executive and changes that would be considered. (4)
47. Have a group of 9-11 on national executive – would they be people who have taught recently know what being in a real classroom is like! (12)
48. Pg 8 of 14. Structures: promote meaningful member involvement where both contribution and follow-up can be easily observed. (8)
49. Biennial conference, with regional conferences held on the alternate years. (1)
50. The strong connection with lifting educational practice. (1)
51. Recognising active membership and using this strength and rewarding effort. (1)
52. Having a much smaller executive to focus on policy rather than day to day management. (1)
53. Statement 5 in challenges facing education (pg 3). (5)
54. That NZEI believes they can influence these things. (7)
55. Regional conference. (2)
56. Regional representation on Nat Exec based on membership. (6)
57. The 'whole of union' approach by dropping National Exec representation by occupational group. The best person for the job has to be our goal going forward. (1)

58. Agree with “Challenges facing Education” points – NZEI could have taken a stronger role in supporting its members – not supported strongly as PPTA supports its secondary teachers. (3)
59. Australian teachers get paid sabbatical leave every five years. (5)
60. That structures haven’t changed since Tomorrow’s Schools. How to scale up successful interventions. (46)
61. Biennial good – local use of money. (6)
62. NZEI feeling “a little paunchy and middle-aged” – probably true. (2)
63. Page 5 discussion paper; point 5: Begins ‘move quickly and decisively’ emphasizes the importance of ICT rapid response. (3)
64. That even though the traditional structures are working, it is still important to make sure they are the best structures for today’s members. It is ok to be ‘good enough;’, but it is better to see what things we can do to improve to make things better for our members. (1)
65. Challenges facing education. (4)
66. The organisation is “middle aged and paunchy” (1)
67. We think it is very important to support a move towards finding more aspirational set of goals. (3)
68. That national office is alert to the potential to create opportunities for membership involvement. (2)
69. Biennial Conference – not sure if this will work. (2)
70. After 125 years we feel that this Organisation Review was well timed as we move into a new direction of education in a Global World. Quality Education for 21 Century. (6)
71. Key initiatives for challenges facing education paramount. Union involvement in lifting teaching practice this means better outcomes for our???? – Which is why we are here. (15)
72. Working out how to scale up successful literacy and numeracy intervention strategies to become mainstream. (5)
73. That you realised that being ‘good enough’ may not be enough. (1)
74. The goals designed to address and current sector conditions – p4. (1)
75. Reduction is Nat Exec numbers. Clear definition of jobs of exec members. (1)
76. Being the strongest most powerful union. (2)

77. The initiatives taken/ suggested in the course of consultation, to build working partnerships. (3)
78. We agree with the challenges facing education. (3)
79. It is sad to hear about/ read on pupil's health, lack of food, disruptive behaviour but this has been an issue for many years now. Some help has been put in place but it is just an extra stress/ workload for education lists. (3)
80. Recruitment drive. How the Organisation Review works. (3)
81. Was the lack of use of ICT technology for communications i.e. skype. (6)
82. Acknowledgement of the difficulties teachers face due to dysfunctional families, lack of parental support and the increasing expectation from society. (6)
83. Primary Teachers voices seems a minority in the union. (7)
84. Communities of interest i.e. networks. (7)
85. Less numbers for National Exec. Best people for position rather than sector representation. (8)
86. ICT as strategy for engaging members. (8)
87. National Executive – Bullet point 3. (7)
88. Aging Teaching Population and alternative career steps. (14)
89. Show members that NZEI is making financial cuts to keep subs down. We are in a world of cost increases across all aspects of our lives. Our worksite has 100% membership. Why? We value our staff and promote NZEI at every opportunity. Can't say this would apply in many other sites. (1)
90. Target Secondary Worksites: huge membership potential here. (1)
91. Regional conference – good to have an opportunity to network with other members but not have burden of travel expense?! (3)
92. We need to unite as a union and support all sectors in the union. Totally agreed with this statement: “not is there an apparent connecting vision to unite all the varying interests inside the union”. (4)
93. Is the acknowledgement of society changes on the role and added burden for teachers. (1)
94. How our many is spent. (1)
95. Way that the NZEI structure has been developed in quite an ‘ad hoc’ way to meet current issues (1)

96. The idea of involvement for all in whatever fashion will keep the organisation active and challenging the need for improved teacher/ educator quality (1)
97. Was the condition of a group of members needing to be satisfied that there be ease of opportunity to be heard, and to observe follow up (pg 7 of 14). (12)
98. NZEI working in partnership with other sector partners – this would be great – especially our secondary colleague4s (P.P.T.A.). (16)
99. Lifting education practice is the key. The personnel, structures, pay, retention or the problems in achieving this. (1)
100. Need to make provision for debate/ challenge – there has been a noticeable absence since 1989; PD contracts encourage delivery/ completion of contract not challenge! (1)
101. Proactive sector leadership to improve the learning environment and educational outcomes for all kids and, in doing so, lifting the quality of the work environment, remains the core purpose and best means of supporting members individually and collectively. (2)
102. Is the acknowledgement of society changes on the role and added burden for teachers. (1)
103. Developing different ways and levels people can be involved in NZEI. (1)
104. That Maori and Pacific Island children may not be able to assist NZ future. (1)
105. Regional conference and Annual Meeting biennial. Good idea. (2)
106. A closer alignment of professional and industrial initiatives. (1)
107. Postal vote for Executive – gives every grass root member an opportunity to vote. Every members standing for National Executive should provide a very short video of their intentions accessed via the net to assist members when voting for the Executive. (3)
108. Call Centre is a good idea. (4)
109. The challenges facing education. Promote a learning and development orientation. (10)
110. Was to increase the ways members can be involved. (11)
111. How do the goals of NZEI sit with TC. (16)
112. The need to have a strategic focus that I equally applicable regardless of who is the government. (23)
113. Positive – change to biennial conference ref. cost. (23)
114. Positive – change to structure of national exec. (23)
115. Regional Representation – what will this entail and how big will the ‘regions’ be? (23)

