

NZEI ROUROU

MA TOU ROUROU, MA TOKU ROUROU KA ORA TE IWI • WITH YOUR CONTRIBUTIONS AND MY CONTRIBUTIONS WE WILL MAKE PROGRESS

Getting ready for classroom release time

HOW primary schools implement classroom release time in Term 4 is the subject of urgent discussions between NZEI, the Ministry and the School Trustees Association (NZSTA).

The primary teachers' collective agreement provides for ten hours of classroom release time (CRT) per term for each permanent full-time teacher or full-time relieving teacher employed for a term or more from the start of term 4. From 2007, part-time permanent (.8 or more) or relieving teachers (.8 or more) will be entitled to ten hours pro-rata CRT.

The release time will not only give time to prepare teaching activities, but could also be used for visiting other classrooms to share best practice ideas, meeting curriculum advisors, or updating professional knowledge.

At present, NZEI is working with the Ministry and NZSTA to develop guidelines for CRT. These guidelines will then be tested and sent to schools during Terms 2 and 3 so that schools can develop their own policies before CRT begins in Term 4.

The Ministry is expected to announce shortly how schools will be staffed to allow for the introduction of CRT.

In England, CRT for primary teachers, due to be introduced in September, is under threat because the government agreed to introduce it but didn't agree to fund it. Boards, principals and some teachers are refusing to introduce CRT without staffing because it will affect the quality of education.

NZEI secured around \$80 million to ensure that the introduc-

tion of CRT in New Zealand schools did not compromise either teachers or the quality of education.

NZEI wants to ensure that extra teachers are employed to staff CRT and that they are not general relievers but teachers with specific responsibilities for groups of students within the school.

CRT is just one of the issues to arise out of the successful settlement of the primary teachers' and principals' collective agreements last year. Other important issues that are being tackled include workload, teacher qualifications and career paths.

As part of this, an independent workload study is being established. NZEI, the Ministry and the School Trustees Association (NZSTA) have been meeting since last November.

Tenders for the workload study have been invited. The successful independent research group will be appointed in March to examine the work of teachers and teaching principals. The aim is to look at the barriers to effective teaching.

Career pathways and professional development in the primary sector come under the spotlight later this month, when NZEI meets with NZSTA and the Ministry to conduct a 'Visioning Exercise' for the primary sector.

This will kick-start a work programme that will continue through to 2006 and shape negotiations for 2007. There will be more on this topic in your next *Rourou*.

If you want to be involved in any of this work contact your local NZEI branch or NZEI field team for more information.



NZEI's 100% Early Childhood Education centre membership competition has come to a close – and Rutherford Preschool is delighted with its new digital camera and printer. The draw was held late last year among centres with 100% NZEI membership, and Rutherford Preschool was randomly selected from those that entered. Rutherford's supervisor, Susan Taurua, says the teachers use the camera every day, largely to record children's work. Teachers create learning stories for the children's portfolios, to show their progression and development. Susan says the children enjoy the results. "They love looking at their own portfolios. It's affirming their learning as well, because they take the learning story down, have a look at it, and it reminds them of what they did." Eventually, centre staff hope to teach the children to use the digital camera.

The dawn-to-dusk childcare dilemma

THE PRIME Minister has signalled that she wants to see more women out working to improve the economy, and the government plans to introduce new measures to encourage this. NZEI members working with children are likely to be affected by these policies, and of course, many are parents as well. Rourou investigates what members think.

Adele Darwin teaches at Mangere East Primary school. She says many families at the school

have two working parents but can't afford to pay for before- and after-school care.

She says the problem is becoming more acute as more parents are able to find jobs, and many children arrive early at school.

"Parents drop the children off from 7:30 because school is seen as a safe environment."

Teachers often let children into classrooms, interrupting their preparation.

She says the school board has discussed the issue but cannot

afford to provide before-school supervision.

While subsidies are available, parents need to access them; and they are not simple for schools to administer.

There is no after-school care at Mangere East, but several pupils attend a community programme nearby.

Others go home and wait for their parents or are cared for by siblings who are not really old

Continued on page 6



Proposed support staff claims call for a 6% pay increase, better job security

IN THIS issue of *Rourou*, support staff negotiations are coming up, which means paid union meetings will be held around the country to decide which claims should go to the Ministry. **Find out more about the claims and see which meeting is closest to you on pages 4 and 5.**

Families need more flexible work and childcare options



Kia ora koutou

Helen Clark's speech to Parliament in February outlining the Government's intentions to increase the ability of women to return to the workforce by providing more funding for children's care was, on the surface, laudable.

More choice for families. You'd have thought we'd be applauding. But like many other New Zealanders, we have reservations.

Unwittingly, in signalling increased support for early childhood education and before and after-school care, the Prime Minister unleashed strong feelings from many working moth-

ers who are already doing too much.

The reaction to the unspecified proposals shows that in some families, the last thing that's desired is more hours at work.

But, while some women are clearly having trouble fitting everything in and having a balanced family life, others find work is not worthwhile because of childcare costs and low wages, or because quality early childhood education is just not available.

The Government has a long-term early childhood education plan which sets out to lift quality standards in early learning and to professionalise early childhood teaching. This includes improved qualifications and salaries for teachers, along with better ratios and funding.

Many parents do want the choice of home-based care for children under three. But the Prime Minister's references to home-based "childcare" must be fleshed out to make clear that the Government means better support for well-coordinated home-based education and care, with trained and registered supervisors such as is delivered by Barnardos, rather than poorly paid, variable-quality "child-

care".

The issue is a complex one. As a union and professional institute we represent a wide range of interests – women workers, low-paid workers, parents and people whose passion is the education of young New Zealanders.

As educationalists, we know that children need stability, challenge, diversity and strong families and whānau who care for and support them to learn well.

As an organisation representing many women, some low-paid, we know women – and many men – want to have choices: to work full-time, part-time or not at all while their children are at home. Those who choose to be at home want the value of their contribution recognised, not to be chastised for failing to contribute to the GDP. Those who work want workplaces that are flexible, and in a low-wage economy like New Zealand, need better financial rewards for the hours they do work than they currently receive.

As unionists, we know that work-life balance is critical to a productive workplace, and to high quality teaching. And as individuals and parents, we know how important family time is for everyone.

After-school care is another vexed issue for many parents – and educationalists. While dawn-to-dusk institutional care is not appealing, there is no doubt that there is an unmet need for both before- and after-school care, which has grown rapidly as jobs become more available.

Many in the education system have misgivings about children spending long hours in the school grounds, but the alternatives – that children return to empty homes or are left to fend for themselves in the morning – are also unsatisfactory.

This is an area that needs more attention. Schools, already struggling with increased parental and government expectations, are not in a position to run quality before- and after-school programmes without increased resources. After-school programmes cost money for staff, equipment and utilities such as lighting and heating. And, of course, there is more administration – staff to be employed, fees to be collected, bad debts to be chased up.

While quality after-school programmes – which include sport, arts, homework assistance and other opportunities – can be enjoyable for children and pro-

vide support for families, such quality does not happen by accident. NZEI would welcome more research and policy development in this area so that schools and the people who work in schools can be clear about their role in the mix.

A dawn-to-dusk childcare policy is not the silver bullet to a more productive Kiwi economy. The economy's needs, long-term, will be best served by well-rounded, healthy citizens who have grown up within a society that values children and their parents, both politically and financially, and gives families choices. Better parental leave provision, more subsidies for early childhood education and better quality out-of-school care will help, but workplace flexibility and increased wages are at least as important.

Colin Tarr



**National President
Te Manukura**

We can work together for public education, says new PPTA President



New PPTA President Debbie Te Whaiti (Left), pictured with NZEI President Colin Tarr (centre), meets with members of the National Executive.

NZEI's National Executive has met with new PPTA President Debbie Te Whaiti.

