

NZEI ROUROU

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

Support staff launch funding petition

SCHOOL support staff aim to get 100,000 signatures on a petition – launched on 30 March – calling for a fairer way of funding their jobs.

“We need a better system. The system we have now is hard on everybody, including the children,” says Helen Bernard, an executive assistant at Nayland Primary in Nelson.

Helen was one of the 122 Nelson support staff members who helped launch the petition at one of the first of the 123 paid union meetings organised by NZEI Te Riu Roa for the union’s 9600 support staff members. The meetings began on March 30 and continue until April 15.

The Nelson members cast unanimous votes in support of the petition and the campaign for a Ministerial Working Party on the funding issue. They also voted 100% in favour of the claims package that will be presented to the Ministry of Education when the support staff collective agreements are renegotiated in August.

The package includes claims for a 6% across-the-board pay rise and enhanced job security provisions. It also addresses the issue of support staff not being paid during term breaks and their health and safety concerns.

“The problem support staff have is that even if the Government agrees to a 6% pay rise, their schools won’t be able to pay them the increase because of the way their jobs are currently funded,” says NZEI Te Riu Roa, National President Colin Tarr.

“This is why we’ve launched the petition as part of our campaign for a fairer and more effective way of funding support staff.”

Colin attended the Nelson paid union meetings for the formal launch of the petition.

He told the support staff members that they needed to get at least 10 signatures each.

“But the more signatures we get the greater the impact of the petition will be. If we get a hun-



Nayland Primary support staff members in Nelson waste no time in signing the campaign petition and postcard. From left, Liz McLean, Bev Hoult, Helen Bernard and Anne Smith.

dred thousand signatures then that will make the media and the government sit up and take notice.”

Colin said 100,000 signatures is achievable if every member of

NZEI shows support for the campaign.

Every support staff member who attends a paid union meeting is being given a copy of the petition, plus postcards calling for a Ministerial Working Party on the funding issue. They are posting these to Government MPs based in the regions where they work.

Funding support staff salaries from each school’s operations grant is failing everyone: support staff, principals, school boards, teachers, parents, and most importantly, the children in our schools.

All will benefit from a fairer and more effective funding system, and NZEI urges everyone involved in the education of New Zealand’s children to sign the petition.

Our campaign complements the call for an increase in school operational funding. But we

know from experience that simply increasing the size of ops grants won’t solve the problems caused by the current bulk funding system.

That’s why we need a Ministerial Working Party: so we can look at issues such as the level of funding – and then develop a system that is fair, effective and transparent.

For more in-depth coverage on the problems with support staff funding, see “Funding system costs Pauline her job”, page 3, and “President’s Viewpoint”, Page 2.

Get behind the campaign for fairer funding for support staff! Download a petition from the NZEI website at <http://www.nzei.org.nz/pdf/supportstaff/Petition.pdf>

Another hurdle for EC teacher pay parity

NZEI members and staff are dismayed that the new criteria to access the new early childhood funding that takes effect this month (see page 5) does not guarantee pay parity. This means that for teachers not covered by the national Consenting Parties Agreement, pay parity is as far off as ever.

Being covered by the CP Agreement is the only guaranteed way for teachers to ensure that they receive pay parity.

Last year, the Minister of Education Trevor Mallard gave a commitment that the rates in the national agreement (CP) would be the link to the funding rates.

However, the last-minute Ministry of Education circular dated 23 March did not contain the entire Consenting Parties’ salary scale (viewable at www.nzei.org.nz or www.nzca.ac.nz). Instead, it outlined the required levels registered teachers are to be paid only as the lowest step of the

Q1, Q2 or Q3 salary group. This means that a service only has to pay registered teachers the beginning teacher rates of between \$13.33 and \$14.67 from 1 April 2004 to receive additional funding.

In effect, this means any employer who pays minimum rates to their teachers will get

the full government funding enabling them to pay teachers CP rates – which start at the minimum levels and go up based on experience and qualifications, just like primary, secondary and kindergarten agreements – but it doesn’t require them to pay their teachers above those minimum rates. Centres could theoretically then pocket the extra, or use it for other purposes.