116. Was NZEI describing itself as a little 'middle-aged and paunchy'? Maybe that reflects the majority of the NZEI members? (23)
117. The honesty in reporting that NZEI doesn't currently have 'a clear strategic direction' and a 'connecting vision' across the varying union. (23)
118. The process to evolve Maori structures need to be improved. (23)
119. Are we getting good expert advice re structure? Pay for an effective consultant if necessary. (23)
120. Increasing demands are made on teachers in terms of workload, stress and managing to support more children from dysfunctional families – and the government and/or community are expecting more from teachers/schools. But where is the extra support/ resources required to try and reach these expectations for all children? (23)
121. Seamless working between learning organisations should be addressed. P2 – P5. Each sector is still operating separately. Why are we only addressing early childhood and Primary Sectors. Secondary should be involved as well (25)
122. Seeking greater influence over issues in the education sector. (1)
123. The key elements to consider in setting direction are to have a limited number of goals and strategies that enable clear focus. (1)
124. The whole thing. (1)
125. Improving community/school relationships and working with social funding and delivery agencies aimed at improving social well being. (1)
126. Trying to get members to recognise the distinction between professional and industrial issues - this is an interesting idea that that they converge in the workplace but are separate on most other levels. NZEL has to work on getting members to see its professional interest advocacy role. (1)
127. The local conference. (1)
128. Leaving the AM format and making a better performing meeting for members. (1)
129. Challenges facing education as there is increasing numbers of children with behaviour problems. (1)
130. Having annual meeting every second year. (1)
131. Agreed with challenges - how do we address them? To promote the status of teachers as respected professionals in the community. (1)
132. Provision of structure to support all members. (1)
133. Challenges facing education. (1)

134. Translating that consensus into a series of "Whole System" work streams including, etc.
Fabulous. Strongly agree with these statements. (3)

135. Sectors working together so there is a continuum for children. (1)
136. Increasing the value of worksite reps by having regular meetings rather than training, which is considered by some to be a one off rather than a place to continue growth. (1)
137. Ease of involvement via internet. (1)
138. The dominant culture, driven by old structures and fed by tradition, can impede organisational renewal and evolution YES!! Even the website takes forever to be updated. It should have contracts and pay scales accessible the moment they are mailed out not several weeks later. (1)
139. To run more local workshops catering for the needs of local members and investigating alternative means of dealing with the social complications foisted on schools and teachers. (1)
140. Replacing travel to meetings with online forums, to discuss ideas over a number of weeks, with email updates on topics. (1)
141. The dropping of the amount of members at Annual meeting - I think that there are a number of people who attend that do not stand up on the floor or who do not contribute to their branch ideas. This could be an interesting way of making sure this happens. I think that this however, may aide in stopping certain people contributing as it will be as always that the same people attend every year and put forward the same views..... diversity I believe is the key here - how do we make sure that this happens? (1)
142. I like the change in structure - if it will live up to my expectations of 'things' getting done faster. (1)
143. Having a national meeting and regional conference in alternate years. A step towards more meaningful membership involvement, I think. (1)
144. Changing National Executive to a whole union membership representation. (1)
145. There necessity for discussion on how to attract and RETAIN new teachers into the profession -succession planning given the aging workforce. (1)
146. Idea of regional conferences and biennial national conferences. (1)
147. An attempt to shift community attitudes. I am working on precisely this after a study tour to Italy I am hell-bent on making the community realise just how valuable early childhood is and how we need to value and be involved with our children. One quote I heard in Italy was "teaching is an honourable profession" and that's what the communities believe. (1)

5. I was surprised there was no mention of

1. Early childhood in particular. I feel an erosion of standards as more places are being licensed (and shouldn't be)
2. All the key issues are addressed in the report. (5)
3. If there is bulk funding with a change of government, will this change priorities? (5)
4. I am very happy with the initial report and I look forward to further implantation through the democratic structures within NZEI. (1)
5. No mention of teachers in the Review. All other groups were mentioned. Site Reps was the only way teachers were mentioned. (1)
6. Miro Maori Structure in the proposed structure is silent. Why. (1)
7. The knitty gritty business of union that is, work conditions and pay issues for members. (1)
8. The need for dual structures, suggesting a need to rethink how we approach our work. No mention of continuance of PCTAG. (2)
9. Work towards higher pay rates for support staff. Support staff paid in same way as teachers. (3)
10. The lack of males in primary education and the factors affecting the retention of male teachers (under challenges facing education). (1)
11. Addressing the unbalanced nature of representation. The executive composition is a travesty of justice. (1)
12. The importance of ministry direction/ responsibility in achieving some of these initiatives – particularly in identifying and supporting “best practice” and attraction of quality teacher-trainees. (1)
13. Advisory groups – was there an understanding of these? (1)
14. More money as this will be more enticing to recruit teachers. (1)
15. Sabbatical leave – paid. (1)
16. Lump sum bonus. (1)
17. Field officers e.g. their role in the new structure. A review of their current role. Their value to the membership. (3)
18. Rhetoric too long and waffly – not succinct and clear, quite repetitive. (3)
19. What section 6.1.3. Is all about and where one can obtain this information. (1)

20. The lack of appropriate, capable mentor and tutor teachers for training or partially registered teachers. (3)
21. District council has it no longer a purpose. (3)
22. Recognising bachelor of teaching qualifications with relevance to scale 13+ in the primary sector. (1)
23. The plethora and standard of teacher training providers or the educational standard (particularly in literacy and numeracy) of trainees. (1)
24. Field officers role: what would their role be? Who would we go to/who would be our experts? (12)
25. Nil – everything was mentioned. (8)
26. The present goals, strategies and priorities in this review. (1)
27. The number on the present national executive. (1)
28. How frequently they meet – to make a fair comparison (see pg 8). (1)
29. Public versus private debate and how we will support our ECE workers more effectively (1)
30. A primary teachers advisory group – it seems most peculiar to keep an advisory group of all the other sectors and exclude primary teachers! (1)
31. What NZEI would do with all the money they will save by holding biennial conferences. (5)
32. Specific, measurable goal for teachers to relate to, this report is just ‘big picture’. (7)
33. Not a lot of mention about societal issues and how they impact on NZEI membership. (6)
34. We need to streamline the organisation in order to contain costs. Most members want the NZEI to be there when they need advice and to negotiate their pay rates. This is what many members believe is NZEI’s core function. (1)
35. Defining exactly what a Branch should look like in terms of size. My branch for example continues to expand in Howick. I feel it is getting too big and needs cutting in half. Another branch I have had experience in Te Puka is too small to be effective in my view. (1)
36. The needs of individual sectors. (1)
37. Automatic paid sabbatical leave every 5 years. (5)
38. How NZEI decides what the issues are for its members. (46)
39. Members will not get involved if they perceive the workload will be too high. (2)