Debbie is a guidance counsellor at Makoura College in Masterton and became PPTA president in February, when Phil Smith ended his two year term. She and PPTA General Secretary, Kevin Bunker spent an hour with the National Executive last month.

Debbie said her major priorities this year are trying to iron out the problems surrounding the NCEA, the PPTA's working parties on workload, career paths and sabbaticals and the Election.

She said NZEI and PPTA could campaign together to counter National and ACT's 'school choice' message, which she sees as a front for their real agenda of undermining the state school system, as John Howard's

government is doing in Australia.

Debbie said the need for a well resourced public education system is a good example of where the PPTA and NZEI have a shared vision and could work together. But she was candid about areas where the two unions see things differently.

Referring to pay parity she stated: "There is no appetite among PPTA members for the unified pay scale." The scale currently covers primary and secondary teachers and is expanding to cover kindergarten teachers from July next year and early childhood teachers covered by the Consenting Parties' agreement, from July 2008.

"Nor is there any appetite for one union." Debbie said the storm surrounding NCEA has reinforced that view among PPTA members. "I think at times

like this, where there is a focus on NCEA, it becomes very apparent the strong difference we have in terms of the context we work in, and the conditions we strive for, when it comes to our respective sets of members."

This prompted a question from National Executive Member Annette Patterson, a special needs teacher aide and arts co-ordinator from Catlins Area School. She asked if Debbie and Kevin were aware of the problems school support staff face because of the way their jobs are funded and if the PPTA would support NZEI's campaign for a fairer system.

Debbie replied that she knew support staff often have their pay cut when their hours are reduced and are often paid less than they are entitled to receive.

NZEI National President Colin Tarr noted that secondary principals are involved in the issue because they and their boards set the hours and determine the salaries for support staff in their schools.

He said that NZEI is pressing the Government to establish a Ministerial Working Party to develop a fairer funding system and asked if the PPTA's Principals' Council would agree to join the working party once it's established.

Both Debbie and Kevin were reluctant to make that commit-

Have you seen?

All worksites

Special Circular 2005/04
District Council Women's Network Seminar, March 11-12, 2005

Special Circular 2005/5
YMN Conference for Student and Young Members

Special Circular 2005/06
Membership Lists
Attention: Worksite Representatives

Branch Circular 2005/1
Nominations of Associates, Fellows, Honorary Fellows, Life Members of the Institute and for the Special Service Award

All schools

Branch Circular 2005/02
Classroom Release Time for Primary Teachers

Special Circular 2005/3
For Teachers by Teachers: Professional Learning through the TRCC

Special Circular 2005/3
Support Staff Conference for NZEI Members in the Tai Tokerau District

Early Childhood

Agreements '05 Number 1 (Kindergarten Teachers, Head Teachers and Senior Teachers' Agreement)
Paid Union Meetings
2 March – 23 March 2005

Area Schools

Area Schools Newsletter '05 Number 1
Deadline for Middle Management Allowances (MMAs) now 4 March

Our apologies...

In last month's issue, *Rourou* stated the wrong membership subscription fees in its change of address form. The correct information is as follows:

Members earning \$26,500 or more per annum pay \$18.60 per fortnight for subscription to NZEI, members earning less than \$26,500 will pay 1.05% of their gross fortnightly earnings. Student members pay \$5 per year.

Questions? Contact: NZEI National Office, Membership Section, PO Box 466, Wellington. Fax: (04) 385-1772. Email: membership@nzei.org.nz

ment but acknowledged the problems NZEI is trying to address.

National Executive Member Winnifred Morris, who is a special education adviser based in Palmerston North, asked if the PPTA was prepared to work with NZEI to increase support staff

membership in secondary schools.

Kevin Bunker replied that a number of secondary schools do involve support staff in PPTA activities and encourage them to join NZEI. "Seeing that spread wouldn't be a bad thing," he said.

Canadian union leader spells out dangers of free market education



NZEI has invited the leader of the Canadian Teachers Federation to New Zealand to talk about the impact of free market policies on the public education system in parts of Canada.

Terry Price is the President of the CTF, which represents 240,000 Canadian teachers. She will be travelling around New Zealand on a speaking tour from March 28 to April 14.

She's seen what has happened

in British Columbia, Ontario and Alberta, where the provincial governments have been heavily influenced by what is known in Canada as the "Sir Roger Douglas Model".

Sir Roger advised the Alberta Premier in the 1990s to establish charter schools. Legislation enabling them to be established was passed in 1994, with the Alberta government claiming they would provide students and their parents more choice in education.

There are currently 13 such schools operating in Alberta. All costs, including teacher salaries, are bulk funded with all staff on individual contracts. But there have been problems, particularly with their governance by volunteer-run boards. For example, the Global Learning Academy opened in 1996 and was

Alberta's largest charter school until it had to be shutdown in 1998 because of serious financial and governance problems. The Mundare Charter School also closed in 1998 after being open for just one year as it had run up a \$45,000 debt.

Terry Price began her teaching career in 1975. She has taught in British Columbia and the Yukon territory and has been CTF president since July 2003. During her tour she will talk about the impact policies such as the introduction of charter schools and national testing have had on public education systems in Canada.

Terry is due to speak in Wellington, Hamilton, Auckland, Nelson and Christchurch.

Her itinerary will be posted on the NZEI website, www.nzei.org.nz.

Education Research teaching smarter

Pasifika students are achievers

Pasifika children can and do succeed at reading and writing, say researchers Jo Fletcher and Faye Parkhill of Christchurch College of Education, who have examined Pasifika children's literacy learning. Their study findings, they say, help to "discredit the familiar and mostly negative reporting of Pasifika and/or low Special Education Service students' achievement in literacy".

Fletcher and Parkhill set out on a participatory research project which allowed those being researched as well as the researchers to work as a community and come up with conclusions together. Year 5 and 6 children from two different

Christchurch schools, who were identified as having reading levels at or above their peers, took part in the study. They participated in open-ended interviews about their reading and writing. After the interviews a community meeting was held where researchers, the researched participants and other stakeholders, such as parents and community elders, met to draw conclusions from the information.

One of the Matai from the community noted of the research: "Time and again people ask me and my community questions but never come back with results. This is the first study I have seen where Pasifika students are performing at average or above average levels.... We need to share this

information with other Pacific Island communities, as what this could do for children would be like gold."

Fletcher and Parkhill's study highlighted the important role of home-school relationships, and the value of an ICT-supported learning environment in literacy learning. It also pointed to the role that the church played, the need to maintain Pasifika culture and the importance of parental support in learning to read and write. High expectations from parents and school staff were also central to literacy.

If you are involved in research, such as masters study, that we could share with NZEI members, contact NZEI at nzei@nzei.org.nz or phone (04) 382 2712

Teacher registration FAQs

New Teachers' Council registration manager Jenny Thomas comes straight from teaching to the job, and so understands the importance of registration and the realities of the application process. Jenny provides *Rourou* with answers to key questions.

How long will it take the Council to complete my registration?

Our standard turnaround time is 4-6 weeks for routine applications. Currently staff are completing 600 to 700 applications each week.

How will I know that the Council has received my application?



An automatic letter of acknowledgement is sent to those who are applying for the first time, and for renewal applications. If you haven't received such a response, please contact the Council.

Why has my application taken longer?

It may be that you didn't complete all sections of the form correctly. The advice from the Council is to work through the registration form using the accompanying guide, which is available from the website.

If, in the past 10 years, you have lived for periods of 12 months or more in another country, an overseas police vet is required.

If your practising certificate expires while awaiting that clearance and your application is with the Council, then your principal or senior teacher needs to apply for an extension for you to be able to continue teaching beyond the 20 half-day period.

Where can I find more information?

Please go to the Teachers Council website: www.teacherscouncil.org.nz, where there are a number of FAQs and other information, along with the registration forms and guides.

