

NZEI DRAFT POLICY DOCUMENT

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NZEI POLICY DOCUMENT 2011

1.0 TE ARA KOKIRI/UNIFIED TEACHING PROFESSION

1.0.1 A unified teaching profession will have the following elements

Principles:

- Teachers, as professionals, provide a public service to society.
- The purpose of the teaching profession is to provide quality learning opportunities that acknowledge and meet individual student's needs throughout their learning journey.
- The state, under its social contract obligations, will resource public education equitably and fairly.
- Te Tiriti o Waitangi principles will underpin the profession.
- Teachers use their knowledge and skills to design and assess learner-centred and active-learning practices to affect student achievement.

Industrial:

- The profession will be covered by a single employment agreement within the state education sector. The agreement will include a unified pay scale and a set of standard working conditions supplemented by conditions that reflect the needs of the workforce at different stages of student development.

Professional:

- Teaching will be a degreed and registered profession.
- Teachers will undertake a pre-service education programme that includes both a common core base and specialisation (relating either to sectors and/or subjects).
- The teaching profession will be overseen by the Teachers Council.
- The teaching profession will be governed by a single code of ethics.
- Ongoing professional development will be provided to assist teachers develop their knowledge and skills.

(AM03 Discussion Document: The Unified Teaching Profession - A Strategic Direction).

1.0.2 In order to advance learning outcomes for diverse students across the compulsory schools sector parity of salary and staffing resources will be provided. From those resources appropriate career opportunities will be developed to enhance evidence-engaged teaching practices in the primary sector. *(05/320(3)).*

1.0.3 Pay parity is the alignment of the basic scale for early childhood, primary and secondary teachers, and the U scale (including the supplementary salary and decile grants at this time) for principals and early childhood head teachers, senior teachers and supervisors. *(06/6)*

1.0.4 Conditions for equal educational opportunities must be provided even in a time of economic restraint because groups which need to be assisted most feature high in unemployment, low in basic incomes, and lack economic and political power to gain control over their own destinies. (*Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277*)

2.0 PUBLIC PRIVATE PARTNERSHIPS IN PUBLIC EDUCATION

2.0.1 A government funded state education system must provide funding to cover the operation of the school to deliver its core educational function.

2.0.2 Funding of schools should come directly from the state, supporting the self management of schools, and not through third party organisations i.e. contracting out.

2.0.3 NZEI believes the ability of a school principal, staff and boards of trustees to determine the nature, content and delivery of school programmes, should be context bound, focusing on student achievement and is an essential right. (*10/022 iii*)

2.0.4 Student achievement should be the focus of school programmes not commercial interest.

2.0.5 The Operational Grant should meet the needs of day to day running of schools.

2.1 NZEI supports Public Private Partnerships that have the following characteristics;

- Initiated by the school with free and open buy-in.
- Goals and outcomes defined and controlled by the school.
- Full community support i.e. board of trustees, staff, principal etc.
- Expertise being provided free of financial or other cost to the school.
- One where the school benefits without obligation to support or promote the partner.

(*"Public Private Partnerships in Public Education" special report to AM 08. NB Details of what NZEI would not support is contained in the Report.*)

2.1.1 NZEI believes the continuation of state provided and publicly owned education is at the core of NZEI's interests and the national interest. (*10/022 i*)

2.1.2 NZEI believes the diversion of public funds and the involvement of companies and commercial interests in profit making ventures in schools, through an ongoing control and/or ownership of resources to other causes, is not supported. (*10/022 ii*)

2.1.3 NZEI believes a government funded state education system must provide funding to cover the operation of the school to deliver its core educational function thereby supporting the self management of schools and not through third party organisations. (*10/022 iv*)

- 2.1.4 NZEI believes it is important that any public private partnership is initiated by the school with free and open buy-in, with no commercial pressure, obligation or influence placed upon schools or centres by the education/business partnership. (10/022 v)
- 2.1.5 Contracts established under PPPs must allow the school full use of the site and not limit the use to school hours and term dates. They must not fetter the ability of any school to provide comprehensive programmes and a range of events and service on site, which are responsive to the local context and community interest. These decisions belong to the board of trustees and the schools leaders. (Public Private Partnerships in Public Education Report to Annual Meeting 2010)
- 2.1.6 Teaching and learning programmes within the school should sit within the framework of the *New Zealand Curriculum/Te Marautanga o Aotearoa* and be free of commercial influence or interference. (Public Private Partnerships in Public Education Report to Annual Meeting 2010)

3.0 TEACHER PROFESSIONALISM

- 3.0.1 The registration of teachers is a cornerstone of the profession and is the process by which teachers set, sustain and monitor their profession. (07/358 and QP21C)
- 3.0.2 The development of generic standards as a broad framework that will guide and assist teachers to provide quality teaching and learning opportunities is supported. (07/358 and QP21C)
- 3.0.3 The hallmark of a profession is self-regulation and that in developing the new Zealand Teachers Council mandated powers the principle 'for teachers, by teachers' should be paramount. (07/358 and QP21C)
- 3.0.4 The concept of a teaching council, or professional body, becoming a leading professional body for the teaching profession, with responsibility for promoting the status of teachers by enhancing high quality teaching practice and professionalism, is supported. (05/226 (i) a)

3.1 Teachers Council

- 3.1.1 The teacher representatives on the New Zealand Teachers Council will be registered primary, secondary or early childhood teachers employed in a New Zealand educational institution. (Reconfirmed 02/33)
- 3.1.2 Crown Entity status of the current New Zealand Teachers Council should be repealed, and a structure that better reflects teachers' wish to govern, promote and monitor their own professional body be implemented. (05/226(i)b). *Confirmed, but with the advice that this policy should not be pursued at this time. (2010/61 (ii))*
- 3.1.3 The current New Zealand Teachers Council, as the present registration body, must have the responsibility for the development, promotion, support, implementation and

monitoring of guidelines for advice and guidance programmes for teachers moving to full registration, and for those who support that process. (05/226 (i) d)

3.1.4 The President, Vice-President and Immediate Past President of NZEI will not be available for election to the New Zealand Teachers Council as either a ministerial nominee or as a sector representative. (05/173)

3.1.5 The criteria for considering candidates in the New Zealand Teachers Council sector representatives' election, and in the election at NZEI's Annual Meeting for the NZEI nominee will be an NZEI member who is active at district council, regional and/or national levels and who:

- is employed and currently working as a fully registered teacher; and is a well-regarded professional in their professional setting;
- is highly regarded by colleagues for his/her ability to understand, and to advocate for, teaching as a profession across all sectors;
- has a strong working knowledge of current educational policy and a demonstrated ability to critique and contribute to policy development at a national level with particular reference to:
 - initial teacher education
 - education standards
 - teacher professionalism and
 - teacher development across all sectors;
- has, alongside their professional knowledge, a current understanding of the industrial environment and agreements;
- is knowledgeable about the current initiatives being implemented by the New Zealand Teachers Council, Ministry of Education, NZEI and other organisations, and of NZEI policy and position in those areas. (05/76)

3.1.6 The majority of appointees to the Teachers' Council Complaints Assessment Committee will come from the teaching profession. (05/77)

3.1.7 The imposition of a Ministerial appointee to the Teachers' Council Disciplinary Tribunal is opposed. (05/77)

3.1.8 Standards:

- "By teachers, for teachers, and with teachers" as the principle to guide the current Teachers Council's rules, policies and procedures relating to disciplinary and competency matters. (Reconfirmed 06/117)
- The use of one set of Satisfactory Teacher Dimensions for the registration of all teachers is supported. (Reconfirmed 06/117)
- Any standards developed for teachers will be generic and sufficiently broad to allow teachers to demonstrate appropriate progress and professional learning at different stages of their careers, and in different professional settings and educational contents. (06/117 reconfirmed)

3.1.9 The New Zealand Teachers Council Competence Rules will be supported by processes that are

- essentially rehabilitative;

- fair;
- efficient; and
- consistent with the principle that the Council's primary focus is its professional leadership function. (07/196 (ii))

3.1.10 The New Zealand Teachers Council's Code of Ethics is an inspirational statement and should not be used as a measure for teacher registration. (07/330 (ii))

3.2 Teacher Registration

3.2.1 Any move to a national system of compulsory external assessment for provisionally registered teachers is opposed. (07/330 (iii))

3.2.2 All principals, and professional leaders in early childhood services will be fully registered teachers. (00/88(2) Amended 09/165)

3.2.3 Gaining full registration as a teacher will occur in school or early childhood services. (04/408, Amended 09/165)

3.2.4 For the purposes of maintaining full registration, a teacher is a person who is in paid employment as a teacher in a school or centre setting where teacher registration is compulsory and/or

- whose teaching role within the institution involves holding a prime responsibility for the planning, implementation, assessment, evaluation and reporting of a sequential programme of at least ten weeks duration and/or
- whose prime responsibility is linked to child and student teaching and learning programmes in schools or centres based on nationally promulgated curriculum and/or is employed
- to mediate in the teaching and learning process, enabling students/children to access the curriculum
- to work at an analytical and evaluation/judgemental level, which will contribute to learning improvement
- in a Teachers Council approved educational institution to focus on initial and/or ongoing teacher education and professional practice. (04/408)

3.2.5 The concept of electronic renewal of full registration is, in principle, accepted. (04/302 (6))

3.2.6 The requirement for teacher registration in New Zealand will be the successful completion of a New Zealand Teachers Council approved initial teacher education programme, or comparable overseas programme, regardless of the track used to meet the registration criteria. (04/408)

3.2.7 The support grant for provisionally registered teachers in early childhood centres will be the equivalent of 0.2 Full Time Teacher Equivalent (FTTE) release in the first year and 0.1 FTTE in the second year. (05/72)