40. Maori structures and their role in the new union structure. (2)
41. Unsupportive Ministry of Education Schools 'fight' for every area of support – finance to advice/ empathy in 'trying' situations. (5)
42. Is anybody else aware of the excessive amount of paper you send us? Is it having a positive outcome? (15)
43. No mention of ongoing sub increases – lets look at a better way of financing N.O. – how about a ceiling on how much a Branch, AT or DC can have as asset – all other monies to be returned to NO. (2)
44. Positions (full-time, part time, .6, .8) in Kindergartens advised in gazettes. New types of sessions are not so well defined. (3)
45. PCTAG (7)
46. At local level we discussed – Value for money – want more for what we currently pay. (8)
47. Grass roots involvement – a balance between industrial and education. (14)
48. Greater use of ICT to disseminate information to all members (1)
49. Pay and conditions. Particularly conditions many places endeavour to get by with minimal and only by having a NZEI member present are they brought to their senses. (1)
50. 'Reading Recovery' in 'localised membership structures'. Seeing git is already a network within the NZEI national structure. (12)
51. Class size as a major challenge facing education. Also, the lack of support and/ pr funding for students with special needs. (16)
52. Australia's recent large gains. What was the model? (1)
53. Australian union successes recently – how did they achieve this! (1)
54. Money and/or membership subscriptions. (2)
55. I was surprised that there was little mention of what NZEI has and does achieve. (10)
56. How our money is spent. (1)
57. The continuing discrepancy in pay, which just adds stress to the job. Mortgage payments and house prices etc make establishing yourself very difficult on a BT salary as a young person. (1)
58. Support for individual members. (1)
59. The importance of the union to continue recruiting quality staff, and the indispensability of the field officer role. (1)

60. Non members. (10)
61. Regional representation from sectors and regions. (16)
62. Just making sure the individual is looked after in the workplace. (18)
63. Reduction of NZEI subs paid by members (23)
64. Challenges facing education:
 - o RTLB case services are not addressing the increasing needs of students with trauma, ASD ADHD, ODD, and disengaged learning (Dyslexia) within the classroom. Teachers are not able to cope with all the learning needs of their students without support from TA's or experts.
 - o Money is spent on Buildings for RTLB – Personnel should be housed in individual schools/ small clusters of school should be operating – not one large group housed together e.g. Pakuranaga Intermediate (Proposal).
 - o No seamless transition between each educational sector. E.g. Preschool Primary Intermediate Secondary. – funding for children with CWSN is not continued from EC to Primary.
 - o Contestability is flawed. Criteria is one size fits all which is not appropriate – conditions do not disappear. When improvement is made with students – funding is discontinued e.g. ORRs. Secondary receive the biggest slice of the pie. (25)
65. Implications for NZEI and its strategies
 - o Principals have to spend too much time dealing with Property and paperwork when we should be focused on Learning outcomes for students and raising teaching standards and 4effective delivery of programmes. (25)
66. One unit paid to school staff – performance based. (25)
67. A separate group for teachers! One for almost every other group seems to have been mentioned. (1)
68. PTAG. (1)
69. Difficulty faced by support staff in obtaining pay conditions despite the fact that it is a hot topic of discussion. (1)
70. Teachers having sabbatical for long service!!! New entrants children beginning at the beginning of a term. (1)
71. Ways in which NZEI would conserve for example vehicle reliance and their huge paper trail. In an environment where teachers recycle and "make do" and are teaching children to protect our plummeting world resources, what plans have NZEI made to meet the challenge? (3)
72. The organising approach to unionism. I guess it was implicit but it was not clear that the organisation was going to continue down this path. (1)
73. Working toward creating some type of reward system for those who give their time and energy into improving life for all educationalists. (1)

74. More paid union time for members. (1)
75. ... Less paper mail and more email etc. More environmental responsibility! How many multiple copies of Rourou go straight into the bin! (1)
76. Asking for some form of community perception and/or feedback. (1)
77. How hard it is to progress spur of the moment ideas through multiple layers of committees, where the exec in effect makes all the decisions, and everything discussed is limited to a set plan. (1)
78. The fact that NZEI is trying to bring new teachers into the organisation through branches and the YMN to stop the 'punching'. There are some good things that are being done that were not mentioned. (1)
79. Asking for ideas from members of what they think is important for the next negotiation. (1)
80. Early childhood in particular. I feel an erosion of standards as more places are being licensed (and shouldn't be). (1)