NZEI held an urgent meeting with the Minister of Education

on 7 April to discuss these concerns. In the meeting, the Minister of Education stated, “Centres are being funded to be in a position to implement pay parity.”

There is every indication from CP employers that the new funding levels are adequate for them to pay the full range of CP rates applicable from 1 November 2004 and 1 July 2005. However, being covered by the CP Agreement is the only guaranteed way for teachers to ensure that they receive pay parity under the same unified pay scale as teachers in other sectors. Registered teachers who are not covered by the CP agreement may not be paid at the appropriate rates pertaining to their qualifications and years of service.

If your centre is not a party to the CP Agreement, talk to your employer about joining and contact your local or regional office of NZEI to discuss how this might happen.



Nelson school support staff turned out in large numbers for the campaign launch.

Support staff funding must be sorted



Kia ora koutou

Tomorrow's Schools has seen an inexorable increase in requirements and accountabilities on our schools. The impacts such increases have on school staff, particularly principals, have been well documented in research work by the likes of Cathy Wylie and Ian Livingstone. More recently, a report on a survey of principals by the New Zealand Council for Educational Research's Edith Hodgen (for the NZPF) noted that while most principals enjoyed their jobs they felt they

didn't have sufficient time or resources for all the parts of their multifaceted and demanding task of professionally leading and managing schools.

To manage these increasing demands, the number of school support staff has burgeoned. Indeed, there are over 20,000 support staff working in the schools sector carrying out a huge variety of essential tasks in administrative, learning support, ICT/technology and service areas. In 2003/04, NZEI undertook a major research study on support staff work (and funding arrangements) that found some 80 distinct areas of support work being undertaken. That this support work is essential, and needs to be recognised as such, is well summed up by one research respondent who said, "To enable schools to run smoothly we need qualified, trained support staff - the amount of paperwork is increasing and the range of tasks schools must comply with mean more support staff are needed to assist schools meet their statutory obligations. The MoE are generating more and more 'have to's' but are not

funding schools to pay support staff to do the work...".

The work we're doing in engaging with Government on support staff funding arrangements is driven by both the need to alleviate the constant tensions and concerns our principal members have in managing their budgets and the need to ensure support staff members get the pay and conditions they are legally entitled to. 75% of the schools in the NZEI study said there needed to be changes in the way funding for support staff in schools is delivered. After very careful analysis our working party of experienced principal and support staff members recommended a model known as the "Flexible Mixed Funding" (FMF) approach, which was agreed to by Annual Meeting 2004. The model comprises a flexible mix of central funding and operations grant funding based on a modernised set of formulae and pay scales which minimise the risks to individual support staff and schools while maximising local flexibility and autonomy. It was recognised the model needs to be

sufficiently flexible to accommodate the wide diversity of support staff functions and the different needs of schools. More information on this conceptual model is available on the NZEI website.

At this stage we've not had a firm commitment from Government to discuss this issue further. That's why we're asking members and school communities to support a petition to Parliament calling for the establishment of a working party to investigate alternative ways of funding support staff wages that will deliver fair outcomes for support staff and a better deal for NZ children. Having this issue worked through will also go some way to alleviating what is a real headache and concern to principals who recognise the need for well paid, permanently tenured support staff in their schools but who face the real and constant challenge of achieving this, given current bulk funding inadequacies.

An Auckland BOT Chairperson summed the matter up well in a comment he made in his annual report last year, saying, 'I

ask the Ministry of Education to look seriously at staffing for support staff using a schedule of staffing as they do for teachers. There must be sufficient research and experience gathered since 1990 for the Ministry to be able to put in place a base support staff structure for schools and if BOTs wish to then go beyond this, then that is their choice'. This is what NZEI's model is designed to achieve. By working together and promoting further discussion and engagement principals, support staff, trustees and the Government should be able to find ways through this complex issue.