3.2.8 The Beginning Teacher Time Allowance in the school sector, and the Support Grant in the early childhood education sector, must be used solely for the delivery of a quality

advice and guidance programme that reflects the intent of "Towards Full Registration". (06/180(1 a))

- 3.2.9 That there be an alignment between labour force supply and jobs to ensure a reasonable expectation that teachers graduating from Initial Teacher Education programmes, and being granted provisional registration, will be able to find suitable permanent employment. (06/180 (1 b))
- 3.2.10 Formative and summative assessment of provisionally registered teachers should be embedded in the work of the teacher and located in the context of the teacher's work. (07/127)
- 3.2.11 Induction is a necessary bridge linking ITE with the realities of teaching in a classroom or centre and that it is a key to the development of reflective practice. (07/358 & QPE4 21C)
- 3.2.12 The induction role performed as one-to-one mentoring by associates and tutor teachers will be recognised by professional status and supported by professional training. (07/358 & QPE4 21C)
- 3.2.13 Attestation for the renewal of practising certificates for fully registered teachers will include
- processes that fit the current professional and industrial requirements
 - piloting before any system-wide change is introduced.
 - the principal or professional leader of a learning centre having the prime role in the attestation process. (04/302 (5))
- 3.2.14 Random checking processes will not be used for the renewal of practising certificates for fully registered teachers. (04/302 (5))
- 3.2.15 All tutor teachers will access professional learning, on being recommended for, or appointed to, the role of tutor teaching by their principal/professional leader. (06/192 (1))
- 3.2.16 Practising certificates will be granted only in the categories of provisional registration, full registration, and one further category for all experienced teachers who need, or choose, to hold a practising certificate but do not meet the requirements for the granting of a practising certificate in the category of full registration. No further categories are to be developed. (09/166)

3.3 Police Vetting

- 3.3.1 NZEI Te Riu Roa:
- opposes any "blanket" requirement for all volunteers in schools and centres to complete a police vet. (07/329(ii))
 - seeks the removal of the New Zealand Teachers Council as the conduit for police vetting for all non-teaching employees, (allowing this role to transfer to the New Zealand Police) (07/329 (iii))
 - believes that non-teacher police vetting for all staff employed in school and centres be provided by the New Zealand Police free of charge. (07/329 (iv))
- 3.3.2 That NZEI Te Riu Roa adopt as policy the removal of the need for duplicate police vetting where non-teaching staff work on more than one site. (07/329 (v))

3.4 Limited Authority to Teach

- 3.4.1 The concept of Limited Authorities to Teach (LATs) is opposed apart from its use as a short term measure in some specialist areas, or in kura and early childhood centres as kura and early childhood centres move to compulsory registration. (04/408)
- 3.4.2 A Limited Authority to Teach (LAT) will not be granted to day-to-day relievers. The "20 half-day" provision in the Education Act will be used when schools are unable to employ registered teachers in short-term relief positions. (04/405)
- 3.4.3 NZEI opposes the granting of Limited Authority to Teach for periods of more than one year. (06/331)

4.0 TEACHING AND LEARNING

4.1 Schooling Strategy

- 4.1.3 NZEI supports primary teachers' participation in subject associations. (06/154)
- 4.1.4 NZEI approves in principle the establishment of Food and Nutrition Guidelines on the basis that the guidelines are not mandatory and can be implemented in schools under the 'self managing schools' model. (06/151 i)
- 4.1.6 When new curriculum statements are added the Ministry of Education will prepare a comprehensive plan to provide the staffing and professional learning and property required to support the implementation. (06/183)
- 4.1.7 NZEI believes that future consultation by the Ministry of Education on all curriculum documents, particularly those with wide applicability and significant importance, is supported by a facilitative process and has adequate resources, including professional development allocated to encourage engagement. (07/259 (ii))

4.2 Curriculum stocktake

- 4.2.1 The Curriculum Stocktake gives official status to the New Zealand Curriculum Framework as the legal framework with the curriculum statements acting as guidelines. Stocktakes will:
- bring coherence and alignment to the curriculum statements and curriculum activity;
 - require rigorous consultation to achieve teacher ownership;
 - require adequate resourcing and consultation to provide the potential for schools to manage curriculum implementation;
 - develop integrated frameworks of learning that show a range of progression so that teaching and learning programmes reflect high quality expectations based on student performance;
 - include quality professional development available for all and focused on effective pedagogical practices and formative assessment;
 - acknowledge, develop and support teacher professional judgement as a legitimate form of formative assessment;

- increase staffing resourcing in primary schools to provide collaborative opportunities for teachers and students to plan, construct, focus, pursue and evaluate intellectually rich activities. (02/369)

4.3 Information & communications Technology (ICT)

- 4.3.1 Resourcing for ICT technical support in worksites will be provided by the Ministry of Education. (AM 01)
- 4.3.2 Professional learning and development will be provided for all staff to enable them to integrate ICT successfully into teaching and learning programmes. (05/310(2)(i))
- 4.3.3 Additional funding will be provided and tagged for ICT, as a separate component to the operations grant, to ensure ICT is fully integrated in teaching and learning programmes. (05/310(2)(iii))
- 4.3.4 A baseline of resources, accessible by all schools will be provided to reduce disparity, so that the implementation of the e-Learning Framework can be effected. (05/310(2)(iv))
- 4.3.5 the National Advisory Service will be expanded and given additional funding in order to provide professional development and effective ICT support for teaching and learning programmes across the curriculum (05/310(2)(v)).
- 4.3.6 The state needs to address expectations that both schools and centres will be equipped with up-to-date technology and will make effective educational use of it. (07/358 & QPE4 21C)
- 4.3.7 Effective educational use requires that staff members are knowledgeable and confident with the new technical provision, are supported by adequate and accessible guidance and have the budget resources to meet these requirements. (07/358 and QPE4 21C)

4.4 Purposeful Assessment

- 4.4.1 Assessment is central to quality teaching and learning. It involves the gathering of reliable information about students and the factors that impact on their learning in order to improve students' learning and teachers' teaching. (07/358 & QPE4 21C)
- 4.4.2 Good quality assessment information is used by professional teachers in schools to determine areas of focus and development such that the Board of Trustees, in strategic planning, can determine resourcing and make budget decisions, towards improved outcomes for their students. This information should not be used for purposes other than those for which it was obtained. (07/358 & QPE4 21C)
- 4.4.3 NZEI contends that the considerable body of relevant and recent national and international evidence on the effectiveness of current educational practices, processes and programmes is sufficient to provide the data needed by the government to develop new policy initiatives without resorting to national testing. (07/358 & QPE4 21C)
- 4.4.4 A proactive, confident and constructive approach to assessment will be enhanced through high quality assessment procedures in schools assisted by the provision of non-

contact time, study leave and other staffing issues. (00/18 (3 iii))

4.5 Evaluation of the System

4.5.1 NZEI will only participate in forms of evaluation and assessment which produce more equitable outcomes for individuals, groups and for society as a whole. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal" (i))

4.5.2 Assessments of the education system are carried out by "light sampling" multi-matrix methods. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal" (ii))

4.5.3 There will not be open access to SchoolSMART information. (03/457)

4.5.4 The Education Review Office will not have access to SchoolSMART (05/382)

4.6 Evaluation of Schools

4.6.1 Forms of assessment used in schools must facilitate learning. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.6.2 Evaluation of schools will be in terms of charter objectives. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.6.3 Evaluation of schools will consider all facets of school life so as to go beyond core academic subjects. This might include: cultural, sporting and community involvement as well as considering the physical environment, continuity, suitability and involvement of staff, school size and class size. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.6.4 The annual report of schools to their community and the Education Review Office Team's report will be the only published reports on schools. Therefore, whatever evaluation of a school occurs is reported in the context of one of those reports. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.6.5 Emphasis in interpretation of the results will be placed on progress from one review to the next. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.7 Evaluation of Teachers

4.7.1 Appraisal will reinforce the idea of teaching as a profession, in which there needs to be collaboration between teachers and administrators to develop a common understanding of evaluation. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.7.2 Appraisal schemes will take account of the subtlety and complexity of the teaching and learning process. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.7.3 Appraisal will dovetail with the whole school review to the enhancement of both. It will enable schools to improve the motivation of staff to match talents and tasks more effectively. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

4.7.4 Appraisal must be an integral part of the process of professional development. Where it identifies training needs or alternative professional experience it must be able to provide it. (AM 1989 Issues Paper "Evaluation, Assessment and Appraisal")

- 4.7.5 Appraisal will be properly resourced. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.7.6 The credibility of appraisal depends upon everyone within the service being appraised. Any scheme must apply, and must be seen to apply, fairly to everyone involved. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.7.7 Appraisal must be non-threatening. Disciplinary and dismissal procedures must be separated from it completely. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.7.8 Appraisal must not lead to merit pay. It is unlikely that teachers will admit to problems or constraints, or engage in constructive criticism of the management of their schools, if their financial prospects are at stake. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.7.9 NZEI will not participate in, nor promote, the National Excellence in Teaching Awards. (*Reconfirmed 03/43*)

4.8 Evaluating student learning

- 4.8.1 The primary reason for evaluating programmes in learning will be to plan for further learning and improve the delivery of education. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.2 A wide range of abilities, attitudes, interests and skills will be included in the assessment process. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.3 Clearly-defined agreed criteria will be set for each area being assessed and evaluated. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.4 Evaluation and assessment will be an integral part of a school's learning programme and not just an "add on". (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.5 Assessment should be continuous, and capable of giving quick feedback to teachers and children. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.6 Evaluation will be conducted through a wide variety of methods which includes "ordinary" learning tasks. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.7 Assessment will be a mixture of internal (teacher) and criterion-referenced tasks. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.8 The scores of individual children will not be published. (*AM 1989 Issues Paper "Evaluation, Assessment and Appraisal"*)
- 4.8.9 Judgement on and reporting of, student learning will be through multiple measures and not based on a single assessment. (*Reconfirmed 05/119*)