6. General comment

1. National Meeting is a very formal occasion - and with such a large group of delegates, it needs to be tightly run. So, having biennially and using the regional conferences for discussion and recommendations could lead to better discussion and consensus decision making (with policy decisions being ratified at the National Meeting).
2. look forward to more
3. I am very interested to contribute in any way I can to promote HOW CHILDREN LEARN. I have received a travel award and a scholarship to travel to Melbourne and Italy to study precisely this and am amazed that people either have no interest and don't care, or are complacently plodding on trotting out the same old same old..... A lot of us are saddened to see values and the way children are taught, change, when they leave us and go to primary school. I am a Head teacher at a kindergarten
4. It is important that the NZEI stands for something or else it stands for nothing. Establishing clear values and position statements was important as it impacted upon structures and development structures. (12)
5. A postal vote for National Executive has real value particularly if we wish to be seen as being more democratic. (12)
6. I'm not sure that the average member knows what the strategic or annual goals of the NZEI are? (12)
7. We believe that restricting numbers to the biennial conference has the potential to lead to better quality dialogue. Currently too many people go who have no idea of the issues. The expense of taking so many people to Wellington is huge – is the return worthwhile. (12)
8. We were impressed by the comprehensive review. Well done. (4)
9. This report is very appropriate and timely. However the need to move with purpose and decisiveness is essential. Do not let the recommendations become bogged down by 'committeeing' them to death. (5)
10. Thanks for the opportunity to 'feed back' (4)
11. Meetings are over long and boring because they become dominated by activists who waffle on using jargon that the busy full-time teacher has little use of, this leads to apathy of members. All meetings and mailings need to be 'to this point, in clear language that all members can understand. Most will not even read the vast amount of paperwork sent to them – no matter how it is sent because it is not relevant to them when they are rushed off their feet with school work. (4)
12. Ki kaha – it's not easy to move from a tried & true position but we are indeed in need of a slicker organisation to meet the needs of the future.
13. NZEI work hard for their members. (2)

14. I would be interested to find out how you intend to interest members who are 'happy, simply to pay a fee and receive a service and are grateful that others attend meetings etc. (instead of them). (5)\
15. As stated above, I am happy with the philosophy of this report, however I would want the initial Goal setting to be completes in a accurate fashion as this would test electronic communication with membership – as mentioned with set criteria re structures. Data for effectiveness could also be developed – this would remove emotive responses. (1)
16. It is something that is long overdue. Strength in numbers is still the key to our influence. (1)
17. The professional capacity can be built up buy more input into professional workshops – other than union/conditioned etc. 91)
18. People are generally happy to pay membership. All too busy under the current style of education to dwell on issues for too long. Time factor. (13)
19. It's exciting and on the other hand "worrying". "Kia hikoi ngatahi tatou". We need to bring our organisation together with the "one vision". Kia kaha, hia manawanui. (1)
20. Feel it's so important for us to be able to contact NZEI easily to discuss any issues we have. Any process that is going to free up people to listen, act and represent us on a political level is so important, as we the teachers know what is happening on the 'shop floor' and our voices, problems, issues need to be heard and acted on. Thanks NZEI you do a great job Kindergarten has come a huge way due to your hard work. Keep it up ☺ (3)
21. Is there a point where NZEI becomes so proactive in Professional issues the Government says no need to invest in this! As a chalk face aging member (long term) I see my conditions eroding dramatically in terms of stress bureaucratic demand and social issues close to burnout level; pay is not keeping up with inflation. (1)
22. Big plans are great but let's keep the prime purpose in mind. Good outcomes for the Profession. (1)
23. NZEI appears to be moving with the times – on the whole changes that are suggested that are suggested seem sound and promote more professionalism. (2)
24. Whatever shape of form a future executive takes it should be the governing strata, there should be no other group/groups of member of equal status. (2)
25. It is incumbent on any member who has a leadership role to become conversant with the issues 9need by all sectors so that they can take a more effective role in the Institute). (2)
26. The organisational Review is timely considering we have a new National Secretary. (1)
27. Time for change National Executive membership. (1)

28. Regional and Biennial Conference thus will change the participants by including more local participation. (1)
29. PPTA have a structure that each college is a branch. (1)
30. What a long winded, waffly report. Needs to be written more simply. (1)
31. The comments in the report in a number of places lend themselves to overall agreement especially regarding challenges facing education. However “many members are happy to simply pay a fee ...” statements do not reflect a concern to pursue their concerns, i.e. Remuneration with rigour. The thrust of the report does not proclaim seriously its desire to improve the conditions salary for the members especially the rank and file who are the union’s bread & butter. (1)
32. Overall an excellent document. (1)
33. NZEI needs to focus on strong vision which includes lifting educational practice and professionalism of teachers → improved pay conditions. (1)
34. Too great a difference of quality of teachers between schools, within schools. (1)
35. Teacher trainee institutions need more stringent, consistent levels of attainment. (1)
36. Lifting educational practice must be the over-riding priority. NZEI can not seriously make a case for improved pay/conditions unless we have/can prove we have a workforce that is making a difference by using research based sound practice consistently. Between schools, and indeed, between teachers within a school, this is clearly disputable. The initiatives identified on page 4 are very pertinent. “Lifting the working environment” does not address the need for addressing the realities of poor practice and the quality of teacher trainees/ teachers. (1)
37. I didn’t like the way this report was written. It almost smacks of arrogance in terminology used. I was involved in two workshop sessions to give feedback on this and I really don’t see the outcomes of these reflected anywhere in this. NZEI needs to move forward with a strong vision for the future but if the recommendations from this report are followed I can only see us moving further backwards and losing touch. Even the terminology used in this report is grating e.g. conference as opposed to the current meeting – grrr. I don’t think the questions asked on these sheets are productive to getting quality information back from the membership – smacks of the Ministry’s poor approach to consultation!! (1)
38. It was interesting to be told that there is a lack of clarity of vision and that NZEI is addressing this. The directions proposed sound interesting and foresighted and will hopefully benefit teachers, children and society. (1)
39. The report was very much focused on the teaching profession and unionism in the 21st century. Lower class sized is the one sure way to increase children’s achievement and teacher effectiveness. (3)
40. fine tune your comments – make it more user friendly (3)
41. Overall a positive report Tino Pai (Well done) ☺ ☺ ☺ 2 out of 3. (1)