News Bites

Learning by example

A new resource that will help early childhood teachers focus on assessment for learning is now available. Kei Tua o te Pae, Assessment for Learning: Early Childhood Exemplars has been two years in the making under the directorship of Dr Margaret Carr of Waikato University and Wendy Lee from The Educational Leadership Project.

It is a collection of assessment examples from teachers in more than 50 early childhood centres. They document children's learning in a narrative form, highlighting the children's strengths and interests, reviewing the learning that is taking place and suggesting next steps. The narrative assessment enables close links to be made with the early childhood curriculum, Te Whāriki, and provides opportunities for the involvement of families and whānau.

The resource comprises a series of booklets. The first set of eight were distributed to early childhood centres in early February with primary schools receiving them in March. The reaction from practitioners has been favourable.

"It looks great for stimulating thinking, for reflection on practice and for affirming of the things we do every day," says Julie Sullivan, Head Teacher at Papamoa Kindergarten. "I can see the exemplars will help me identify what it is I'm looking at - I really like the 'noticing, recognising and responding' definition of assessment."

Substantial funding has been allocated for professional development relating to the exemplars and most centres will be able to access this over the next five years.

We've got your number

The government has introduced legislation to implement changes in early childhood to remove anomalies in international education, to make various minor policy changes and to tidy up aspects of the law that are out of date. The changes will allow each child in the school and early childhood sector to be given a number, to track them through the system.

This is expected to help the monitoring of truancy in the school system, and may also be used in early childhood to make sure that, when the 20 hours' free ECE funding for 3- and 4-year-olds is introduced, children who attend more than one centre

can't get more than their allocation. In addition the amendment frees up the minister to make new regulations for early childhood and requires some 1,000 private centres to become licensed. It also removes the provisions that require kindergartens to hire only qualified, registered teachers.

For international students, the changes mean that overseas children will not get subsidised places in early childhood facilities; families will have to pay the full cost of their education. State integrated schools that currently do not pay a levy for international students will be charged a portion of the levy relating to services, but nothing relating to capital costs.

The amendment also changes the law relating to the Teachers Council and Boards of Trustees in various small ways to make their operational requirements more practical.

The law has been referred to a select committee and is expected to pass next year.

Bravery award for field officer

NZEI Te Riu Roa Field Officer Graham Jones will be presented with a New Zealand Bravery Award next month. Graham, who is based in Christchurch, will receive his award from the Governor General, Dame Silvia Cartwright, at Government House in Wellington.

He's receiving the award for his part in trying to apprehend a bank robber in Akaroa in October 2001. Graham learned about his award in January when a letter arrived from the Governor General. "I hadn't thought about the whole thing in years." He's also received letters of congratulations from the Prime Minister and the Police Commissioner.

One-stop education shop

A new web education portal that helps people access information on any of 28 different government websites is now online. edCentre is a joint initiative of the Career Services Rapuara, the Education Review Office, the Ministry of Education, the National Library of New Zealand, the New Zealand Qualifications Authority, the New Zealand Teachers Council, and the Tertiary Education Commission. It is designed to meet the specific information needs of six groups - parents, learners, educators, governance bodies, researchers and the community. Go to: www.edcentre.govt.nz.

NZEI ROUROU

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Year of the Support Staff

"THIS is a critical year for support staff," says NZEI National President Colin Tarr.

"As well as negotiating your collective agreements, NZEI is determined to convince the Government and the Ministry of Education of the need for a better and fairer funding system for support staff jobs.

"As a principal I respect the dedication, skill and professionalism of support staff. I know that no school can function successfully without a good support staff team.

"I also know how difficult it can be, at times impossible, to juggle support staff wages with all the other items that have to be funded from a school's ops grant.

"This is why we need a new funding system. This is why we all need to work together to ensure support staff jobs are made more secure and that support staff receive the pay and conditions they deserve for the important work they do.

"I urge all support staff to attend your Paid Union Meetings.

"By doing this you will show the Government, the Ministry and the public of New Zealand that you are no longer prepared to live with the uncertain and unfair way your jobs are now funded, and that we must have a better system in which schools have guaranteed funding for core support staff work."

Recruiting new support staff members

AROUND 10,000 support staff in schools belong to NZEI, but the union estimates there are another 10,000 eligible to join the union who are not members.

NZEI Executive Officer Neil Hammond says non-union members believe this allows them to enjoy the benefits of the collective agreement without having to pay a union fee.

"In fact, they're missing out on a wide range of additional benefits they would receive from joining NZEI, and they're directly undermining the union's efforts to secure better conditions for support staff," says Neil.

"Negotiating a collective agreement is a numbers game. The greater proportion of the workforce a union represents, the better its chances of negotiating a positive outcome at the bargaining table. By not joining the union, non-members help the employer resist our claims."

Neil says if each support staff member is able to persuade just one of their non-member colleagues to join NZEI it will be a huge boost to the union's ability to make real progress in the negotiations and in the campaign for a fairer funding system.

Support staff: how to get a 6pc raise and job security

NZEI has around 10,000 support staff members.

We want every one of you to attend the Paid Union Meetings the union has organised from March 30 to April 15.

There are 123 two-hour meetings being held throughout the country. They are being held in school time to make it easy to attend. You are entitled to attend one of these meetings without loss of pay.

A full list of the meetings with the date, time and venue for each is provided on these pages.

Why Must Support Staff Attend The Paid Union Meetings?

The meetings have been organised so that support staff can discuss the claims for their collective agreement negotiations, including a 6% pay raise.

But they also play an important part in NZEI's campaign to convince the Government and the Ministry of Education that the current system for funding support staff salaries is not working, and that a new system

is desperately needed.

As support staff working in schools, you know all too well that many of you have limited job security because you are paid from your school's operations grant. You know your job could be axed or your pay cut through a reduction in your hours of work because the school needs your salary to buy new computers, paint the classrooms or simply pay its bills. As support staff you also know that you're often paid less than you should be – again, because the money is being used to pay the school's running costs.

This is clearly unfair to support staff and is not in the best interests of the school or its students. It also puts principals in an extremely difficult position. This is why NZEI is calling for a Ministerial Working Party to develop a better and fairer funding system. So far both the Government and the Ministry have refused to acknowledge there's a problem. That's why it's essential for all support staff to attend the Paid Union Meetings.

Launch of Support Staff Petition

NZEI will be launching a petition at the Support Staff Paid Union Meetings around the country next month, calling on the Government to establish a Ministerial Working Party to investigate a fairer funding system for support staff in schools.

Please support your support staff colleagues by downloading the petition from www.nzei.org.nz and getting as many signatures as you can! We plan to present the petition at Parliament on June 15th to mark Support Staff Day.

Support Staff: Get your claims booklets!

EVERY support staff member will receive a booklet containing the proposed claims for the renegotiation of their collective agreements.

They are being sent to all schools with support staff members. Each member should make sure they get a copy from their NZEI worksite representative, read it, then bring it to their Paid Union Meeting. The key claims include a 6% pay raise, new grading definitions, better job security and health and safety issues. A full briefing will be provided at the meetings.

Unfortunately, there is a four month gap between the end of the Paid Union Meetings (PUMs) and the start of the negotiations, scheduled for mid-August. This is because the agreements are negotiated with the Ministry of Education on behalf of school boards. This creates a number of bureaucratic processes that have to be followed.

Here's the time line: the Paid Union Meetings end on April

15. NZEI's negotiating team will then collate the results from the 123 meetings and present the Ministry with a finalised claim at the end of May.

The New Zealand School Trustees Association (STA) will then put out a survey to boards asking them to respond to NZEI's claims. It's important during this period that you as support staff are active in ensuring the members of your board understand your claims.

The negotiations are scheduled to begin in mid-August, after the STA survey has been collated and the Minister has signed-off their proposed response to the NZEI claims.