Kind regards

Colin Tarr

**NATIONAL PRESIDENT
TE MANUKURA**

Get paid time off for study

WANT TO complete that degree or upgrade a qualification? Applications are now being invited for the 2006 study awards, available to teachers, principals, and assistant and deputy principals. The awards were first negotiated in 2003 by NZEI as part of the Primary Teachers' and Principals' Collective Agreements.

The awards are intended to enable practising primary-level teachers and principals to complete a qualification or improve an existing tertiary level qualification and/or undertake substantive study in mathematics, science, information technology or Māori language.

This year there are also study awards specifically for deputy and assistant principals to enable those who are not currently able to reach salary group Q3+ to improve their qualifications.

You can increase your chances of getting an award by making sure that you follow the guidelines in preparing your application. Here are some tips from the selection panel:

- Have a clear and positive study plan. Define the intended qualification outcome.
- Ensure that you have made a substantial start to the study or

project before applying. Inservice or short courses are not considered substantive. Awards are to complete the study, not commence it.

- The period of leave sought should reflect the workload expected to complete the study.
- You must be in a permanent position (full-time or part-time) have a stable employment history and a reasonable length of service in New Zealand schools.
- Referee statements, especially from the principal, senior colleague and/or BOT are essential.
- Don't supply misleading or incorrect information - you will be disqualified or the study award will be cancelled.

Applications for the 2006 awards close on Monday, 18 July 2005. More information and application forms can be downloaded from the Ministry of Education's website, www.minedu.govt.nz/goto/studyawards.

The AP/DP 2005 awards are being offered twice this year, with applications closing on 5 May and 14 October.

For information and application forms for the 2005 DP/AP study awards, go to www.minedu.govt.nz/goto/dpap.

NZEI Otago Branch Scholarship 2005

Applications are invited from all Otago Branch NZEI members.

This is a new initiative from the NZEI Otago Branch to provide financial support for one member to study, and possibly travel, in order to continue their professional development in an area that will enhance learning for children.

The value of the scholarship is \$3000. The scholarship may be given either to someone wishing to begin study within the next year or to someone who is currently pursuing a course of study.

The recipient will provide the Branch with a report on the development undertaken.

Applications close 30 April 2005

For further details please contact Jan Lee of the NZEI Otago Branch at leepearl99@hotmail.com

Have you seen?

All worksites
Special Circular 2005/06
Membership Lists
Attention: Worksite Representatives

All schools
Special Circular 2005/7
Paid Union Meetings for Support Staff

Branch Circular 2005/3
For Teachers by Teachers; Professional Learning through the TRCC

Support Staff
Proposed claims for Negotiations 2005

Area Schools
Area Schools Newsletter No 2.
Area School Teachers' Collective Agreement 2004 - 2007

Early Childhood
Agreements '05
(Consenting Parties Early Childhood Collective Agreement)
Agreement Now Ratified by Employers

Around and About

News from other unions

THE COUNCIL of Trade Unions is championing disabled workers' rights. It wants the bill, which will repeal the Disabled Persons Employment Promotion (DPEP) Act, to be strengthened. "The current law disadvantages workers with disabilities; it diminishes their human rights and it reflects attitudes towards disabilities which are unacceptable," says CTU secretary Carol Beaumont. "All New Zealanders deserve the right to enjoy statutory holidays, annual leave, sick leave and holiday pay." At present, sheltered workshops are exempt from paying the minimum wage. Under the new legislation there will be no blanket exemption, but individual workers will be able to apply for a permit that allows the employer to pay them less. The CTU is concerned that employers will seek exemptions for each of their workers, in effect meaning that the workshops' current exemption will continue. Some critics have argued that forcing workshops to pay the minimum wage and above will lead to closures. However, says Carol, "sheltered workshops will not be forced to close, but people with disabilities will have more options for meaningful employment and be treated as valuable members of society who deserve the employment protection already enjoyed by other workers."

'Water to Learn' finally flows

UNTIL LAST month, students at Namara District School in Fiji had never heard of NZEI. Now they have two large water tanks bought with money raised by NZEI members. The tanks are essential to the operation of the school: when the existing tanks ran dry recently, the school had to close.