4.9 National Testing

- 4.9.1 It is the right and responsibility of teachers to use their professional judgement to inform their teaching practice. (*07/358 & QPE4 21C*)

4.9.2 NZEI opposes 'national testing' on the basis that international experience and research shows that national testing per se does not enhance individual learning outcomes. (07/358 & QPE4 21C)

4.9.3 National testing:

- increases the workload of principals;
- is an irresponsible use of taxpayers' money;
- diverts the school's task of providing sound teaching and learning opportunities by the emphasis on political agendas;
- has the potential to create conflict between teachers and parents;
- could compromise the integrity of schools when promoted by Government or political parties as part of their electioneering strategies. (99/376 (iii))

4.10 National Standards

4.10.1 National standards should enable good teaching and the implementation of a curriculum that is responsive to student learning needs. (10/023a)

4.10.2 National Standards should only be reference points within the New Zealand Curriculum and should not be allowed to dominate or become the curriculum. (10/023b)

4.10.3 National Standards must:

- be beneficial to student learning
- include a well balanced and interrelated set of abilities and dispositions, including those that are not readily or appropriately measurable by tests
- be relative to the individual student's learning and show the progress they are making
- use multiple scores of evidence, including teachers' observations, to judge and validate performance
- take account of cultural and lingual differences
- be reasonable in scope, promote depth of understanding and be manageable
- be clear and specific
- be informed by research and evidence (10/023c)

4.10.4 Data from many sources should inform

- continued improvement and progress in learning and facilitate curriculum and resourcing decisions
- reporting to parents and ongoing learning conversations
- reporting to the community on student progress in target areas as identified by the school. (10/023d)

4.10.5 Data to improve and progress student learning should remain at school level for use with individual students, their parents, school management and for reporting on identified school targets to the community to maintain the integrity of the process. (10/023e)

4.10.6 NZEI does not support the reporting of school data in league tables. (10/023f) ([Confirmed: National Standards-A Cautionary Tale: Report to Annual Meeting 2010](#)).

- 4.10.7 No school will be compelled to implement National Standards until that school's community is satisfied the Government's National Standards policy and implementation process is:
- fair to students and communities (i.e. meet student learning needs and parent need for shared information)
 - respectful of educators (i.e. principals, teachers. And the school community including boards of trustees and parents)
 - evidence-based on best available knowledge.
(*National Standards-A Cautionary Tale: Report to Annual Meeting 2010*)
- 4.10.8 Prior to embarking on the implementation of the Standards, professional development and learning opportunities are essential to enable staff and trustees to confidently understand and work with a revised system and to ensure the process supports quality teaching in *The New Zealand Curriculum*. (*National Standards-A Cautionary Tale: Report to Annual Meeting 2010*)
- 4.10.9 NZEI supports and confirms the position agreed by the NZPF National Conference 2010 regarding the Government's national Standards policy and its implementation by stating:
- That the national Standards will not deliver the outcomes as intended
 - That a complete revision of the National Standards system in partnership with the sector be actioned with urgency. (*National Standards-A Cautionary Tale: Report to Annual Meeting 2010*)
- 4.10.10 NZEI Policy that assessment data should be used only for the purpose it has been collected i.e. to support teaching and learning, is confirmed. (*National Standards-A Cautionary Tale: Report to Annual Meeting 2010*)
- 4.10.11 Legislative measures should be taken so that no student, Teacher, school or community could be harmed by the publication of national standard achievement. (*10/023g*)
- 4.10.12 Any collection and analysis of data from schools reporting on their students' achievement and progress is managed through an independent research organisation. (*10/023h*)

5.0 REPORTING WITH PARENTS

- 5.0.1 Parents will be informed about the success of the school their child attends but NZEI is opposed to the publication of test scores separately, or in league table form. This form of reporting serves a political and not an educational purpose. (*07/358 & QPE4 21C*)
- 5.0.2 Students along with their parents, family and whanau and the government have a right to know that their local school or centre is effective. Intelligent accountability measures provide this information in a way that provides accurate assurance without being competitive or bureaucratic and without creating an impediment to teaching and learning. (*07/358 & QPE4 21C*)

6.0 STUDENT MOBILITY

- 6.0.1 Transient students who have attended two or more other schools in the previous 12 months generate a sufficient grant

for their current school where the school can identify significant gaps in the students' learning. (AM99)

6.0.3 The incidence of transient families in Aotearoa New Zealand impacts on the schools' and centres' ability to support socialisation and learning and puts many children at educational risk. (07/358 & QPE4 21C)

6.0.4 Transience is a systemic problem Provision of additional resources to those schools and centres affected is required to support efforts to ameliorate the educational risk to transient students. (07/358 & QPE4 21C)

7.0 PROPERTY

7.0.1 Educational institutions need a more flexible and equitable provision of buildings and property resources (and more enabling and appropriate time management arrangements). (07/358 & QPE4 21C)

8.0 SCHOOLS AS FULL SERVICE MODELS

8.0.1 Whilst there is a potential for the new services to support and add value to the work of schools there is the need to examine whether these developments will reduce the focus of schools and centres on core educational functions; whether they present challenges to educational leadership; and how these services will be resourced. (07/358 & QPE4 21C)

8.0.2 Any further developments in this area should be monitored and NZEI will evaluate whether changes and additions towards a 'full service' model of schools and centres enhance the education of students and the work of teachers or whether they detract from teaching and learning. (07/358 & QPE4 21C)

9.0 INITIAL TEACHER EDUCATION

9.1 A graduate profession

9.1.1 NZEI actively supports the Government's policy that all teachers must successfully complete a tertiary education programme leading to and meeting the requirements for teacher registration moves towards achieving this, on the proviso that any changes for those who qualified under earlier regimes must take into account the professional impact of change as well as its relationship to pay structures, career pathways and the workload associated with any necessary ongoing professional training. (07/358 & QPE4 21C)

9.1.2 Pre-service primary teacher education courses leading to a bachelor degree or equivalent, with the desirable entry level to the teaching service being four fully funded academic years of study, are supported. (02/80 (1))

9.1.3 Police vets will be carried out as part of the selection process for pre-service teacher education courses and entry will be conditional upon a satisfactory conclusion to the vetting process. (02/81)

9.1.4 Basic initial teacher education programmes that are four academic years of study awarded by a quality assured teacher

education provider leading to a bachelor degree or equivalent, plus a teaching qualification, with the desirable entry level to the teaching service being Q3+, are supported. (03/16 (3) and 03/395)

- 9.1.5 Unit standards-based pre-service teacher education programmes are opposed. (Reconfirmed 03/395)
- 9.1.6 Individual courses or providers of tertiary education will not be endorsed by NZEI. (Reconfirmed 05/35)
- 9.1.7 Selection panels for for entry into ITE should comprise a mix of union member representatives, academics, and other practitioners as required (07/127 reworded)
- 9.1.8 NZEI supports transparent and equitable criteria to:
- evaluate the readiness of applicants to embark on an initial teacher education programme
 - evaluate the credibility and appropriateness of the range of referees' statements relating to applicants for Initial Teacher Education programmes
 - enable literacy and numeracy assessment as a prerequisite for entry into initial Teacher Education programmes (07/12/ reworded)
- 9.1.9 NZEI believes the movement of teachers between sectors could be enabled without loss of salary or status. (07/358 & QPE4 21C)

10.0 QUALIFICATIONS

- 10.0.1 Teacher qualifications should support the development of a unified teaching profession. (03/16 (2))
- 10.0.2 The parameters within which Institute representatives will operate, when participating in qualifications working parties, will include the following principles to guide and underpin activity.
- Pay and Conditions
- Protection of pay parity.
 - Creation of financial incentives to upgrade qualifications to support the concept of life long learning behaviour and continuous improvement.
 - Grand parented pay, where required,
 - Equivalent qualifications matched to secondary for pay purposes.
 - Advancing initiatives that support an integrated teaching service.
 - Maintaining good faith with the Ministry of Education.
- Qualifications
- Suitability for the sector.
 - Portability where possible.
 - Time spent studying not be the only determining factor.
 - Teaching and learning' component core to the basic teaching qualification.
 - A degreed profession as the goal.
 - All courses approved by the Teachers Council.
 - Maintaining good faith with members who hold or are upgrading to the Bachelor of Teaching. (02/121)(2))

- 10.0.3 NZEI supports professionally constructed 480 NZQA credit (4 academic years) pre-service teaching bachelors degree qualification, followed by an adequately resourced and supported 2-year advice and guidance programme for all provisionally registered teachers, as the long term vision for a teaching qualification. (03/16 (1))
- 10.0.4 Basic pre-service teacher education programmes of 4 years of academic study is supported and the following current programme formats, in priority order, are favoured:
- Bachelor degree/Diploma of Teaching concurrent programme;
 - 3-year Bachelor degree + 1 year Graduate Teaching Diploma. (03/16 (4))
- 10.0.5 For the purposes of equivalence
- All level 7 non-teaching qualifications with application to teaching should be recognised for pay purposes.
 - Additional teaching qualifications at level 7 should be recognised for pay purposes.
 - He Tohu Matauranga Maori should be recognised as Q3+ for pay purposes. (03/17)
- 10.0.6 NZEI encourages the development and provision of quality professional development, including a nationally recognised qualification evaluation system, leading to qualifications that enhance teaching and leadership practice and equitably recognised qualifications. (04/222 (2))
- 10.0.7 Professional learning leading to further tertiary qualifications should:
- be linked to a purposeful framework and delivered through quality assured tertiary providers
 - be linked to actual classroom or school leadership practice
 - apply at three different levels; the individual learner, the group, and the school
 - be consistently assessed and moderated
 - be linked to research evidence and best practice
 - be equitably accessible by all teachers through a range of delivery modes. (04/222(3) reworded)