The delay between the paid union meetings and the start of negotiations is frustrating but unavoidable, but we can use this time to our advantage by gaining support for your claims and the campaign for a fairer funding system. The more support we have for the claims and the campaign, the greater our chance of success.

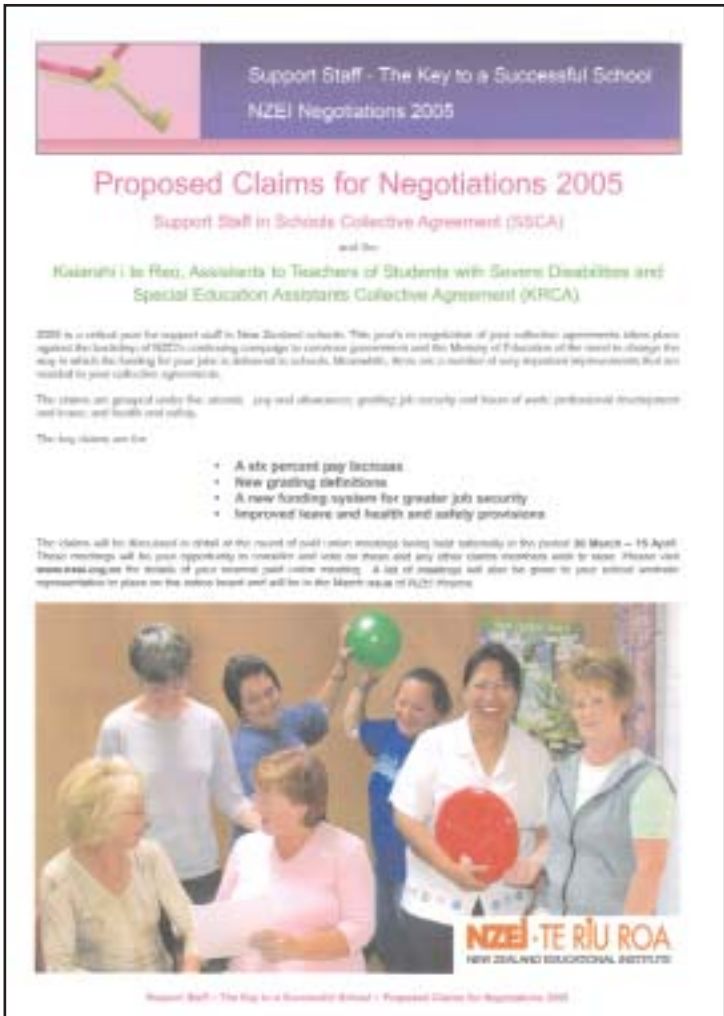


Support Staff

Date	Meeting start times	Branch /
TAI TOKERAU DISTRICT COUNCIL		
4 th April	11.00 am	KAITIARA
5 th April	11.00 am	KAIKOHU
5 th April	11.00 am	KAIPARA
6 th April	11.00 am	WHANGA
6 th April	1.00 pm	WHANGA
7 th April	11.00 am	DARGAVILLE
8 th April	11.00 am	WELLSFORD
AUCKLAND DISTRICT COUNCIL		
30 th March	11.00 am	AUCKLAND
30 th March	1.00 pm	AUCKLAND
31 st March	11.00 am	NORTH SHORE
31 st March	1.00 pm	NORTH SHORE
1 st April	11.00 am	WEST AUCKLAND
1 st April	1.00 pm	WEST AUCKLAND
1 st April	11.00 am	PAPAKURA
4 th April	11.00 am	HOWICK
4 th April	11.00 am	HIBISCUS
5 th April	11.00 am	PAPATONGAI
6 th April	11.00 am	EASTERN BAY
6 th April	11.00 am	OTAHURU
7 th April	11.00 am	MANUREWA
8 th April	11.00 am	FRANKLIN
11 th April	11.00 am	WAUKATO

Date	Meeting start times	Branch /
WAIKATO DISTRICT COUNCIL		
11 th April	11.00 am	HAMILTON
11 th April	1.00 pm	HAMILTON
11 th April	11.00 am	MATAMAU
11 th April	11.00 am	HUNTLY
12 th April	11.00 am	MORRINSVILLE
12 th April	11.00 am	TE KUITI
12 th April	11.00 am	HAMILTON
12 th April	1.00 pm	HAMILTON
13 th April	11.00 am	COROMANDEL
13 th April	11.00 am	TAUMARAKA
14 th April	11.00 am	TE AWAMOHUA
14 th April	11.00 am	TOKORONGA
14 th April	11.00 am	THAMES
15 th April	11.00 am	CAMBRIDGE
15 th April	11.00 am	WAIHI
BAY OF PLENTY DISTRICT COUNCIL		
6 th April	11.00 am	OPŌTIKI
7 th April	11.00 am	KAWERAU
11 th April	11.00 am	WHAKATARA
12 th April	11.00 am	TAURANGA
13 th April	11.00 am	ROTORUA
13 th April	1.00 pm	ROTORUA
14 th April	11.00 am	TAUPO
15 th April	11.00 am	TURANGA

Date	Meeting start times	Branch /
WELLINGTON DISTRICT COUNCIL		
30 th March	11.00 am	WELLINGTON
30 th March	1.00 pm	WELLINGTON
30 th March	11.00 am	WELLINGTON
30 th March	1.00 pm	WELLINGTON
31 st March	11.00 am	WELLINGTON CENTRAL
31 st March	1.00 pm	WELLINGTON CENTRAL
31 st March	11.00 am	PARUMONUI
31 st March	1.00 pm	PARUMONUI
1 st April	11.00 am	HUTT VALLEY
1 st April	1.00 pm	HUTT VALLEY
1 st April	11.00 am	KAPITI
5 th April	11.00 am	WELLINGTON
5 th April	11.00 am	HERETAU
5 th April	1.00 pm	HERETAU
6 th April	1.00 pm	WELLINGTON CENTRAL
7 th April	11.00 am	WAINUIOMTA
7 th April	1.00 pm	WAINUIOMTA
8 th April	11.00 am	WAIKATO SOUTH
8 th April	1.00 pm	WAIKATO SOUTH



The claims booklets (above) will be mailed out to NZEI worksite representatives to hand out to their school support staff. All support staff are encouraged to read the claims, then attend paid union meetings in their areas.

Support Staff - The Key to a Successful School

NZEI Negotiations 2005

Off Paid Union Meetings

Town / Suburb	Venue	Paid release time
	Far North REAP Centre	10.30 am - 12.30 pm
	Te Rananga Ngapuhi	10.30 am - 12.30 pm
	Waimauka School Hall	10.30 am - 12.30 pm
REI	Hora Hora Rugby Club	10.30 am - 12.30 pm
REI	Hora Hora Rugby Club	12.30 pm - 2.30 pm
LE	Lighthouse Function Centre	10.30 am - 12.30 pm
RD	Wellsford District Community Centre	10.30 am - 12.30 pm
ND CENTRAL	Fickling Centre, 546 Mt Albert Rd, Three Kings	10.30 am - 12.30 pm
ND CENTRAL	Fickling Centre, 546 Mt Albert Rd, Three Kings	12.30 pm - 2.30 pm
ORE	Takapuna Rugby Club	10.30 am - 12.30 pm
ORE	Takapuna Rugby Club	12.30 pm - 2.30 pm
CKLAND	Kelston Community Centre	10.30 am - 12.30 pm
CKLAND	Kelston Community Centre	12.30 pm - 2.30 pm
A	Function Room, Assent Point Building (opposite the Papakura Education Centre)	10.30 am - 12.30 pm
	Pakuranga Community Hall	10.30 am - 12.30 pm
COAST	Whangaparaoa College Hall	10.30 am - 12.30 pm
TOE	Allen Brewster Centre	10.30 am - 12.30 pm
SUBURBS	Tamaki Intermediate School Hall	10.30 am - 12.30 pm
	Otahuhu Town Hall	10.30 am - 12.30 pm
WA	Weymouth Cosmopolitan Club	10.30 am - 12.30 pm
N	Pukekohe Intermediate School	10.30 am - 12.30 pm
	View Road School Hall	10.30 am - 12.30 pm