42. I agree with number 5 in 'challenges facing education'. I think we need to strive for uniformity between teacher training facilities. (3)
43. We here are generally very pleased with the content of the document and are more than happy to sense that a breath of fresh air will give the organisation a new life rather than its last gasp! Exciting times ahead!! (11)
44. I like: the idea of the next steps; core goals and strategic direction. (8)
45. We agree with the challenges and feel that these are the main factors affecting Teachers' job conditions. We don't know how to fix these but feel NZEI should be lobbying government to give more assistance for these issues. These challenges are also affecting the recruitment and retention of staff. (8)
46. Building future leaders is at the heart of keeping NZEI current and relevant to teachers. Showing the importance of each person's vision and voice, but having an overall vision to fit with all sectors. (3)
47. Members felt that the NZEI fees were a bit costly which deterred possible new members. (17)
48. We need better linkages between early childhood education and primary schools. (17)
49. Continue working out how to scale up successful intervention projects (e.g. Literacy/numeracy strategies so that they become mainstream – a priority). (17)
50. We agreed with the challenges facing education. (17)
51. WE like the union being visionary and influential on education issues. (17)
52. Keep in touch with the teachers and issues at the cliff face (Professional Concerns). (17)
53. Feedback of union results important – how issues are progressing. (17)
54. Changes suggested for the National Executive – great. (17)
55. I would like to ask if you would consider promoting incentives for the retention of teachers through short-term leave (as in other countries) once completing ten years of full time teaching. This could be used for enhancing learning – travel, study, options. The teacher training would benefit by taking on an apprenticeship in the last year of study to gain improved educational practice results. (1)
56. The linkage between early childhood centres and primary schools needs to be of focus to enhance learning in the early years. (1)
57. It is good there is a review of the structure – there is a need for this. (14)
58. We need to be careful not to overload site representatives. (14)
59. Still value a direction from National Executive. (14)

60. Activities to create more involvement of members. (14)
61. It must be remembered that to the majority of NZEI members, their first priorities will be:
- a) rates of pay
 - b) working conditions
 - c) support when needed
- After these, then they will be interested in all the other business NZEI attends to. (1)
62. It is time to reorganize the structure. There has been enormous change in Education in the last 15-18 years. Generally satisfied with all NZEI offers and the offer of help at any time. Comment was made that non-union members be paid wage increments. They chose not to join and as it is NZEI payments are not cheap. Members should reap the benefits and if you get these without paying, what message does this send? (4)
63. Much is said about “best practice”. This should indeed be the major goal for teachers. Teaching students on the basis of their culture or ethnicity is peripheral to the truism that good teachers who are teaching well will capture all or most of their students. **NO** very little is shown or demonstrated to actually illustrate what “best practice” is. A clearer definition and pathway towards this would be of benefit. Further to this, if NZEI is going to pursue the role of professional and/or industrial union, there needs to be some clearly defined goals and expected outcomes. (1)
64. National Exec – people have to be teachers who have been recently in classroom, so know the real issues facing teachers. (12)
65. Worksite reps – do worksite reps want have more responsibilities? They are teachers too with a full workload already. (12)
66. You are overlooking small branches/ rural areas and forcing this change on us. Is it broken? We think not so why change it? (12)
67. We appreciate your efforts. Keep up the great work. All members are 99.9% behind you. (8)
68. SEG Grant (wanting to know how this process is getting on. Is the grant still the same for decile One schools as they are for Decile ten schools. Or have decile One schools been given more???.) (8)
69. NZEI fees too high (8)
70. Focus on members’ conditions (8)
71. Please cut down on the paper work sent out (sustainability?). (8)
72. What is the current purpose for regional Structures? Aren’t they already clearing houses for local membership activity? (See Pg 9). (1)
73. I believe you only need decision making at local and at national level, and that Regional Structures can be left out, altogether. (1)

74. Forums are a great way to facilitate local discussion and participation. Feedback should go from here, straight back to National level, by passing the 'middle man' of Regional organisation. This would produce a far more efficient and cost effective option, if organized thoughtfully and adequately staffed. (1)
75. Very comprehensive report – thank you. (1)
76. The problems in our working environment (as outlined on page 3) are becoming more important as time passes. I don't think the education section can be responsible for trying to remedy them – society as a whole must be involved. However, teachers need help and advice in dealing with them, and the situation is becoming more urgent. (1)
77. Let's be careful not to throw out the baby and the bathwater. Some system and lines of information work well. Having more members and not just secretaries, receiving information makes great sense. Branch management meetings can be less than effective but well organised branch functions and learning opportunities are appreciated by members. (1)
78. It is certainly timely to review NZEI to make it much more suited to current needs. It has grown 'like Topsy' and doesn't serve any sector particularly well. A huge amount of money is collected it needs to be wisely spent! (1)
79. We hate the word 'activist'. We prefer the term 'proactive members'. (5)
80. Some of this review is written in very user-friendly language whilst other parts are just jargon. Some of it is difficult to decipher and understand especially for lay people. (5)
81. NZEI should not be last member of staff/ new staff members. (7)
82. We would like a permanent community liaison help
83. Teachers only really care about being supported in dispute and pay (7)
84. Time issues re being able to be more active. (7)
85. Several members commented that the language of the report made many aspects of it difficult to understand. (6)
86. Impressed by the honesty of the answers people have obviously given the report writer. (6)
87. Under National Executive 08 you write that we need 'the best people across the whole of NZEI ...'. Then you go on to make an exception "there would also be a Maori representative ..." Over the years we have had many excellent Maori members who have represented us on the National Executive as elected representatives. What are you going to do> - wait until we have votes and if there isn't a Maori do you just appoint someone, how insulting, or do you appoint someone before the postal ballot then have the possibility that members might vote for numerous Maori members. If a Maori member is not elected the treaty obligations could be honoured by having a Maori member in an advisory role or by having representation at regional level. (1)