It's taken a long time for the water to flow, though. Back in 2000, NZEI initiated a project "to raise funds for a school centre or community in the Pacific to undertake or contribute towards a local development aimed at ensuring the community had access to clean water".

The project was intended as a tangible contribution to the World March of Women, a global campaign calling on governments to break the cycle of poverty and violence. Without a clean supply of water, food cannot be grown and people's health is at risk, employment opportunities disappear and poverty sets in. Where there is poverty, there is often violence.

A Water to Learn Kit developed by NZEI and Wellington College of Education, with activities linked to the primary



A class in Namara District School: the school has few amenities by New Zealand standards.

curriculum and Te Whāriki, was enthusiastically received in schools and early childhood education centres and generated considerable enthusiasm for the project. A New Zealand com-

pany, the Gallagher Group, generously agreed to sponsor NZEI's campaign to the tune of \$2000. NZEI members were equally generous, contributing \$7000 to the project. This was

enough for two large water tanks and their foundations, with enough money left over for other school projects, including pathways.

Communication difficulties –

Namara is a "bush" school with no phone or fax – and finalising the materials needed meant that arrangements to supply the water tanks have literally taken years to put in place.

NZEI Executive Officer Cathie Penetito can confirm that the project is only a step away from completion. On holiday in Fiji last month, following contact with the Nausori office of the Fijian Ministry of Education, she represented NZEI at a school ceremony to mark the arrival of the water tanks and the materials to set them up.

Namara District School has 200 students and eight teachers and serves four villages.

Cathie says the school has few amenities by New Zealand standards. "There is very little furniture, just a few tables and old-style desks that were last used in New Zealand at least four decades ago."

The villagers and teachers were deeply appreciative of the help NZEI members have provided to the school, says Cathie. "We take so much for granted here, but those water tanks are going to make a big difference to the school."



Left photo: Smiles all round as the Water to Learn project finally nears completion. From left, Sekope Qaloewai, principal of Namara District School; Parayme CakaCaka, senior education officer, Nausori Office of the Ministry of Education, Fiji; and Cathie Penetito, NZEI Te Riu Roa executive officer. Right photo: The ceremony to mark the arrival of the water tanks at Namara District School.



Funding system costs Pauline her job

PAULINE GABITES has 15 years' experience working with special needs students in primary schools.

She is currently unemployed.

At the end of last year her job at Hampden Street School in Nelson ended because the school did not have the money in its operations grant to employ her this year.

It's the third time Pauline has had her job cut in the last 10 years.

"That's the way it is for support staff working with special needs children. There's little job security because of the way our jobs are funded."

Pauline says this makes it difficult to manage her family's finances.

"You just tighten your belt. You don't buy the things that you normally buy, your husband



Pauline Gabites: 15 years of experience going to waste

works extra hours, and you pick up jobs here and there that you can, in the supermarket or whatever."

Pauline says the lack of job

security, particularly for teacher aides like her who work with special needs students, is due to the way their jobs are funded.

When she was first employed at Hampden Street School to look after an autistic student, in 2003, the Ministry of Education's Group Special Education supplied the funding.

That money ran out and for most of last year the school paid Pauline's salary from its operations grant.

She continued to work with the autistic student and two other special needs students, one with dyspraxia and the other with Down Syndrome and ADHD (Attention Deficit Hyperactivity Disorder.)

"I don't know how the principal managed it. At one point she

said she had gone over budget but I shouldn't worry."

Her principal, Jenny Earle, says she had to get special permission from the board to go into deficit to pay Pauline and the school's other teacher aides.

But she could not continue to run a deficit, and at the end of the year she changed the way she deployed her teacher aides. As a result, Pauline's job was cut and two other teacher aides had their hours reduced.

Pauline says this is a fact of life for support staff, and the Government must acknowledge that the current funding system is not working and a fairer, more effective system is needed.

She says being out of work is frustrating because she is not using the skills she has developed over the years.

Jenny Earle says it's the chil-

dren who are missing out under the current funding system when schools have to cut back on their use of teacher aides.

"Having teacher aides in a class enhances children's learning because it enables them to have more one-to-one interaction with the teacher."