11.0 PROFESSIONAL DEVELOPMENT AND LEARNING

- 11.0.1 NZEI asserts that professional learning and development is an essential expression of a teacher's professionalism. (07/358 & QPE4 21C)
- 11.0.2 NZEI believes that every teacher (including principals and other educational leaders) should have a dedicated funding entitlement for professional learning. (07/358 & QPE4 21C)
- 11.0.3 Shared professional learning and development options should be further encouraged so that in sharing practice and research early childhood, primary and secondary teachers real benefits for students occur and the growth of a seamless quality public education service is supported. (07/358 & QPE4 21C)

- 11.0.4 NZEI supports teachers as inquirers into their own practice, involving a robust and informed process, which supports teachers' professional growth. (07/358 & QPE4 21C)
- 11.0.5 In principle, training for principalship will be provided for by Government and developed in partnership with professionals. (00/88 (1))
- 11.0.6 Training for principalship will include:
- nationally approved, properly funded and resourced courses with appropriate quality control mechanisms;
 - courses that are available to all and with consistency of the course(s) guaranteed regardless of the geographic location;
 - voluntary participation in pre-principalship training but with incentives to encourage participation;
 - encouragement for career moves into principalship and should not act as a disincentive. (00/88 (3))
- 11.0.7 All principals will undertake regular in-service/professional development in principalship. (00/88 ((5))
- 11.0.8 Prior to an initial appointment to a principal's position, appointees will have successfully completed recognised training in principalship. (00/88 (6))

12.0 CONDITIONS OF SERVICE/BARGAINING

12.1 General

- 12.1.1 All claims for employment agreements will include:
- non contact time of one hour per week for the site representative;
 - use of site equipment for union business;
 - right of access for the union;
 - union notice board space. (99/54 (h))
- 12.1.2 The documents:
- Area Schools Principals Collective Agreement;
 - Area School Teachers Collective Agreement
 - Primary Teachers et al Collective Agreement;
 - Primary Principals Collective Agreement;
 - Kindergarten Teachers Collective Agreement;
 - Support Staff Collective Agreement;
 - Kaiarahi et al Collective Agreement;
 - Early Childhood Education Collective Agreement;
 - Group Special Education Collective Agreements;
 - Early Childhood Education Collective Agreement
- are considered to be national collective employment agreements for the purposes of claim development. (03/359 Updated 2008)
- 12.1.3 Claims for a national collective agreement must be endorsed by the National Executive prior to submission to the employer. (03/359)
- 12.1.4 Collective agreements will include an understanding that the parties to agreements have a commitment to pay and employment equity, and will undertake to investigate whether any pay and employment inequities exist as a result of the operation of

current policies and practices, and take action to address those issues. (05/27 (5))

12.1.5 Additional payment and conditions for memberships above those of non-members will be negotiated. (AM 07 (B))

12.1.6 Special education teachers are to be remunerated with salaries, conditions and a career structure sufficient to encourage the recruitment and retention of excellent teachers.

12.1.7 Resource Teachers Hearing Impaired and Advisers on Deaf Children will have appropriate conditions of service including the provision of cars by the employer or coverage by the employer of insurance premiums and other relevant costs, where a private car is used. (99/331 (8))

12.2 Early Childhood

12.2.1 The goal for bargaining in the Early Childhood Education Sector is to have all community-based centres in the Early Childhood Education Collective Agreement (04/109 Updated 2008)

12.2.2 Bargaining standards for the early childhood education sector single site/single employer bargaining will be based on:

- statements and/or conditions that support the provision of quality early childhood education;
- statements and/or conditions that support collectivism and union membership;
- collective agreement pre-requisites as per the Employment Relations Act 2000;
- wages/salaries that take into account increases in the Consumer Price Index and progress towards a unified pay scale;
- conditions that as far as possible, reflect those outlined in the Early Childhood Education Collective Agreement. (04/165) Updated 2008)

12.3 Support Staff

12.3.1 The Kaiarahi i Te Reo, Assistants to Teachers of Students with Severe Disabilities and Special Education Assistants Collective Agreement (KRCA) is to be classified as a minimum rates collective agreement. (05/113)

12.3.2 As the work of Support Staff has evolved and become increasingly complex Support Staff play a role in the delivery of quality public education by supporting teachers in the implementation of the Curriculum. (07/294(i))

12.3.3 Support staff in their many and varied roles provide skilled and vital support to the teacher and to student learning. (07/294(ii))

12.3.4 The work of support staff may not be limited to "class activity" but may include contribution to the function, operation and the broader educational activities within the school or centre. (07/294(iii))

12.3.5 Support staff positions must be underpinned by an effective and efficient funding model which ensures fair pay and job security for all support staff and the elimination of any

form of discrimination regarding working conditions or barriers to further education. The funding system must also provide equitable opportunity for appropriate in-service training and the development of career paths to positions of responsibility. The funding system must also provide access to all necessary equipment and resources required. (07/294(iv))

- 12.3.6 Support staff employed specifically to support an individual student should be employed by the school on a regular basis, with terms of employment - including an agreed appropriate period of notice if hours are to be altered - clearly communicated to support staff when offered the job;
- 12.3.7 Teachers aides have a clear and fair job description;
- 12.3.8 Support staff will continue to be covered by clear and comprehensive collective employment agreements which provide them with fair pay and conditions including recognition of appropriate qualifications. (AM 96)

12.4 Primary/Area

- 12.4.1 Assistant principals and deputy principals will be paid a rate for the job that compensates for the status and leadership responsibilities of the positions. (Reconfirmed 02/356)
- 12.4.2 The professional leader in every school governed by a combined board will be paid a principal's salary commensurate with the grade of their school and the co-ordinating (sole) principal position role will be recognised. (04/203)
- 12.4.3 On-site professional leader positions, where they replace principal's positions in schools with a combined board, will be included in the Primary Principals' Collective Agreement with the nomenclature of 'associate principals' and the salary will be as if the position were that of the principal of the school. (03/110)
- 12.4.4 The Primary Teachers' Collective Agreement coverage includes teachers who teach predominantly year 7 and 8 students in year 7 to 13 and year 7 to 10 schools. (07/129)
- 12.4.5 Holders of He Tohu Matauranga will be able to progress to the top step of the PTCA scale subject to annual incremental progression. (07/129)
- 12.4.6 The following principles will underpin principals' remuneration:
The scale should:
- maintain a realistic margin between the top of the teachers' pay scale and the U1 principals' rate that ensures/reinstates an incentive for teachers to aspire to principalship;
 - attract aspiring principals and retains and appropriately values incumbent principals;
 - establish promotional steps to ensure that the principle of "bigger school = more pay" is validated by the pay scale;
 - reflect relativities. (07/130)

12.4.7 Special education teachers are to be remunerated with salaries, conditions and a career structure sufficient to encourage the recruitment and retention of excellent teachers.

13.0 EARLY CHILDHOOD EDUCATION

(Contains items from the 1984 and 1985 Policy books and 1996 Future Directions-Early Childhood Education in New Zealand (as adopted by Annual meeting 1996) and endorsed by minute item (08/88(iv)))

13.1 General

13.1.1 Children are individuals in their own right. They should be respected, considered and understood by those who have responsibility for parenting and education. *(1984)(08/88(iv))*

13.1.2 The Institute:

- affirms the right of all children to health, happiness and the full development of their potential, provided from birth in a loving environment, without restrictions due to gender, ethnicity, socio economic factors or their location. (1984)
- Accepts that parents are partners with teachers in the education of children and that they have the right to be involved in the activities of early childhood services. (1984)
- Believes that the identification of children with special needs should take place as early in life as possible so that appropriate provision can be made for the children and their families. (1984)
- Believes that research and evaluation adequately resourced, must form an important part of the planning of any educational development. (1984)
- Is interested in the education, health and welfare of children from birth onwards. (1984)
- Believes that all children should have access to quality early childhood education. (1984)
- Believes that to be effective, early childhood education services must consider the needs of families and communities as well as those of individual children. (1984)
- Supports diversity of provision for early childhood education. (1984)
- Believes that particular care must be taken to ensure that such services meet the needs of families of different ethnic and cultural backgrounds. *(1984)(08/88(iv))*

13.2 Support services

13.2.1 The Institute -

- Believes that the supportive services of psychological, psychiatric, health, social services, and educational agencies should be available to children in early childhood education. *(1984)(08/88(iv))*
- Believes that early childhood centres should be provided with suitably trained staff and the facilities necessary to meet the needs of children with special needs. (1984) *(08/88(iv))*
- Believes that the systematic evaluation of early childhood education services must continue and must include detailed consultation with those working in the field. *(1984)(08/88(iv))*

13.3 Transition to school

13.3.1 The Institute believes that -

- children's learning is a continuous process and this should be reflected in the programmes offered to children in early childhood centres and schools. (1984) (08/88(iv))
- effective collaboration is important means of facilitating a smooth transition from early childhood education to school. (1984) (08/88(iv))
- flexible entry to school should be possible, with children able to stay on at an early childhood education service after age five. (1984) (08/88(iv))

13.4 Goals

13.4.1 That the long-term goal for early childhood education services is to be universally funded on a basis that is equitable with the schools sector. Just as the government funds the school sector it should in the same way fund early childhood services. (1996) (08/88(iv))

13.4.2 [Government should spend one percent of gross Domestic product on early childhood education as advocated by UNICEF. \(Early childhood Education - Quality at Risk: Report to Annual meeting 2010\)](#)

13.4.3 That the development of policy at national, regional and local levels be undertaken as a partnership between the government, providers, practitioners, and parents/caregivers. (1996) (08/88(iv))