88. An interesting exercise. Wonder if finances are a major and not empowering members when looking at a biennial national conference with fewer members attending. I look forward to hearing and taking part in discussion at Annual Meeting (1)
89. The report seems aimed at primary primarily! Kindergarten has lost its identity over the time involved in NZEI. As a member for many years I am simply tired of paying large fees when all the non-members around me get exactly the same benefits/ conditions/ salary increases. Can you do anything about that??? (1)
90. Myself and other I know who have spent 3 years training in education to be a teacher, then many, many years teaching, then another 3 years studying to do the Bachelor of Education degree (thus 6 years studying education) plus numerous years teaching – are not valued and are considered lesser than someone who has a random degree – not in education and then does 1 year only studying in education. They go up to Salary pay scale 14. We – who have done 6 years studying in education stay on pay scale 14. We are disappointed and feel let down by NZEI for not supporting and fighting for this in the last 2 pay negotiations with the government. – To the point of that many feel like pulling out of NZEI as you have not supported us. This is the view of 20 teachers who have upskilled with their Bachelor of Education degree. (3)
91. Many of our NZEI members also felt that the union “folded” too quickly – easily with this round of pay/salary/unit negotiations – “election year” – could have held out for more management units. Still way below secondary units allocated to a school. (3)
92. These are issues as we see them:
- job stability for support personal
 - workload versus pay
 - Women dominated workforce therefore personal dependents are an issue e.g. sick parents, children. Our 5 days per year sick leave must cater for these issues and personal sickness. This is inadequate.
 - Travelling reimbursements versus current petrol prices – keep up with contemporary issues. (46)
93. Keep the information coming through, great to know what’s going on. (6)
94. We feel that the main focus for NZEI should be teaching conditions rather than educational outcomes which we feel is the domain of the Ministry of Education and Teachers Council. Obviously one impacts directly on the other and teachers would not wish to adversely effect educational outcomes however we do not pay you to occupy yourself with this but rather to protect and enhance our working environment/conditions. (18)
95. Many teachers found the language used difficult to understand. It would be helpful if information were presented in layman’s terms. (18)
96. Many of team away at moment but had electronic contact to voice opinions. For us: ‘how small segments (of union) with specialized skills can skill have a voice’ in was a discussion point? (3)
97. I hope this doesn’t sound offensive, but I feel that parts of this report were hard to read – some sentences were very wordy and next time may need to be split up or be more succinct. I also noticed errors – such as under ‘structures’ – it was written ‘both informal

and informal'. I know my job wasn't to 'proof read' this report, but I do think it could have been worded slightly better in some places to help others read it easier. (1)

98. Some discussion around price per fortnight as some households have 2 NZEI members. Hopefully no price increases? Some members would be opting out if there was an increase. (11)
99. Is great to hear that a plan to improve and lift the profile of NZEI and to increase activism across worksites. (4)
100. We agree strongly that NZEI is working for its members and does a good job. (7)
101. Blogs so reps from other schools can chat with each other. (4)
102. We work very hard; and Government needs to have higher expectations for what parents do at home. What is the government doing to help parents? Refers to number 7 page 3. (4)
103. We really feel that NZEI need to have a clear vision for the next 3-5 years and goals that are relevant to the changing face of education. A number of our members can't follow the structure of NZEI – it's too 'complicated' – they would like it to be simplified or at least made easier/clearer to follow. (20)
104. Have been an NZEI member for 40 years. The present organisation is not relevant for me today – sadly. The education world has changed – in many ways the NZEI has not! (1)
105. We support NZEI in general and thank them for all the hard work they have done and for their achievements. The report raises some valuable points and issues that we support. (3)
106. Members will be more involved if they feel that the NZEI is committed to bargaining on all areas that are identified and not feel that they have to trade off or tread lightly when negotiating contracts. I.e. be the most powerful educational union. (2)
107. Good discussion document but remember not to throw the 'baby with the bathwater' as some current structures meet the needs of members and in some cases there is not a viable alternative e.g. advisory groups. (2)
108. All organisations need regular reviews to see if it is meeting strategies/goals to be effective. I think it identifies some areas that have need of improvements and concerns for teachers is the job. (15)
109. Totally agree with Challenges facing education – p3. (5)
110. Need for NZEI to become more militant e.g. New Government initiatives thrown at schools frequently – yet minimal funding or no real consultation or time/ resources given in the understanding of them. NZEI more assertive in supporting teachers to resist unrealistic expectations from MoE etc... (5)
111. Teachers still provide a lot of goodwill (e.g. playground duties/camps/sport team) and this is essentially unrecognised. (5)

112. Please simplify the language e.g. this specific document is excessively wordy. (15)
113. We agree with the point on page 5 re ICT ('rapid response') communication, feedback, and interaction with members. (15)
114. Wait and see! The next stages will be interesting! Hopefully fees won't be increased – there'll be a lot of resentment to an increase from Primary and Support staff. Site reps are beginning to be asked to organise surveys, canvass opinions, and disseminate information they may not understand to principals and staff numbers – they need a support group for strength and mana. (1)
115. I do not like the inclusion of '... as it can be ...' in the suggested purpose. This is far too wimpy! We know we are limited by outside influences, but it is no excuse. We need to be more PROFESSIONAL and collaborative.
- Professional – highlighting this amongst members, amongst communities and sector groups. We need to regain this side. Professionalism will drive Industrialism.
 - Collaboration – NZEI with sector groups, actively and ongoing otherwise we lose the ability to be nimble, have influence and drive change. (1)
116. Hmm?? Not sure about concept of 'best person for the job' and not sector representation. Don't know how this would work. If 'best person' has comprehensive across sector knowledge then it's ok. (1)
117. It is the 'big picture' stuff that we need to understand – the 'best person' mandate is not always the best (everyone has a special skill – let us all recognise this!!). (1)
118. Tough job pleasing everyone and communicating effectively with teachers and support staff. Unsure how we effectively work with small communities who have different needs and ideas to large worksites. (3)
119. We find as members when an issue is taken to the table it is never resolved. A lot of the background has already been clearly worked out by our Executive members in kidsfirst. (3)
120. Excellent presentation she touched on every relevant point that we think about constantly/ membership, Recruitment, Financials, Support network. (3)
121. Great to see mention of the challenges teachers face. Teachers are over-committed and have too many meetings – NZEI needs to consider using ICT for communicating e.g. Skype. I would like to know what the strategy is going to be to solve above-mentioned problem. (6)
122. We don't see the necessity to be the most powerful union – just the most effective for all members. – Its not necessarily the same thing. The union has to be purposeful for all members – quality not quantity. (7)
123. A general worry about 'what if' if there is a change of government. (7)