N WEST	Frankton Primary School	10.30 am - 12.30 pm
N WEST	Frankton Primary School	12.30 pm - 2.30 pm
TA	Matamata Primary School	10.30 am - 12.30 pm
	Huntly Primary School	10.30 am - 12.30 pm
VILLE	David Street School	10.30 am - 12.30 pm
	Pukenui School	10.30 am - 12.30 pm
N EAST	Insoil Ave Primary	10.30 am - 12.30 pm
N EAST	Insoil Ave Primary	12.30 pm - 2.30 pm
NDEL	Mercury Bay Area School	10.30 am - 12.30 pm
NUI	Taumarunui Primary School	10.30 am - 12.30 pm
UTU	Te Awamutu Intermediate School	10.30 am - 12.30 pm
A	Tokoroa Intermediate School	10.30 am - 12.30 pm
	Parawai School	10.30 am - 12.30 pm
GE	Cambridge East School	10.30 am - 12.30 pm
	Waihi South School	10.30 am - 12.30 pm
	Parish Centre, Kelly Street	10.30 am - 12.30 pm
	Kawerau Central School	10.30 am - 12.30 pm
ANE	Whakatane Intermediate School Hall	10.30 am - 12.30 pm
TA/PUKE	Mt Maunganui Cosmopolitan Club	10.30 am - 12.30 pm
	Bainbridge Centre	10.30 am - 12.30 pm
	Bainbridge Centre	12.30 pm - 2.30 pm
	Chantillies Motel Conference Room	10.30 am - 12.30 pm
	Te Kura o Hirangi	10.30 am - 12.30 pm

TON NORTH	Johnsonville Community Centre, 3 Frankmoore Avenue, Room 4 Johnsonville	10.30 am - 12.30 pm
TON NORTH	Johnsonville Community Centre, 3 Frankmoore Avenue, Room 4 Johnsonville	12.30 pm - 2.30 pm
TON SOUTH	Brentwood Hotel, Kemp Street, Kilbirnie	10.30 am - 12.30 pm
TON SOUTH	Brentwood Hotel, Kemp Street, Kilbirnie	12.30 pm - 2.30 pm
TON	McKenzie Room, St Johns, cnr Willis & Dixon Sts, Wellington	10.30 am - 12.30 pm
TON	McKenzie Room, St Johns, cnr Willis & Dixon Sts, Wellington	12.30 pm - 2.30 pm
NA/MANA	Titahi Bay Intermediate School hall, Kahutera Tee, Titahi Bay	10.30 am - 12.30 pm
NA/MANA	Titahi Bay Intermediate School hall, Kahutera Tee, Titahi Bay	12.30 pm - 2.30 pm
LEY	Alfred Coles House, 83-85 Hutt Road, Petone	10.30 am - 12.30 pm
LEY	Alfred Coles House, 83-85 Hutt Road, Petone	12.30 pm - 2.30 pm
	Kapiti School Hall, Kapiti Road, Paraparaumu	10.30 am - 12.30 pm
TON	Mt Cook School, Tory Street, Wellington	10.30 am - 12.30 pm
NGA	Totara Lodge, 68 Ararimo Street, Trentham, Upper Hutt	10.30 am - 12.30 pm
NGA	Totara Lodge, 68 Ararimo Street, Trentham, Upper Hutt	12.30 pm - 2.30 pm
TON	Cardinal McKeefry School, 66 Albemarle Street, Wilton	12.30 pm - 2.30 pm
MATA	Waimaiomata Intermediate School Hall, 66 Konini Street	10.30 am - 12.30 pm
MATA	Waimaiomata Intermediate School Hall, 66 Konini Street	12.30 pm - 2.30 pm
PA / AIRARAPA	REAP House, 340 Queen Street, Masterton	10.30 am - 12.30 pm
PA / AIRARAPA	REAP House, 340 Queen Street, Masterton	12.30 pm - 2.30 pm

TARANAKI DISTRICT COUNCIL				
4 th April	11.00 am	NORTH TARANAKI	Courtenay Room, Devon Hotel, 390 Devon Street East, New Plymouth	10.30 am - 12.30 pm
4 th April	1.00 pm	NORTH TARANAKI	Courtenay Room, Devon Hotel, 390 Devon Street East, New Plymouth	12.30 pm - 2.30 pm
5 th April	11.00 am	SOUTH TARANAKI	Furlong Motor Inn, 256 Waihi Road, Hawera	10.30 am - 12.30 pm
5 th April	1.00 pm	SOUTH TARANAKI	Furlong Motor Inn, 256 Waihi Road, Hawera	12.30 pm - 2.30 pm
6 th April	11.00 am	NORTH TARANAKI	Waikare Town & Country Club, West Quay, Waikare	10.30 am - 12.30 pm
6 th April	1.00 pm	NORTH TARANAKI	Waikare Town & Country Club, West Quay, Waikare	12.30 pm - 2.30 pm
7 th April	11.00 am	SOUTH TARANAKI	Function Facility, War Memorial Centre, Miranda Street, Stratford	10.30 am - 12.30 pm
CENTRAL EAST DISTRICT COUNCIL				
4 th April	11.00 am	POVERTY BAY	Captain Cook Motor Lodge, Awapuni Road, Gisborne	10.30 am - 12.30 pm
4 th April	1.00 pm	POVERTY BAY	Captain Cook Motor Lodge, Awapuni Road, Gisborne	12.30 pm - 2.30 pm
5 th April	11.00 am	NAPIER	Heavey Hall, St Thomas More Church, Wycliffe Street, Napier	10.30 am - 12.30 pm
5 th April	1.00 pm	NAPIER	Heavey Hall, St Thomas More Church, Wycliffe Street, Napier	12.30 pm - 2.30 pm
6 th April	11.00 am	HASTINGS	Havelock North Community Centre, 30 Te Mata Road, Havelock North	10.30 am - 12.30 pm
6 th April	1.00 pm	HASTINGS	Havelock North Community Centre, 30 Te Mata Road, Havelock North	12.30 pm - 2.30 pm
6 th April	11.00 am	WAIROA	Wairoa Community Centre, Marine Parade, Wairoa	10.30 am - 12.30 pm
7 th April	11.00 am	CENTRAL HAWKES BAY	Waipukurau Club, 10 Russell Street, Waipukurau	10.30 am - 12.30 pm
8 th April	11.00 am	STH HAWKES BAY	Ruahine Club, Gordon Street, Dannevirke	10.30 am - 12.30 pm
13 th April	11.00 am	WAIAPU	Manutahi Site, Ruatoria	10.30 am - 12.30 pm
13 th April	1.00 pm	WAIAPU	Manutahi Site, Ruatoria	12.30 pm - 2.30 pm