13.5 Funding eligibility

13.5.1 That to be eligible for government funding, services/centres be formally required to include parents and caregivers as democratically elected representatives on management committees or to operate with full whanau participation. (1996) (08/88(iv))

13.5.2 That for early childhood education centres, there be a requirement for staff to be represented on management committees. (1996) (08/88(iv))

13.6 Accountability

13.6.1 That all early childhood centres/services in receipt of government funding be required to be fully financially accountable, i.e. provide full audited accounts of all monies received both from government and others. (1996) (08/88(iv))

13.7 Funding

13.7.1 That the funding formula comprises base funding linked to quality to compensate for the costs of:

- Staff/adults to meet quality ratios, group size and qualification requirements;
- Operations;
- Support for volunteers. (1996) (08/88(iv))

13.7.2 That the universal base funding rate be augmented with equity funding to meet additional costs for particular programmes or to assist centres in communities with special needs. Equity funding relates to:

- Maori immersion funding
- Pacific Islands immersion education

- Low socio economic status of families in the centre;
- A high proportion of children for who English is a second language.
- Special educational needs of children
- Remoteness of the centre or community's location.
(1996) (08/88(iv))

13.7.3 That the funding rate be adjusted annually to compensate for increased compliance and inflationary costs. (1996) (08/88(iv))

13.8 Funding to support children with special needs

13.8.1 That funding for teacher aide hours to support children with special needs in early childhood services to be increased to a level that meets the needs of each child. (1996) (08/88(iv))

13.8.2 That funding be available to allow

- The provision of professional development courses on the special educational needs of children;
- Early childhood practitioners to access such courses.
(1996) (08/88(iv))

13.8.3 That specialist services and intervention teams be coordinated nationally. (1996) (08/88(iv))

13.9 Discretionary grants

13.9.1 That the existing discretionary grants scheme be continued with an extension of the pool of funds to appropriately service the needs of the community-based non profit making centres with respect to properties. ((1996) 08/88(iv))

13.9.2 That consultation on the criteria and method of allocation of discretionary grants be undertaken with representatives of the sector and agreed systems established to ensure a fairer allocation of funds. (1996) (08/88(iv))

13.10 Government agencies

13.10.1 That the planning of new services be undertaken by representatives of the sector working with government agencies at regional and national levels. (1996) (08/88(iv))

13.10.2 That new policies are based on sound consultation, information and research. (1996) (08/88(iv))

13.11 Early childhood organisations

13.11.1 That the government provide financial support on an annual basis to the national community based organisations to provide management training for their constituent early childhood centres. (1996) (08/88(iv))

13.11.2 That there are advantages in early childhood centres belonging to an umbrella organisation. (1996) (08/88(iv))

13.11.3 That diversity is strength, enabling services to meet different needs of young families. (1996) (08/88(iv))

13.12 Other (ECE)

13.12.1 Early childhood centres will be included in future education Information and Communications Technology (ICT) initiatives particularly for provision of adequate funding for resources and professional development. (AM 02 Report: ICT Provisions in Schools and Early childhood centres)

- 13.12.2 The trend of childcare companies listing on the share market is opposed. (03/195).
- 13.12.3 Te Whāriki will be the basis for programmes in early childhood education services as a framework for implementation, acknowledging that the ways in which the principles, goals, and strands are put into practice will differ from service to service, thereby retaining the special characteristics of services whilst ensuring the fundamental aspects of the curriculum are maintained. (07/125).
- 13.12.4 The Principles/Nga Kaupapa Whakahaere and the Strands/Ngā Taumata Whakahirahira of Te Whāriki should be mandated as the curriculum framework for early childhood education. (07/125)
- 13.12.5 Te Whariki will be mandated in te reo Maori as well as in English as a bi-cultural framework within a bi-cultural education system. (07/125)
- 13.12.6 It is timely for the government to plan for public provision of ECE at the same level as for the schools' sector. (07/358 & QPE4 21C)
- 13.12.7 Research has proven that quality ECE makes a long term positive difference for children and that some steps have been taken by the government to recognise this through various initiatives such as the commitment to the provision of 'free" ECE for up to 20 hours per week. (07/358 & QPE4 21C)
- 13.12.8 *1Nga Huarahi Arataki Early Childhood Strategic Plan* (Ministry of Education 2002) is endorsed by NZEI as a world leading strategy in early childhood education. (07/358 & QPE4 21C)
- 13.12.9 The following statement from Nga Huarahi Arataki represents and encapsulates what 'quality public ECE' should be faithful to: "Children's interests and developments are fostered if well-being of their family is supported, if their family, culture, knowledge and community are respected, and if there is a strong connection and consistency among all aspects of a child's world." (07/358 & QPE4 21C)
- 13.12.10 NZEI policy to have 100 percent qualified and registered teachers in regulated positions in early childhood services is confirmed. (*Early Childhood Education-Quality at Risk: Report to Annual Meeting 2010*)

14.0 EDUCATIONAL LEADERSHIP

- 14.0.1 Professional leadership, including the Principal, Senior Staff and Middle Management positions, is second only to effective teaching among all education-related factors that contribute to students learning, accounting for about a quarter of total school or centre effects on student learning. (07/358 & QPE4 21C)
- 14.0.2 The leader of every school should be a qualified and registered teacher. This applies equally to professional leaders in ECE. (07/358 & QPE4 21C)

- 14.0.3 School leadership needs to foster collaboration, facilitate the sharing of good practice and create a culture in which teachers feel supported in focussing on improving student learning. (07/358 & QPE4 21C)
- 14.0.4 Educational leadership extends beyond the boundaries of the school or centre to the broader education and political world. Leaders should advocate for public education and make a contribution to debate about education in the wider context. (07/358 & QPE4 21C)
- 14.0.5 NZEI believes that it is important that leaders in schools and centres take on not only the leadership mantle for their own school or centre but for the system as a whole and NZEI will support their right to do this as appropriate. (07/358 & QPE4 21C)

15.0 SCHOOL SECTOR

- 15.1.1 The social workers in schools scheme will be extended. (AM 01 (U))
- 15.1.2 Middle schools, in principle are supported. (Reconfirmed 03/411)
- 15.1.3 Verification of the immigration status of foreign students will be carried out by schools before the student is enrolled. (05/130)
- 15.1.4 The criteria for selection of an insurer to provide workers' insurance to the schools sector will be:
- compensation and financial entitlements that are more extensive than the statutory minima;
 - an improved dispute resolution process;
 - a sound and efficient infrastructure, particularly with the full range of other agencies that could be involved in the treatment and health care of injured members;
 - agreement to enter strategic partnerships with MOE and the relevant unions to: manage the rehabilitation of members injured at work and improve health and safety in the schools sector. (99/97 (i))
- 15.1.5 The principles forming the basis of the Ministry of Education managing information resources (data management and storage environment) will be as follows:
- The rights and privacy of the individual should be respected and upheld:
 - Transparency must be maintained in any data sharing, aggregation or other agreed legitimate use;
 - Sector/MoE protocols and schools based protocols be established and agreed;
 - Remote access to school or national server is notified and recorded following established protocols and authorisations.
 - The data should not be used for:
 - The development or promulgation of national league tables comparing schools;
 - Determining remuneration in the form of performance pay.

15.2 Support Staff

- 15.2.1 Work will proceed on developing the flexible mixed funding model including devising a workable formula and transitional arrangements in collaboration with other stake holders. *(AM 04 Final Report of the Support Staff Working Party (2))*
- 15.2.2 The flexible mixed funding model for support staff funding will be further developed with workable formulae and transitional arrangements developed in collaboration with other stakeholders. *(AM 04 Final Report of the Support Staff Working Party (3))*
- 15.2.3 Children entering Mainstream Education from Bilingual and Total Immersion Schools will be provided with Teacher Aide support/funding where there is need. *(AM 07 (G))*

15.3 Career Pathways

- 15.3.1 Every school will have a principal. The principal is the professional leader of the school. *(Reconfirmed 04/203)*
- 15.3.2 The principles underpinning the primary teaching career pathway shall be:
- builds a pathway into AP/DP roles;
 - supports a succession pathway into principalship;
 - clarifies and promotes the demonstration of professional leadership behaviour, knowledge, skills and attributes and supports the development of and the move towards those behaviours skills ad attributes;
 - transparent, sustainable and fair (taking into account the diversity of the primary sector);
 - provided through specific additional resourcing. *(06/77)*
- 15.3.3 The core skills and attributes will be recognised for the primary teaching career pathways in the following areas and roles:
- participation in initial teacher education;
 - leadership in the induction of new staff and mentoring of provisionally registered teachers;
 - advice to other teachers on classroom organisation, planning, assessment and pedagogy;
 - coaching and mentoring of other teachers including sharing advanced level curriculum knowledge and pedagogy;
 - facilitation of school wide professional learning;
 - advice on continuous professional development including dissemination of resources relating to best practice and educational research;
 - research and analysis;
 - using reliable assessment information to support reflective practices, including evaluating the impact of teaching practice on students;
 - participation in the appraisal and performance management process including reparation of documentation needed for teacher registration and renewal processes;
 - assistance and support to teachers, including those on capability/competency procedures to improve their teaching practice. *(06/77)*
- 15.3.4 The middle and senior leadership classification in primary schools shall incorporate roles such as deputy principal, assistant/associate principal, syndicate leader, senior

teacher, curriculum leader and Special Education Needs Co-ordinator (SENCO). (07/129)

15.3.5 A tri-partite approach to the development of career pathways and support for primary principals is supported. (07/130).