124. NZEI relevant if you access it. Inconsistent and poor information from local meetings. Don't know local NZEI people and their roles. Too many at top. Nothing seems to happen. Change timing of local meetings – ECE still teaching at 4 pm. Be more available to wider range of people. Any likelihood of holiday accommodation for members? (8)
125. Some of this review was difficult to put in to perspective as NZEI caters more for teachers than for support staff – the invisible army! (9)
126. We are quite happy with the way things are at present. Always help available when we request it. Like the present structure (10)
127. As a school it is really difficult getting the membership activated/ matured towards these ideas. They (colleagues) want to be directed or spoon fed. It seems that only financial matters get people excited. (12)
128. Some sense of apathy because teachers are over committed to meetings. NZEI communication to workers needs diversity. NZEI being proactive in communication to members. (14)
129. After 125 years it is time to relook and streamline the structure and focus of NZEI. (13)
130. NZEI has posted a deficit 2007 financial year. Why! Expect break even or surplus 2008. NZEI needs a severe, honest and robust restructure. It needs more action in the field for members. Field Officers area key to links between Wellington and Branches and Work Sites. Annual Conference has had its day. More regional opportunities needed (450 members too big and influenced by a few). National Executive is too big and needs reducing. Branch meetings: Are they working. Huge waste of funds on publications that are thrown in the bin. What does this tell us. NZEI Principals membership crucial to future. Are we doing enough for them?? Restructure: Is about change: NZEI needs a major change to be in a position to stand firm against e.g. National etc... our fringe membership can do with out is. Many principals can do without us: What does this say! (1)
131. Good job – thanks Owen. Important to look at future structure of NZEI Te Riu Roa. Still digesting implications. (3)
132. NZEI needs to market what we do we are just not a union what about the other things we do worksite Rep's. Why don't we give them a remuneration package i.e. \$500 for doing the job this would make the job competitive and a desired role not the role it is at the moment when a lot of Beginner teachers get the job by default or a teacher gets pushed into the role no one wants it. We must make this role attractive and rewarding if we are going to succeed in the future. (4)
133. Pleased that this is being considered, it will provide a way for all members views to be considered. Have always been amazed at how members follow (often without question) the views of small interest groups and those who speak loudly, and, aggressively at meetings. (1)
134. Punchy report. (1)

135. Sun Valley Kindergarten discussed the consultation process between 'Training Institutes' and Early Childhood Centres. Our team understands that Victoria University is restructuring its Early Childhood Education training and merging the program with Primary School training. Does NZEI know how this will impact in the course and its content for students, tutors, their training in kindergarten and the effect to the wider community of EC Education Centres. What research has been carried out on 'the shifting community attitudes'? If so who by? (4)
136. If the new structure is well developed will it mean higher fees? And will members be consulted about this? (12)
137. New logo and name? (12)
138. Most NZEI members do not want active involvement in their union. They pay their fees and expect the union to work for them, and be there for them if needed. Having paid union meetings in school time has really helped to get members involved in decision making. Most of the work is done by already overworked worksite reps. It is the most unpopular of tasks allocated to teachers! There need to be some incentives for people to become worksite reps, not necessarily monetary. (16)
139. Teacher Training Model – 2 years initial 1 year in schools. Find year training – increase, relevance, understanding, purpose. Need to emphasise developmental approach rather than a chronological approach i.e. for every chronological year there is a developmental range (normal) of 4 years!! Decrease assessment – the ultimate annoyance and historically more unhelpful and damaging than helpful. Find ways of increasing teacher activity in the role of teacher i.e. refuse the compliance/ paperwork/ work, words, words explosion. (1)
140. Report is generally forward thinking. Field officers work with individual members is still very important. Still a large number of members are happy to pay their money and have other people do the work in NZEI. (2)
141. Consensus pretty much that the organisation must remain a membership driven one and must ultimately be one which supports teachers, students and educational practice ... (10)
142. NZEI personnel work very hard and we as teachers reap the benefits as do the support staff. (10)
143. NZEI is a great organisation who can get results and do get results. Thanks for all the hard work! (1)
144. I think NZEI needs a shake up. Things have been run by too few people (in some areas) for far too long. Having a shake up may allow others to step forward and present themselves. Too many old boy's networks. Change is scary for those who are dominating\g. (1)
145. I'd like to see other methods of allowing members to Annual Meeting. Usually president of our local branch and a 'friend' attend meaning that the old boys network effectively maintains priority over placement. (1)

146. There needs to be vast improvement in allowing more members a way to be involved. (1)
147. Thank you for consulting with us. I believe many are pleased with what NZEI for us as a union and appreciate the time and effort that goes into negotiating on our behalf. I, personally, am not hugely concerned how the union works or how it prioritises what has to be done – my policy is – get it done as effectively, quickly and efficiently as possible. (1)
148. I looking forward to seeing future pathways and procedure process for employee (union members) involvement in dealing with increasing work loads teachers face in today's educational environment. (1)
149. This has been a difficult exercise to get a group of members together. Our calendars are already full with meetings and Professional Development. I have encouraged members at our school to reply individually by email or fax. (1)
150. NZEI needs to become aware that most teachers are only interested in pay/salary increases/ motivating teaches to be active in the organisation and policies of NZEI is very difficult – they are busy as it is. (1)
151. Time constraints-time allowance for site reps. Hard to do a good job with so little time. (2)
152. Ways for relievers/support staff to be involved in meetings (esp. District Councils) and in service i.e. reimbursement! (2)
153. Perhaps the review did not recognise the wide ranging and crucial role performed by the field officers (or at least some of them. I often hear the comment – it's your union – you are the ones who need to do the work. The staff at KNS are highly satisfied with their field officer and the help she gives them in various ways. (1)
154. We find that here is paper overload from NZEI. One of the issues you were trying to fight was to reduce teacher overload. Dealing with the amount of correspondence that comes in for NZEI each week/fortnight is almost a full time job in itself. Is there anyway letters can be minimised in size and volume?? (2)
155. Would like teachers groups who are in their first few years – not just BT. (2)
156. Although hard to read and understand in parts the plan is a step in the right direction. (2)
157. The idea of best person for the job is appropriate for National Executive. Each sector should be represented. (3)
158. Larger NZEI branches have too many delegations at Annual Meeting. (3)
159. Annual Meeting is becoming unwieldy. Needs to be slim and trim. Biennial Conference a good idea. (3)
160. We are always given a short time frame to complete these questionnaires – so hard to give quality feedback. (4) (-Interesting comment from this group – other part of school said the opposite about site rep support – does one listen more or read what I put in their hands, heads and pigeon holes. – Site Rep)