WANGANUI DISTRICT COUNCIL				
30 th March	1.00 pm	FIELDING	Fielding Intermediate School Hall, East Street, Fielding	12.30 pm - 2.30 pm
31 st March	11.00 am	TAIHAPE	St Joseph's Primary School Hall, Wren Street, Taihape	10.30 am - 12.30 pm
31 st March	1.30 pm	RUAPEHU	Ohakune Primary School Library, Arawa Street, Ohakune	1.00 pm - 3.00 pm
1 st April	11.00 am	HOROWHENUA	Levin East School Hall, 90 Bartholomew Road, Levin	10.30 am - 12.30 pm
4 th April	1.00 pm	PAHIATUA BUSH	Room One, Hillcrest School, 42 Princess Street, Pahiatua	12.30 pm - 2.30 pm
5 th April	11.00 am	FOXTON	St Mary's School, Johnston Street, Foxton	10.30 am - 12.30 pm
6 th April	11.00 am	WANGANUI	Gonville School Hall, Gonville Avenue, Wanganui	10.30 am - 12.30 pm
6 th April	1.30 pm	WANGANUI	Gonville School Hall, Gonville Avenue, Wanganui	1.00 pm - 3.00 pm
7 th April	11.00 am	MANAWATU	Fergusson Room, Steeple Complex, Quality Inn, 110 Fitzherbert Ave, Palmerston North	10.30 am - 12.30 pm
7 th April	1.00 pm	MANAWATU	Fergusson Room, Steeple Complex, Quality Inn, 110 Fitzherbert Ave, Palmerston North	12.30 pm - 2.30 pm
11 th April	1.00 pm	RANGITIKEI	Marton Primary School Hall, Hereford Street, Marton	12.30 pm - 2.30 pm
NELSON DISTRICT COUNCIL				
30 th March	11.00 am	NELSON	Saxton Field Complex, Saxton Road, Stoke	10.30 am - 12.30 pm
30 th March	1.00 pm	NELSON	Saxton Field Complex, Saxton Road, Stoke	12.30 pm - 2.30 pm
31 st March	11.00 am	MARLBOROUGH	Blenheim Working Mens Club, Wynen Street, Blenheim	10.30 am - 12.30 pm
6 th April	11.00 am	GOLDEN BAY	Anglican Church Hall, Takaka	10.30 am - 12.30 pm
6 th April	11.00 am	BULLER	Westport Motor Hotel, Westport	10.30 am - 12.30 pm
7 th April	11.00 am	MOTUEKA	Community House, Decks Reserve Wallace Street, Motueka	10.30 am - 12.30 pm
7 th April	11.00 am	REEFTON/ MURCHISON	Reefton Area School	10.30 am - 12.30 pm

WAIATAHA CANTERBURY DISTRICT COUNCIL				
31 st March	11.00 am	MCKENZIE/FAIRLIE	McKenzie College	10.30 am - 12.30 pm
5 th April	11.00 am	WESTLAND	Hokitika (venue TBA)	10.30 am - 12.30 pm
5 th April	11.00 am	KAIKOURA	Hapsku School	10.30 am - 12.30 pm
6 th April	11.00 am	WAIMATE	Savoy Tearooms, 59 Queen Street, Waimate	10.30 am - 12.30 pm
6 th April	11.00 am	GREY	Christchurch COE Campus, Greymouth	10.30 am - 12.30 pm
7 th April	1.00 pm	ELLESMERE	Rollston Community Centre	12.30 pm - 2.30 pm
11 th April	11.00 am	MID CANTERBURY	Hampstead School Hall, Ashburton	10.30 am - 12.30 pm
12 th April	11.00 am	HURUNUI	Amuri Area School	10.30 am - 12.30 pm
12 th April	11.00 am	MALVERN	Netball Rooms, Darfield	10.30 am - 12.30 pm
13 th April	11.00 am	CHRISTCHURCH 1	Riccarton Park Function Centre	10.30 am - 12.30 pm
13 th April	11.00 am	STH CANTERBURY	Christchurch COE Campus, Woolcombe Street, Timaru	10.30 am - 12.30 pm
13 th April	1.00 pm	CHRISTCHURCH 2	Netball Pavilion, Hagley Ave, Christchurch	12.30 pm - 2.30 pm
14 th April	11.00 am	CHRISTCHURCH 3	Papanui Club, 310 Sawyers Arms Road, Christchurch	10.30 am - 12.30 pm
14 th April	1.00 pm	CHRISTCHURCH 4	Canterbury Softball Assn., Cuthberts Green, Pages Road	12.30 pm - 2.30 pm
15 th April	11.00 am	ASHLEY	Rangiora Baptist Centre, 111 East Belt, Rangiora	10.30 am - 12.30 pm
OTAGO DISTRICT COUNCIL				
11 th April	11.00 am	OTAGO 1	Masonic Lodge, Manor Place, Dunedin	10.30 am - 12.30 pm
11 th April	1.00 pm	OTAGO 2	Masonic Lodge, Manor Place, Dunedin	12.30 pm - 2.30 pm
12 th April	11.00 am	WAITAKI	Sailors Function Room, Galleon Complex, Oamaru	10.30 am - 12.30 pm
13 th April	11.00 am	SOUTH OTAGO	St John Seminar Room, High Street, Balclutha	10.30 am - 12.30 pm
14 th April	11.00 am	CENTRAL OTAGO	Cromwell Sports Centre, Barry Avenue, Cromwell	10.30 am - 12.30 pm
MURIBIKU SOUTHLAND DISTRICT COUNCIL				
11 th April	11.00 am	RIVERTON	Riverton Senior Citizens Rooms, Princess Street, Riverton	10.30 am - 12.30 pm
12 th April	11.00 am	INVERCARGILL 1	Lindisfarne Community Centre, Lindisfarne Street, Invercargill	10.30 am - 12.30 pm
12 th April	1.00 pm	INVERCARGILL 2	Lindisfarne Community Centre, Lindisfarne Street, Invercargill	12.30 pm - 2.30 pm
13 th April	11.00 am	GORE	James Cumming Wing, Lecture Theatre, Ardwick Street, Gore	10.30 am - 12.30 pm

The dawn-to-dusk childcare dilemma



After-school care at Te Aro School in Wellington.

Continued from Page 1

enough for that responsibility.

Adele says parents are keen to get ahead financially and are reluctant to spend money on after-school care.

The school also has a problem with older children hanging around the school grounds without adequate supervision.

Sometimes the school suffers

damage from these children, who are simply bored and unsupervised. Adele says there is a real gap in the system for this age group.

She says just an hour of sport, such as touch rugby after school, would be ideal for these kids to keep them out of mischief, but money needs to be found to hire someone to run it.

To encourage more parents to

work, Adele says the government needs to look at domestic leave provisions, which are inadequate for families with several children.

She says schools understand the stress the families are under, with their pay getting docked if they take time off.

"Parents can get angry when the school calls to say a child is sick; and when they arrive, they growl at the child."

Sheree Garton is the assistant principal at Rutherford Primary, and has four children herself.

She supports government moves to provide more help for working parents.

She says parents know their children's needs and are not going to leave them at school until 6.30 every night, but sometimes there are meetings, appointments or even grocery shopping that needs to be done.

Sheree uses after-school care and says while quality care is important, that doesn't mean children necessarily need a full educational programme.

"I firmly believe that children need to relax after school."

She says that can include watching television and eating popcorn.

Sheree says after-school programmes are very dependent on the quality of staff, and whether they understand and enjoy children. There also has to be enough staff to cater for differing needs of children.

"Some children need quiet time and somewhere to escape from other kids who may be rushing around."

Margaret Barclay, co-ordinator for the Hamilton Childcare Services Trust, says there is a huge demand from parents for home-based education, and more government support would be welcome.

Her service provides flexible hours – which means it can meet the needs of shift-workers, or families where a parent may have responsibility for a child only part of the time.

She says home-based education often appeals to parents

because of the home-like atmosphere and the fact that it is usually nearby, which is particularly important in rural areas.

Margaret says recruiting caregivers is an on-going problem, and they need more recognition and more help with training.

"It's not like in a centre, where someone can be released for courses."

Margaret says for some parents, the problems of balancing work and children are more acute when children start school because work hours don't mesh with school hours.

"Very few schools provide before-school care, and yet many jobs start at eight."

She says more support for working parents is a good idea and says caring for the 11-14 year age group is also an issue, as they do not want to attend programmes organised around five-year-olds.

Michelle Pate also works in home-based education, as a visiting teacher for Barnados in Christchurch. She says there is increasing demand for the service, but there's always a shortage of caregivers.

Michelle says the government is doing a good job to support early childhood education services, but it could help with an advertising campaign, so potential caregivers know they would get free training and support as well as an allowance if they take on the job of caring for children in their own homes.