15.4 Funding

15.4.1 Teacher salary grant bulk funding is opposed. (1994/212 reaffirmed)

15.4.2 The Targeted Funding for Educational Achievement (TFEA) will be allocated only to schools with a decile ranking of 1, 2 or 3. (Reconfirmed 95/447)

15.4.3 The 'isolation index' for measuring school isolation is supported in principle. (99/378 (i))

15.4.4 Initiatives for improving student achievement in schools will be co-operative, properly resourced and, developed by participating schools. Initiatives will recognise, and cater for, staff additional workload. ((00/106 (i))

15.4.5 NZEI will be recognised as a major stakeholder in all new Ministry of Education initiatives to secure NZEI involvement from the inception of any new scheme. (00/106 (ii))

15.4.6 School Support initiatives set up by the Ministry of Education will include additional ongoing resourcing to reduce the workload on school staff. (00/106 (iii))

15.4.7 Professional learning programmes will be delivered through the provision of non-contestable funding. (06/403 (v))

15.4.8 Teachers aides have a clear and fair job description;

15.4.9 Support staff will continue to be covered by clear and comprehensive collective employment agreements which provide them with fair pay and conditions including recognition of appropriate qualifications. (AM96)

15.4.10 Students who have ESOL requirements but no other type of special education needs should attract funding specifically for the purpose of the level of need wherever they are in the education system. (AM99)

15.4.11 A grant of \$1,250 per term be paid to a school which accepts a student suspended from another school. It should be paid for the first two terms of the student's attendance. (The remaining grant would travel with the student if he/she changes school before the two terms of assistance are completed.). (AM 99)

15.5 Primary school staffing

15.5.1 Factors such as: current workload issues; including those associated with the exercise of professional leadership; the momentum towards personalising learning; the requirements to enhance curriculum opportunities; the imperatives to establish productive links with parents, the community and other schools and services; and the benefits that accrue to teaching and learning require the reduction of pupil to teacher ratios. (07/358 QPE4 21C)

15.5.2 Schools will continue to be resourced with a consistent teacher staffing entitlement generated on the basis of curriculum and management, and dependent on the student's year of schooling and student numbers. The resourcing will be as follows:

Curriculum

- Teacher/student curriculum component:
for year 1 students a teacher to student ratio of 1:15
for year 2-3 students; a teacher to student ratio of 1:20
for year 4-8 students; a teacher to student ratio of 1:25
- A maximum average class size (MACS) factor of 25 applied to all schools with a year 1-8 student roll below STET.
- An equity provision for schools in deciles 1-4 applied to the curriculum staffing
- The equity provision as a percentage weighting on the curriculum full-time teacher equivalents (FTTE) as follows:
Decile 1 20% of curriculum FTTE
Decile 2 15% of curriculum FTTE
Decile 3 10% of curriculum FTTE
Decile 4 5% of curriculum FTTE.
- The technology component for year 7-8 students replaced by a specialist component for year 1-8 students: teacher:student ratio of 1:100.
- A component for teacher support time for classroom teachers will be provided as entitlement teacher staffing; total curriculum FTTE x 0.1 FTTE.

Management

- A management component based on a weighted roll factor applying to year levels with an additional factor to include the staffing generated by:
 - the equity component
 - the specialist component
 - all other staffing not generated directly from the school roll.
- The management component formula (excluding the Professional leadership Time) adjusted to deliver
 - 1.0 FTTE at a roll of around 160
 - 2.0 FTTE at a roll of around 320
 - 3.0 FTTE at a roll of around 480
 - 4.0 FTTE at a roll of around 640
 - 5.0 FTTE at a roll of around 800
- Attached teachers: Resource Teachers: Learning and Behaviour, Resource Teachers: Maori, resource Teachers Reading and therapists will be included in Schedule I of the Staffing Orders to count for management time (FTTE x 0.05 FTTE) and for the generation of salary units.
- Teacher positions generated by the equity and specialist staffing component count for management time (FTTE x 0.05 FTTE) and for the generation of salary units.
- A management support time component for holders of salary units will be provided as entitlement staffing (the number of salary units x 0.1 FTTE).

Other:

- Teacher/student ratios for the curriculum component of official kura kaupapa Maori, Maori immersion classes and Maori bilingual classes in regular schools will be a 1:15 for students in years 1-15.
- All designated normal schools will have additional staffing of 1.0 FTTE for liaison with the training provider.
- All special schools will have an additional staffing entitlement for the employment of therapists.
- The national allocation of FTTEs for Reading Recovery will be increased to more fairly reflect the national number of 6-year-old students.
- The number of resource teachers will be linked to national roll levels and need. (99/334 and "NZEI Policy: Teacher Resourcing Schools 00/137)

15.6 Staffing Priorities

15.6.1 The first priority for 2007/08 primary teacher staffing improvements is the full implementation of the recommendations contained in the Report of the School Staffing Review Group, that is:

- Maximum Average Class Size (MACS) factor of 25 for primary students in schools with fewer than 176 students in years 1 to 8;
- Professional Leadership component of between 0.2 FTTE in schools with rolls up to 28, increasing incrementally to 1.0 FTTE at rolls of 250 and above;
- Teacher/pupil ratios of no greater than 1:15 in kura kaupapa Maori and in total Maori immersion and qualifying Maori bilingual classes in regular schools. (03/72 (1) amended by 07/17))

15.6.2 The second staffing priority for primary teacher staffing is improved curriculum teacher pupil ratios, i.e. 1:20 for years 2 to 3 and 1:25 for years 4 to 8. (03/72 amended by 07/17)

15.6.3 The staffing entitlement for primary schools from March in any school year will be the greater of:

- the March roll-based staffing with the new entrant factor included, and
- the provisional (or 'assured') staffing. (04/362)

15.6.4 Positions generated by the Education School Staffing Orders in Council will be for teachers only. (confirmed 05/66)

15.6.5 The Staffing Order weightings for the year 0-8 rolls for the calculation of management staffing will be increased. (07/129)

15.6.6 The minimum teacher staffing entitlement for an identified and named number of remote, essential, non-integrated state schools will be 2.0 full time teacher equivalents. (05/244)

15.6.7 In order to address the current primary teacher shortage the government establishes a "guaranteed" employment scheme where graduates of primary teacher education could be employed as supernumerary teachers in the first year following graduation while seeking permanent teaching positions. (07/252)

15.7 School Reorganisation

15.7.1 The goal of any reorganisation of educational arrangements must be to develop and strengthen a national network of

schools and centres and to maintain educational options within local communities to meet those communities' needs. (QPE 4 21C)

15.7.2 Teachers affected by school reorganisation through area strategies, community initiated education plans or mergers involving more than one employer will have enhanced surplus staffing provisions:

- aligning teachers' provisions with those of principals;
- enhanced early retirement and superannuation provisions and
- 100% reimbursement of removal expenses
(99/332 (5))(Updated to reflect current situation)

15.7.3 The use of 'justifiable' predicted rolls informed by local information, as the staffing mechanism for schools involved in mergers during the first year of the implementation of decisions arising from an area strategy, community initiated education plan or mergers involving more than one employer is supported. (03/75) (Updated)

15.7.4 Clustering of schools under a single board will be on a basis of:

- the maximum number of schools in a cluster is four;
- each school in the cluster retains a principal position;
- the principal of each school in the cluster will be a member of the Board of Trustees; (NOTE This may need to be reconsidered)
- each school in the cluster will have an elected staff representative on the Board;
- clustering under one board will be restricted to "like" groups, i.e. ;
 - regular state only;
 - integrated schools with same proprietor only
 - specialist (e.g. kura) only
- schools of a different type or class combined under the same board, will be resourced accordingly to their individual type/class and roll;
- one additional centrally resourced entitlement administrator position will be provided for each cluster with adequate additional funding to the Board so the primarily administration duties of the cluster can be carried out;
- no cluster will have just one principal for all the schools with a 'unit holder' appointed in each school to take responsible for the day-to-day organization;
- schools operating satellites will be designated according to the year levels of students enrolled and resourced accordingly, i.e. :
 - Years 1-8 only - primary
 - 7,8 only - intermediate
 - Years 7,8,9 - restricted composite
 - Years 1 to 15 - area
 - Years 7 to 15 - secondary;
- the setting up of satellites will be restricted so there is proper representation of parents and staff on the Board and the principal is able to provide proper oversight of pastoral care, professional leadership,

effective curriculum delivery and effective use of resources;

- the maximum allowable distance between schools in a cluster will be decided on the principle that there must be the ability to provide pastoral care and professional leadership with the most efficient use of resources;
- the process for any situation requiring schools to join together will be a merger;

a quality learning environment and effective curriculum delivery will be paramount in any decision to restructure schools. (*Reconfirmed 03/73*) (as recorded in minute item 1999/108 2)

16.0 SPECIAL EDUCATION

16.1 Policy Scope

16.1.1 Students with special education needs are not defined by those special education needs. Their right to participate in the New Zealand education system is the same as that for all other students.

16.1.2 The special education policy statements:

- Are supported by the standards of the Right to Education framework - Availability, Accessibility, Acceptability, and Adaptability (*Human Rights Commission, 2004, p261*).
- Add the special education perspective to, and complement NZEI policy.
- Are neither sector nor setting specific. Rather, they represent and have been developed from the collective strength of NZEI members' experience and knowledge and their work across the education sector whether as teachers, specialists or support staff.
- Represent the perspective and aspirations of NZEI members. They are not intended to represent perspectives of special education lobby groups, parent groups, networks, or other agencies.

16.2 The Right to Education for All

16.2.1 NZEI asserts the right to education for all students within a quality public education system.

16.2.2 In a quality public education system the culture of centre/school/kura is conducive to supporting children, young people and their whānau. This means each centre/school/kura:

- Embraces diversity and is accepting of all students. The culture/māori/essence/uniqueness of each student is acknowledged and valued
- Is supportive of students, staff, whānau/family.
- Has policies and procedures in place and in practice.