161. We will be pleased when you can diversify the way you disseminated info. (4)
162. The language of the Phase 1 overview seemed convoluted, and difficult to interpret. (7)
163. Very interesting, but will it happen. (10)
164. Thanks for pay rise. (10)
165. Can individual members be emailed (10)
166. Stick strong to looking after NZEI members. Don't get involved in Education, let Ministry do their job. The number 1 priority or vision is looking after the members and support for all NZEI, it is not for the welfare of children is it? (18)
167. We still need NZEI to continue as an active union acting and negotiating on our behalf. Simplification and 'streamlining' of information would be good. We still need to be kept informed but 'too much' information from NZEI when workloads and paper-work are heavy is not good, especially for 'fringe' members. (19)
168. I would like to see a less wordy document than this in future. This document was time consuming, wordy and difficult to follow and understand. (23)
169. It is crucial that NZEI stay in touch with the pedagogical changes education is facing. (23)
170. Would rather see a teachers union concerned with conditions of service issues rather than an educational institute concerned with pedagogical issues (Does there need to be split?) (23)
171. Yes it is time for a revamp – (rebrand) to move forwards. We always seem to be a bit fuddy-duddy in the media limelight. (23)
172. Te Organisational Review is great and we all need to take a more active role in NZEI (23)
173. Pressure of work makes for difficulties when trying to be involved in NZEI – we are time poor and already working at full capacity (23)
174. Overall regardless of structure and pathways there is a need to address membership apathy and poor attendance at meetings. (23)
175. In general, NZEI does a wonderful job keeping us informed of pertinent issues. There are many opportunities to be involved in the decision making process and every effort is made to bring about positive changes in the primary education sector. (23)
176. I believe that our education system is in 'crisis' and primarily our union needs to be protecting the mental, emotional and physical safety of our teachers. One way is strongly investigating compliance issues and making a stand with/for teachers we needs to look extremely carefully at the British example and ensure we don't go there! Students have other forms of advocacy e.g. the Ministry. Our union must represent teachers!! (23)

177. The workload of staff is impacting on teacher's energy and therefore most staff do have the time or energy or debate the relevance of the NZEI Organisational review. (25)
178. NZEI field officers need to lift their profile and visit schools to discuss concerns that teachers have. An organisational review should not be left to Worksite Reps' to gather data, it should have the same value and time that contract negotiation have. (25)
179. Is it possible to have Field Officers visit schools to talk to staff about initiative. Sometimes it's nice for them to see the people behind the union and can strengthen their commitment. (1)
180. I am impressed that NZEI has recognised the need to improve their structures and are following this process. I would like to see that members feel that it is a user-friendly organisation rather than just a place to turn to for help when things become unbearable in the workplace. (1)
181. This is a summary of my worksites consultation on this. Andrew de Wit - worksite delegate. (1)
182. Worksite reps are sometimes BT's or younger members that are non permanent and therefore may not be so active or able to freely lead! (1)
183. Couldn't complete No.6 Create models- 2 Develop programmes- 2. (1)
184. NZEI needs to focus their core business as a union organised to assist its members in fulfilling their roles as educators. (1)
185. Yes I was in the process of replying twice when the site refreshed itself and lost all my comments. (1)
186. As a Branch, our members have professional development with speakers related to current topics. This needs to continue as we get good attendance and it is what our members in our area want. At National level NZEI needs to continue to seek remuneration equivalent to the secondary school teachers in our negotiation and raise the professional standing of teachers throughout our country. (1)
187. Would be interested to know how many people from the various sectors contributed to this report. I.e. early childhood/primary/secondary would have been good to have a contents page at the beginning of the report. (1)
188. Challenges facing education, well written and researched. As an early childhood teaching team we totally agreed with the report regarding the many challenges facing education today. (3)
189. Ex-staff member so not sure if this all counts. (1)
190. With restructuring at centre level, it is hard to be engaged in national strategies. Hence several of my neutral comments reflect where our teaching team is at, not on the hard work being put into NZEI matters by others on our behalf. (1)

191. That NZEI have developed initiatives for the challenges facing education and the importance of leadership in education. (1)
192. Our workplace is so busy we often don't have time to include union business. This does not mean we do not appreciate the efforts put in on our behalf for salary increases, conditions etc. We pay quite a high fee, but in return expect quality service - this we get. (1)
193. This review gives NZEI a chance to seize the initiative and to become a sought after and valued contributor in all matters of education. (1)
194. A discussion forum, creates the opportunity for a bigger exec of all members. (1)
195. Sometimes there is something to be said for it aint broke so don't fix it. I really think NZEI has been doing some fabulous work for the profession - a bit of tightening up is all that is needed-streamlining. Let's not get too radical! (1)
196. Not at this time. (1)
197. National Meeting is a very formal occasion - and with such a large group of delegates, it needs to be tightly run. So, having biennially and using the regional conferences for discussion and recommendations could lead to better discussion and consensus decision making (with policy decisions being ratified at the National Meeting). (1)
198. Look forward to more. (1)
199. I am very interested to contribute in any way I can to promote HOW CHILDREN LEARN. I have received a travel award and a scholarship to travel to Melbourne and Italy to study precisely this and am amazed that people either have no interest and don't care, or are complacently plodding on trotting out the same old same old..... A lot of us are saddened to see values and the way children are taught, change, when they leave us and go to primary school. I am a Head teacher at a kindergarten. (1)