She says advertising could also alert parents that home-based education offers a programme based on the early childhood curriculum, with back-up and support from registered teachers.

Michelle, who is about to have her second child, says she's really happy with the government policy of paid parental leave, which has helped to bridge the gap while she stayed home with her first child and has since been extended.

But she says any government policies need to recognise that many parents returning to the workforce do not want to work

full time. "Most people working in education would support that." She would not like to see dawn-to-dusk childcare becoming the norm.

Karla Tardieu is the head teacher at the Awapuni Under Fives Pre-school in Gisborne. She says more support is needed to assist women to return to work – not just financial support, but advice on what's involved, and how to access different services.

She says the cost of childcare is still prohibitive for many parents, even with extra subsidies.

Karla sees many of the pressures that working parents are under, and when children move on to school there are new hurdles, as the school day doesn't always fit well with the working day, and after-school programmes often have waiting lists.

Karla has two young children herself, and has first-hand experience of juggling arrangements for them.

Karla says there's a danger that parents may feel they ought to work, when staying home with young children is a valid choice – and one that she would love to be able to afford to make.

"I feel jealous of parents who can stay home – when I see them planning to go to the beach or to school sports day – I wish I could do that with my children."

Annette Patterson, a teacher aide at Caitlins Area School in Owaka, says thought must be given to parents of special needs children, many of whom would love to work.

"I don't think the government has given them any consideration."

She says the inadequacy of support for their children, and the insecurity attached to the funding, means many parents don't have the option to work, even though they may desperately need the income.

Even if there are enough teacher aide hours in the school, the back-up is not there, and often children stay home if the teacher aide is sick.

BUILDING TE REO

Pronunciation
(Me maumahara koutou ko tenei hei tautoko i te tangi o tou reo)

Kei Roto i te Whare – Te Puni Kōkiri, Ministry of Māori Development

Bedtime	Te Haere ki te Moe
<p>Tenā koa, haere koe ki tō moenga Go to bed, please</p>	<p>te as in teh nā as in nah ko as in core a as in ah ha as in ha e as in air re as in rare koe as in coree ki as in key tō as in torn mo as in more e as in air nga as in singah</p>
<p>Māku e pānui tētahi kōrero ki a koe Shall I read you a story</p>	<p>Mā as in mah ku as in koo e as in air pā as in pah nui as in nooeh tē as in teh ta as in tar hi as in he kō as in core re as in rare ro as in raw ki as in key a as in ahh koe as in coree</p>
<p>E moe Go to sleep</p>	<p>E as in air moe as in moree</p>
<p>WHAKATAUAKI</p> <p>He kapiti hono, he tātai hono That which is joined together becomes an unbroken line [The living are guided by the sayings and examples of their ancestors]</p>	

Kindergarten paid union meetings



Kindergarten teachers attend a paid union meeting in Auckland to discuss their claims for their collective employment agreement which expires in July. Having secured pay parity with primary teachers in the last settlement, this round of negotiations will focus on such issues as conditions for kindergarten teachers involved in diversification, managing change, support for teacher registration, qualifications and non-contact time. Paid union meetings continue around the country until March 23. Bargaining will take place in May/June.

Digitally-enhanced learning



Jane Breen, a teacher at Roskill South Kindergarten, plays back a video for Isaac Subritzky. Children at the centre are encouraged to use the equipment to record their activities.

"AT FIRST I was scared of picking it up and breaking it," laughs Jane Breen, a teacher at Roskill South Kindergarten, talking about the new digital camera.

"Now children are picking up the camera and documenting their own stories," says Karen Ramsay, head teacher at the kindergarten.

Roskill South was selected by the Ministry of Education in 2003 as a pilot project to trial Information and Communication Technology (ICT) in early childhood education.

ICT is an umbrella term that refers to any technology used to collect or communicate information. Digital cameras are one example of this. Others include phones, video cameras, computers, fax machines and more. The focus is on enhancing children's learning through the integration of ICT.

The Ministry hopes to use the information gained from the

pilot project, along with consultations and research, to develop a wider strategy for ICT in early childhood education. A finished framework is due in the next few months.

Roskill South teachers have already seen the many benefits that ICT can bring to the early childhood sector. Technology is part of everyday learning and play. Children create their own books using a binding machine. They edit digital movies of their trips and activities on the computer. Teachers and children have ready access to the digital and video cameras when they want to record their learning so they can revisit and share it later.

Perhaps most prominently, covering the walls of the centre are dozens upon dozens of photographic 'learning stories'.

Learning stories are a way of documenting children's experiences. Teachers write up a brief summary of what happened in

Children are encouraged to use the equipment at hand. For example, the fax machine is on a low table so that little hands can reach it and send messages to their parents at work.

narrative form, including comments on the significance of the event

Roskill South's ICT journey began with these learning stories. In 2000, using a 35mm camera, teachers began to add photographs to their written learning stories and make them accessible to children. They soon found a number of benefits to the approach – the children were able to relate to their own stories even though they could not yet read. By revisiting their experiences and discussing them, the children were able to build their language skills. They were also proud to see a record of what they had achieved, building confidence. The teachers, in turn, were able to identify and cultivate the interests of the children by hearing them talk about which experiences they enjoyed.

The effects of the learning stories spread as children, excited about their achievements, began showing the stories to their families. By actually seeing what the children were doing, families began to feel more connected to the kindergarten. Soon families began to add their own voices to the stories and come up with stories from home to add to their children's portfolios.

"I really noticed a warmth with the families and a connection to the community. Photos have so much impact," says teacher Jacqui Sturm.

"There's a real trust between the children, teachers, parents and kindergarten. The purpose is to build a community of learners."

"The feeling lifts you up and carries you away. It's a 'yes' kindergarten."

In a diverse community such as Roskill South, ICT also helps families for whom English is an additional language. "They can see how their children are developing a sense of belonging at the kindergarten," Jacqui says.

The kindergarten now uses a wide array of technology in everyday learning and play. Children are encouraged to use the equipment at hand. For example, the fax machine is on a low table so that little hands can reach it and send messages to their parents at work.

"It's important to view children as capable and competent," says Karen.

"Then they rise to the occasion," agrees Jacqui.

But Karen says that while ICT has incredible potential to enhance children's learning, it's important that it be used in a meaningful way to document and inform children's learning.

"Throughout our journey our vision has developed and we have reflected on what we might

need to continue that vision – what equipment we might need and how it would be used in our centre.

"The key phrase is: *is this going to make a difference for children's learning?*"

Comprehensive professional development is therefore needed if educators are to use the equipment to its full potential.

The use of ICT also involves a good deal of time – time to download and print photographs, time to review and assess video recordings, time to correspond with parents when adding to learning stories, and time to simply learn how to use the equipment. Luckily, Roskill South teachers have extra systems in place for this, including a teacher aide and an administration assistant paid for by the centre's committee, so that teachers have time for documentation, planning and assessment.

Despite the work involved, the teachers are thrilled about pushing on. "It's an exciting time for ICT centres. It's exciting to have a government and ministry who are supportive and have a clear vision of where ECE is going in the future."

With proper support and guidance, the early childhood sector is poised to make great advances in ICT.

International briefs

Teachers do most unpaid work

If British teachers did all their unpaid overtime at the beginning of the year, they would not start getting paid until March 22, according to the Trades Union Congress (TUC). Teachers and lecturers now do more unpaid overtime than any other group of workers, averaging 11 hours and 36 minutes without pay. That's two more hours than corporate and senior managers put in of unpaid work overtime. All those unrewarded hours are worth \$NZ60 billion a year to the British economy.

Teachers protest about free trade

In Guatemala, teachers concern themselves with more than just education issues. About 8,000 protesters – most of them teachers – demonstrated in the capital against a pending free trade agreement between Central America and the United States. "The congressmen are making unilateral and crazy decisions behind the Guatemalan people's back," said teachers' union leader Joviel Acevedo. Free trade may indeed be free, but it isn't always fair. Western countries give massive subsidies to their farmers, creating mountains of food to be dumped on foreign markets, reducing the price and often driving third world farmers out of business.