16.2.3 Education is a shared responsibility with all involved contributing and working together so that learners succeed. Students with special education needs benefit most from relationships shaped from this shared responsibility when:

- Relationships between home, family/whānau, relevant agencies and centre/school/kura are established at the earliest opportunity and are maintained throughout a student's

learning pathway. These relationships are especially important at times of transition and change.

- Decisions about the most appropriate centre/school/kura are jointly made by whānau/caregivers, teachers and other professionals.
- There is clear communication. Information is shared between whānau/caregivers, students where appropriate, centre/school/kura staff, agencies and the community.

16.2.4 Cultural, physical and emotional safety is paramount. NZEI notes the tension between balancing the rights of individual students with the rights of all students, staff, whānau/caregivers and community.

16.3 Quality Teaching and Learning

16.3.1 All students have unique needs and are to be treated as individuals. Learning for students with special education needs means placing students at the centre, respecting and responding to their learning needs.

16.3.2 Quality teaching and learning for students with special education needs means:

- Learning is student-centred, meaningful and relevant.
- Outcomes include both social and academic achievement.
- Strengths are nurtured and celebrated.
- Students are safe and secure.

16.3.3 This can be achieved when:

- The curriculum is accessible to all students.
- There is a range of readily available resources both material and staffing to meet individual need.
- Teachers have a strong knowledge of the learning continuum and are able to identify and work to meet individual learning needs.
- Teachers have the primary responsibility for students learning and are well supported and resourced to do this.
- Teachers, support staff and specialists work together and there is clarity and acceptance of the role of each.
- Learning goals are jointly understood and everyone works towards them.
- Strong effective support systems are in place and are responsive to the needs of students, their families/whānau and teaching staff.

16.4 Support for Special Education

16.4.1 The provision of special education should be needs-based and not contestable.

16.4.2 NZEI supports the ongoing maintenance of a range of learning environments within a coordinated service. This is best demonstrated when:

- Provision is appropriate to need, is in place on entry and remains throughout the system.
- There are clear pathways within the service with access to, and between a continuum of learning environments, and that where transition issues are minimised.

- Parental choice is balanced between the needs of the child and the equitable provision of specialist resources that enable the placement.

16.4.3 The rights of the students to access the curriculum and the ability of staff to provide quality teaching and learning should be assured. Ensuring needs are met is a collective responsibility.

- Locally, centre/school/kura, family/whānau, the community and relevant agencies are responsible for working together to make decisions appropriate to the teaching and learning needs of students.
- Government is responsible for providing the resources to enable the best decisions to be made to ensure students' learning needs are met.
- The Ministry of Education as the key central agency has the responsibility of working together with local education communities to ensure resources are provided as equitably as possible. This does not necessarily mean an equal distribution of resources, but does mean the provision of the best possible teaching and learning irrespective of geographic location, socio-economic circumstance or disability.

16.4.4 Special education provision should be tangible. This means:

- Transparent and easily accessible processes for funding, staffing, property, transport, materials, or professional learning for staff.
- Clear and available information for centres /schools/kura and families/whānau.
- Timely access to the appropriate specialist or agency and the provision of close support and guidance as needed.

16.4.5 For NZEI this would be achieved by ensuring:

- Time for preparation, planning, and building relationships with family/whānau, agencies, teachers, specialists and support staff.
- Ongoing professional learning so that well qualified teachers, specialists and support staff build their expertise and knowledge.
- Sufficient specialist staff with the experience and understanding to work in Miro Maori classes/centres.
- Access to up to date research and best practice is readily available.
- Teacher staffing levels provide for appropriate student numbers.
- Specialist staffing levels so that there is equitable provision and manageable caseloads.
- Special education teacher aides and support workers who have sufficient hours to be an effective support for teachers and students.
- Job security for teachers, specialists and support staff through centrally funded positions.
- Safe and secure learning environments and workplaces.

16.4.6 NZEI notes the implications for:

- Initial teacher education and the need to include special education components in programmes.

- Sufficient government funding to ensure an effective and equitable provision.

Previous policy: under consideration as to whether it should be included in next level action policy statements.

16.4.7 Each school will receive a roll-related special education grant (SEG) based on the socio-economic decile groupings already being used for other grants. (AM96)

16.4.8 Special schools will receive SEG at the decile 1 rate. (AM96)

16.4.9 The SEG grant continue to provide \$1,000 base grant to each school, that the decile 1 grant continues at \$51 per student and the weightings revert to the original 1997 differentials of about \$7 to \$1 decile 1 to decile 10 schools. (AM99)

16.4.10 NZEI will engage the support of colleges of education and STA to continue and expand the Ministry of Education funding for the natural development of ongoing training of teachers of children with special education needs. (AM91)

16.4.11 Early Intervention Programmes will be extended to cover first year of school to cover those children not attending preschool and health services. (AM91)

16.4.13 Sufficient special education specialists will be trained to work appropriately in nga kohanga reo and language nests. (AM99)

16.4.14 The criteria for ORS and ORRS will be reviewed and set at a realistic, achievable and accessible level. (AM 07 (Q))

Clauses 16.4.15 and 16.4.16 below were retained on the advice of Te Roe Areare (Minute Item 2009/128)

16.4.15 Only students in kura Kaupapa Maori and levels 1-2 immersion classes be on the roll of RTLBs (Maori) and only RTLB's (Maori) work with these students (AM99)

16.4.16 Applicants for the RTLB (Maori) positions should be: Maori, a registered teacher, credible with classroom teachers and the community, knowledgeable in the skills required for second language learning, sound in tikanga and a fluent Maori speaker, competent in networking with whanau, iwi, able to communicate well with principals, other staff, board of trustees and parents. (AM99)

16.11 Kaupapa Maori

16.11.6 Only students in kura Kaupapa Maori and levels 1-2 immersion classes be on the roll of RTLBs (Maori) and only RTLBs (Maori) work with these students. (AM99)

16.11.9 Applicants for the RTLB (Maori) positions should be: Maori, a registered teacher, credible with classroom teachers and the community, knowledgeable in the skills required for second language learning, sound in tikanga and a fluent Maori speaker, competent in networking with whanau, iwi, able to communicate well with principals, other staff, board of trustees and parents. (AM99)

The following is retained for next level action statements

16.12.2 The criteria for ORS and ORRS will be reviewed and set at a realistic, achievable and accessible level. (AM07 (Q))

17.0 MAORI EDUCATION

17.1 Introduction

17.1.1 NZEI recognises Matauranga Māori as a unique concept which should provide for:

- the education of Māori students
 - Māori students to become fluent in te reo Māori
 - Māori students to learn about and through things Māori.
- (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)
Reworded)

17.1.2 NZEI recognises the existence of the alternative knowledge bank of the Māori child to which further incremental learning can be linked. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

17.1.3 NZEI recognises and accepts cultural and linguistic differences as human resources to be valued. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

17.1.4 NZEI recognises that, while there is a move towards equality of opportunity for female and male in the New Zealand education system, cultural differences may be an influencing factor on role, status and responsibility. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

17.1.5 There is no greater inequality than to provide the same treatment for all when that treatment is based upon values, learning styles and goals of only one group in society. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)(Reworded)

17.1.6 Exploring Māori education includes the education of the majority group in things Māori and is a responsibility of all teachers in all schools. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

17.1.7 The work of developing a parallel Māori thread in the Institute must continue. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

17.1.8 All aspects of Matauranga Māori should be given a far greater national priority than at present. (Annual Meeting 1992 and reconfirmed by National Executive Minute item 07/277)

17.1.9 NZEI opposes racial discrimination in education and supports affirmative action measures to assist the interests of ethnic minority groups in education. (82/74)

17.1.10 Policy relating to Maori education:

- That teachers and schools offering te reo Māori be appropriately resourced
- That te reo Māori resourcing will require special national provision. (07/259 (iv)reworded with some deletion)

17.2 Towards an Aotearoa/New Zealand Identity

17.2.1 NZEI acknowledges the significance of Te Tiriti o Waitangi for the Institute and for education generally. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

- 17.2.2 NZEI will work towards ensuring that Aotearoa/New Zealand is a true bilingual and bicultural society in which everyone:
- respects the cultural difference of Māori as Tangata whenua
 - works towards social equity and justice for all
 - encourages greater sensitivity and respect
- (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277 reworded)*

17.3 The Place of Te Reo Māori in New Zealand Society

- 17.3.1 Recognition of Te Reo Māori as an official language of New Zealand to be expressed in NZEI policy and advocacy. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

17.4 Entry and Training Provisions

- 17.4.1 A core component of all Initial Teacher Education programmes, should develop skills and understanding to be effective in working with tamariki Maori *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277 Reworded)*

17.5 Language and Kura/Schools

- 17.5.1 In all areas of Māori education significant increases in the provision of inservice education are needed. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

- 17.5.2 That the learning of te reo Māori be treated in a similar manner to English by being mandated and removed from the Learning Languages area. *(07/259 reworded)*

- 17.5.3 That the Te Reo Māori curriculum shall place some requirement on every school to mount programmes relevant to their needs. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

- 17.5.4 That the Te Reo Māori syllabus be made part of the core curriculum and that level one be a compulsory element in all schools as a minimum. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

- 17.5.5 That programmes in Māori be developed in all curriculum areas and in cooperation with parents and community. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

- 17.5.6 Measures will be taken to ensure that there be adequate provision of resources, inservice courses, resource teachers and support services for the implementation of these programmes. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

- 17.5.7 That opportunities for teachers to upgrade their te reo Māori language skills be provided. *(07/259)*

17.6 Resourcing

- 17.6.1 That the Ministry of Education allocate high priority to the development of appropriate resourcing for Māori education. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277 reworded)*

17.7 Staffing

- 17.7.1 That the number of resource teachers of Māori be increased and actively supported. *(Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)*

17.8 Research, Experimentation and Innovation

- 17.8.1 NZEI advocate for comprehensive research into:
- Maori teacher trainee
 - the 'non-completion rate of Māori teacher trainees from Initial Teacher education programmes
 - the reasons why Māori are not entering the profession
 - the mono cultural factor
 - Maori women teachers
 - alternative school organisations in both urban and rural settings
 - school-based pre service training; (*Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277 reworded*)

17.9 Early Childhood Education

- 17.9.1 NZEI supports the involvement of Māori whanau in early childhood policy development (*Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277 reworded*)

17.10 Kaupapa Maori education

- 17.10.1 Further support from the state is crucial for the ongoing revitalisation of te reo Maori (*07/358 & QPE4 21C reworded*)
- 17.10.2 Resourcing of kohanga reo and kura Kaupapa Maori, as full members of a quality public education service, is critical for quality educational outcomes. (*07/358 & QPE4 21C*)
- 17.10.3 The New Zealand Curriculum (Draft) asserts that "*Students who identify as Maori have the opportunity to experience a curriculum that reflects and values te ao Maori.*" NZEI believes that this ideal will require adequate resourcing if it is to be realised. (*07/358 & QPE4 21C*)

18.0 PASIFIKA EDUCATION

- 18.0.1 NZEI strongly supports Pasifika bi-lingual education that is equitably accessible, adaptable and appropriate to community requirements across the primary and early childhood education sectors. Equitable and transparent funding and resourcing mechanisms must be developed to ensure quality standards will be met. To enable this to occur NZEI will:
- advocate the development of transparent and equitable criteria for the development of sustainable bi-lingual programmes in schools and centres
 - advocate the development of and resourcing of transition programmes and sustainable home-school partnerships
 - advocate for continued longitudinal research on content, programming and outcomes of bilingual education and evidence based practice. (*AM 02 Pasifika Bilingual Report reworded*)
- 18.0.2 Pasifika bilingual education will be provided and resourced by government to ensure quality standards can be met. (*AM 02: Pasifika Bilingual Report*)
- 18.0.3 The profiling system, as set out in the NZEI Pasifika Bilingual Report (2002) will be the appropriate mechanism for determining eligibility for Ministry funding and resourcing to support the provision of Pasifika bilingual classes. (*AM 02: Pasifika Bilingual Report*)

18.0.4 Optimal models of Pasifika bilingual education in New Zealand will be set up and supported by government. (AM 02: *Pasefika Bilingual Report*)

18.0.5 Longitudinal research on content, programming and outcomes of Pasifika bilingual education based on trailed and proven successful models will be conducted by the Ministry of Education. (AM02: *Pasefika Bilingual Report*)

19.0 ADVISORY SERVICE

19.0.1 The advisory service should be nationally managed, fully funded and non-contestable in order to support quality professional learning for teachers and schools. (AM 02 Report: *Proposal for a National Advisory Service (1.4)*).

19.0.2 Such an advisory service should be extended to the state funded or recognised Early Childhood Education sector. (AM 02 Report: *Proposal for a National Advisory Service (1.4)*).

19.0.3 The core elements of a national advisory service should be:

- a single, national, identifiable and non-contestable service;
- central administration and co-ordination of the service;
- better co-ordinating of non-contestable funding and resourcing;
- national co-ordination of professional development, research and knowledge;
- a national vision and focus;
- standardised employment conditions;
- a core of permanent staffing created with ongoing central funding;
- local advisory service teams.

(AM 02 Report: *Proposal for a National Advisory Service (1.4)*).

19.0.4 A national advisory service will be:

- funded sufficiently to ensure all schools have access to quality advisory services which will meet both ministry and local objectives;
- based in colleges or schools of education. (AM 02 report: *Proposal for a National Advisory Service.*)

19.0.5 An equitable advisory service will be one which includes Maori advisors in each of the essential learning areas. (AM 02: *School Advisory Service Report*)

19.0.6 A national non-contestable advisory service will be established for early childhood education. (03/178 (i))

19.0.7 Contestable provision of professional development is opposed. (03/178 (ii))

20.0 NZEI SCHOLARSHIPS

20.0.1 Contribution to NZEI's goals is the priority criteria for NZEI Scholarships. (04/404)

20.0.2 NZEI scholarships, of \$5000 each, will be offered in 2008 to two early childhood members and two support staff members with an additional \$3,000 to support the administration of the scholarships including the publication and distribution

of entry information and the judging fees. (07/356) and (99/281 2 and 3))

21.0 TERTIARY

21.0.1 There will be public provision of tertiary education services. (Reconfirmed 03/198 (i))

21.0.2 All tertiary students will have a living allowance equivalent to the unemployment benefit. (AM 04 (L))

21.1 Student Loans

21.1.2 The threshold for repayment of student loans will be raised to that of the average full-time wage to ease the burden of repayment and remove any disincentive to enter into work. (AM 04 (N))

21.1.3 Repayment obligations will take into account the number of dependants, and be tiered to recognise that borrowers can afford to pay more or less of a percentage above the threshold dependent on their income. (AM 04 (N))

21.1.4 Social welfare entitlements based on gross income will account for the student loan repayments. (AM 04 (N))

21.1.5 That all teacher trainees be paid an appropriate salary. (Annual Meeting 1992 and reconfirmed by National Executive Minute 07/277)

22.0 RETIREMENT

22.0.1 Non-members of NZEI will have a separate employer scheme. (02/100 (4))

22.0.2 The employer will be responsible for the administration fees of any employment retirement scheme. (02/100 (5))

23.0 LEGISLATION

23.0.1 The Education Act 1989 will be amended to include:

- definitions of schools from the Education Act 1964;
- Section 77 from the Education Act 1964 requiring primary school curriculum to be secular in nature. (03/195)

23.0.2 Each entitlement in the Holidays Bill will be an individual minimum entitlement and the expansion of the minimum annual leave entitlement from three weeks to four weeks is supported. (03/169)

24.0 NZEI ORGANISATION

24.0.1 Any person employed, or engaged to be employed, in any category of employment covered by NZEI's full membership rule is precluded from eligibility for any other type of membership (e.g. student or honorary membership). (11/36 i)

24.0.1 The title for NZEI workplace representatives is "NZEI Te Riu Roa Representative". (99/54 (a))

24.0.2 Publicity will be given in every issue of Rourou, to an important aspect of the work of NZEI Te Riu Roa Representatives, highlighting actual members in workplaces carrying out the task. (99/54 (g))

- 24.0.3 The term 'student teachers' will replace any reference to 'teacher trainees' in NZEI documentation. (00/377 (1))
- 24.0.4 Material will be provided annually to each workplace to assist the process of electing the NZEI Te Riu Roa representative on an annual basis as provided in the Rules. (00/54 (c))
- 24.0.5 Candidates for National Executive will have up to 30 seconds for mihi (protocol greetings) at Annual Meeting before the one minute speaking allowance begins. (AM 01 (A))
- 24.0.6 The needs of teachers regardless of age will be considered in the development of career planning training programmes. (AM 01: Women's Caucus strategic Plan)
- 24.0.7 The date for receipt of written questions on the National Executive Report will be a minimum of three weeks from the mail-out date of the report. (AM 01 (C))
- 24.0.9 Assistant principals and deputy principals will have a representative on the NZEI Principals Council. (AM 03)
- 24.0.11 Remits passed at AGM will be tracked and reported on for three subsequent years. (AM 04)
- 24.0.12 Action taken by the Institute to implement resolutions agreed to at Annual Meetings will be published on NZEI's website. (AM 05) (B))
- 24.0.13 A comprehensive list of NZEI policies will be published on the NZEI Website and updated regularly. (AM 05 (I))
- 24.0.14 Interest charged on provident fund loans from and including 23 May 2005 will be increased from 6 percent to 7 percent per annum. (05/107)
- 24.0.15 Cooperation with the Independent Schools Association New Zealand (ISTANZ) will be limited to provision of services to the union as opposed to the provision of services directly to its members; that any services that are provided be on a cost recovery basis; and that priority is accorded to NZEI members and work. (05/110)
- 24.0.16 The framework for a cooperative arrangement with ISTANZ will include:
- support for the recruitment and organisation of support staff;
 - access to Field Officer advice and advocacy;
 - access to membership benefits, including EBS;
 - provision of professional information ;
 - printing of ISTANZ Newsletter;
 - provision of Rourou;
 - provision of legal service, including teachers Council;
 - access to educational programmes- EREL;
 - access to the library. (05/110)
- 24.0.17 The activities undertaken to achieve the goals and priorities of the Institute will be the focus of the National Executive Report to Annual Meeting. (05/21(1))

- 24.0.18 A deputy/assistant principal network work will consist of a nominated representative of each district council nominated/elected by the district councils on a biennial basis coinciding with the biennial elections of the principals council. (05/63(i)(ii))
- 24.0.19 The deputy/assistant principal network will elect a convenor at the start of each biennial period and the convenor will be the deputy/assistant principal network representative on the Principals Council. (05/63 (iii))
- 24.10.20 Where a vacancy occurs during the term of office of a national advisory group the District Council and/or constituency group be invited to nominate a replacement member. The District Council and/or constituency group has the discretion as to the process for determining how their representative is selected and that the representative shall hold office for the remainder of the term. (06/58)

25.0 INTERNATIONAL

- 25.0.1 Free trade agreements must not reduce government's ability to regulate, fund or provide education services democratically at a local and national level. (05/135 (i))
- 25.0.2 Public services and cultural services must be excluded from free trade agreement. (05/135 (ii))
- 25.0.3 Free trade agreements must contain a comprehensive clause protecting all aspects of the Treaty of Waitangi. (05/135 (iii))
- 25.0.4 The NZCTU campaign for changes to the proposed New Zealand-China Free Trade Agreement to protect public services is supported. (05/135 (iv))
- 25.0.5 NZEI will take a non-partisan approach to political activities. (08/157 i)