ATTENTION TEACHERS

PROJECT FRIENDSHIP

15 - 21 August 05

Is your school taking part? Find out more on www.vsa.org.nz

RURAL AND TEACHING PRINCIPALS' CONFERENCE

PATHWAYS FOR CHANGE: "A CAPITAL EXPERIENCE"

WEDNESDAY 8, THURSDAY 9 and
FRIDAY 10 JUNE 2005

The Conference will be held in Wellington
at the Intercontinental Hotel, cnr Grey and Featherston
Streets, Central Wellington

Accommodation has been arranged at both the Intercontinental and close by at the IBIS Hotel and can be booked using the NZEI booking form included in the registration pack. One of the keynote addresses will take place at the Museum of New Zealand Te Papa Tongarewa. Keynote speakers include Tawera Nikau and Tracey Richardson. Twenty-four topical professional and industrial workshops have been organised.

Wellington attractions will be available to members as part of the Conference.

Contact your local NZEI office or Diana Tofts at NZEI Central Region, Ph 04 384-9609, Fax 04 384-9983 for a registration pack. Registrations close 31 March 2005.



Karen Ramsey, head teacher at Roskill South Kindergarten, shows Oliver Homes how to play back an i-movie on the computer; Oliver's attention, however, has turned to Rourou's digital camera.

LETTER TO THE EDITOR

I PERSONALLY like the idea of dual leadership (*Rourou*, "Sharing Leadership", Nov 9). I choose this because I believe Māori culture and Kiwi cultures, while having overlaps, are not the same. Different cultures will mean different ways of thinking about things, different understandings of what is acceptable and different ways of getting things done.

I believe that there are differences between Kiwi and Māori cultures, even though our similarities and the necessity of Māori to operate daily in Kiwi culture serve to hide them.

Pounamu and gold are both valuable resources which both need to be worked in different ways to bring out their beauty. What enhances one wrecks the other, as the percentage of Māori in prisons perhaps shows.

There are many examples in nature of dual leadership roles. Male and female is one, but my preferred example is that of the cooperation between the left and right brain. Each hemisphere of the brain has its own culture, though people can survive when just one side functions. But we only work at our best when we function together, sharing the leadership role of the body and enhancing each other's gifts.

I am a very predominantly right-handed person (and therefore left-brained), just as I have no drop of Māori blood in my veins. Yet I love the gifts of my right hemisphere and do not begrudge it its role in my body's leadership or its share of my body's resources; equally I celebrate the multiple heritages of New Zealand even though I can only grasp the edges of those that are not my own.

Dave Berry,

Waipukurau

Around and About

News from other unions

Workers represented by the Engineering, Printing & Manufacturing Union (EPMU) are determined to hold out for at least a 5% pay increase as the economy continues to grow. Last month the union launched its *Fair Share - 5 in 05* campaign aimed at gaining a share in some of the country's increased prosperity. Until now it's been the employers who have been reaping the benefits in higher profits. The union has dismissed suggestions that workers should lobby the Government for a tax cut in lieu of a wage increase. "We're talking about businesses sharing the profits with the people who help to earn them. Tax levels are a different issue altogether," said EMPU National Secretary Andrew Little.

Looking out for indigenous peoples



Sandi Howell of the Canadian Union of Public Employees.

A VISITING Canadian unionist says that unions need to do more for indigenous people.

Sandi Howell, from the Canadian Union of Public Employees (CUPE), spent most of last year in Australia and was shocked at what she saw, in a country where most of the 417,000 indigenous people live in poverty.

"After I arrived there were the Redfern riots in Sydney...the situation is quite tragic, a very brutal colonial approach to indigenous people." Sandi is Director of Equality for CUPE, Canada's largest public sector union with more than 500,000 members.

Involved with supporting indigenous people in Canada, she "was particularly interested in

what Australian and New Zealand unions were doing to protect the rights of indigenous people in the workplace and what they were doing to educate their broader membership on indigenous issues".

Instead, she found Australian unions preoccupied with their own survival under continuing legislative onslaughts from the Howard Government, which look set to continue.

"So the unions in some ways are fighting for their lives - that doesn't bode well for the attention unions normally give to social justice issues, one of which might include the aboriginal people."

However, "there were some things I saw which I thought were hopeful."

Sandi was heartened by the Queensland Council of Trade Unions campaign to help indigenous people reclaim lost and stolen wages. From 1897 to the early 1970s employment, wages and savings of Aboriginal workers were controlled by successive Australian governments under compulsory labour contracts. In Queensland wages were held by the government 'in trust'. These workers have since made a claim for their wages but they have only

been offered a fraction of what they are really owed.

Sandi was also impressed with a National Tertiary Education Union (NTEU) bargaining initiative that ensured universities developed and implemented an employment strategy for indigenous people.

Canada is closer to New Zealand than Australia in its treatment of indigenous people, says Sandi.

Sandi's union CUPE has an aboriginal council at national level and similar councils at provincial level that operate within an indigenous cultural framework. They are represented on the union's national executive.

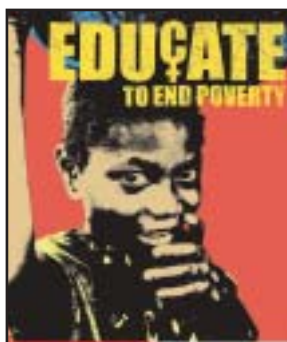
With unsympathetic governments like John Howard's in Australia and Gordon Campbell's right-wing government in British Columbia, indigenous people often make little progress. "There's still a long way to go," says Sandi. "But I think it's important that unions take a positive role and we do involve ourselves with coalitions of indigenous people and social justice groups over issues like land claims."

Education Global Action Week

SCHOOLS worldwide are gearing up for Global Action Week which takes place April 24-30.

During the Action Week, millions of children and adults in over 100 countries will deliver an urgent message to world governments - education is the key to end poverty. Children are being invited to take part in the Send My Friend to School global action by making a cut-out friend to take to school. Each one of these Friends will represent one of the 100 million out-of-school children and 860 million illiterate adults.

Around the world, campaigners will be taking to the streets and marching to their parliament



buildings, holding face-to-face meetings with their Heads of State, and inviting their local politicians back to school.

The campaigners will be calling on governments to live up to their promises made on education five years ago when they signed up to the Millennium

Development Goals for ending world poverty. The Millennium Development Goals (MDGs) set out eight priority actions to halve world poverty by 2015. This year, they will break the first of their promises - to get as many girls as boys into classrooms by 2005. And their failure will cost lives: this year alone one million children will die, who would have lived if governments had kept their 2005 promise on girls' education.

You can get more information on the global campaign for education and the action week at www.campaignforeducation.org/actionweek

There's more to P.E. than physical activity

NEW ZEALAND children are likely to benefit from government moves to encourage and support physical education in schools.

The government has changed the regulations (see below) to reflect this emphasis, and is appointing 18 new advisers to work in schools from next term.

The advisers will help with professional development programme for teachers so that they can develop quality physical education programmes.

The organisation for PE teachers, Physical Education New Zealand, is keen to make sure the difference between physical

activity and physical education is well understood.

While physical activity is an important part of health, physical education is about more than just being active - it involves learning. This includes learning skills, as well as developing attitudes to physical activity and knowledge about how it relates to health and well-being. It also involves aesthetic, moral and social skills development. More information is available from the PENZ website, www.penz.org.nz.

The National Education Goals are amended by deleting exist-

ing clause 5 and substituting the following clause:

(5) A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

The National Administration Guidelines are amended by adding the following clause to NAG (1):

(i) (c) giving priority to regular quality physical activity that develops movement skills.

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