Jenny hopes support staff are successful in their claim for a 6% pay rise because "they are like gold to us".

But she knows her school would struggle to pay a 6% increase. She would find a way to pay all her support staff this year. "But next year I would have to consider dropping another teacher aide because we just wouldn't be able to afford to keep paying them all at the higher rate."

Keeping safe in a wired world

With growing use of the Internet in schools, many teachers and principals wonder how to take advantage of the technology available while still keeping their schools safe and secure. Papatoetoe Central School in Auckland has managed to combine the two to create a net-safe, net-savvy environment. Rourou visited the school to see what advice it has to offer others.

"Net safety for us isn't a new issue," says Anna Shere, an associate principal at Papatoetoe Central. "The Internet's been one of the many tools that we've used for teaching and learning in the school for a number of years now, so net safety is something we addressed years ago and continue to address today.

Indeed, the school is very up-to-date with resource technology. With two wired learning centres and a computer in every classroom, Information and Communication Technology (ICT) use is widespread.

"What we have to do, though, is to make sure [net safety] is not something we get lazy about; that we keep on addressing it and making sure we're doing everything we can to make sure our children are safe," says Anna.

One of the main ways Papa-

toetoe Central School does this is by employing a wide range of technologies to keep their school secure. In addition to the Ministry-issued Watchdog Internet protection service, which checks for attempted access to inappropriate sites, the school has programmes designed by their own part-time technician to

block any illicit material. The school also has their own intranet, composed of informative and useful websites that teachers have found. Anna notes that, because the purpose behind using the technology is to support the learning process, it often doesn't make sense to send students out to find things in the large and poorly-organised library that is the Internet.

"What we'd rather do is give them a range of safe sites to search through, knowing those are already a good selection of places to go to, that they then find something of value and keep moving on with the learning process. For us, that's been proven practice."

While classes do use the wider Internet for some projects, Anna says it's good to have both options available.

The school email programme, which is filtered for SPAM, can only be accessed by staff. If students need to use email for a class project, they do so through their teacher's email account. All staff have password access to ensure there is no unauthorised use by students.

Password access is also important so that the school can prevent misuse of the system by staff.

"With teachers you assume that they are ethical, moral pro-

"...It's also important for the staff and students to understand why the measures are in place, and what appropriate use of technology means."

professionals – but assumption is not enough," says Anna.

"We have a passworded system and a tracking system, so, for example, if you had someone who was setting up a private business and doing all their work through the school computer and was downloading huge amounts of files or what-



Sailesh Sudhakar (left) and Natashi Wakila of Papatoetoe Central School go online in a safe environment

ever else, we can track the access from the computer and who has logged on to do it.

"Likewise with, heaven forbid, anything hideous like pornographic access, or anything else inappropriate. So we have to work both ways with our staff, but we also have to protect the school environment, the community, our children and the rest of the staff."

While the technology safeguards go a long way towards protecting the school, Papatoetoe Central School believes that it's also important for the staff and students to understand why the measures are in place, and what appropriate use of technology means.

The first step to this is having an "acceptable use policy" for the Internet and email. The school talks through these guidelines with staff and students, so that everyone understands what is in place and why. To support proper use of the technology, Papatoetoe Central employs specific support staff.

"We have two full-time staff within our Discovery Centre; we call them our Discovery Centre assistants. They support and work with our classroom teachers in the Centre. They're also there to assist the children, so it means we've got a situation all the time where the children are meant to be using the equipment, they know what they're

doing while they're using the equipment, and they've got someone there helping them along the way. It's fabulous; it works wonderfully."

Papatoetoe Central also encourages parental involvement and awareness. When a child first enrolls, the school discusses a number of issues with parents regarding the need for Internet safety and the security measures taken by the school. Forms are given to the parents, asking them for permission to display the child's work and image on the school website. If parents prefer to withhold consent, the school respects their wishes. The same choice is put to all staff.

During the school year, regular pieces of information are sent home to families to update them on issues of Internet safety, useful websites they could use with their children at home and updates to the school website.

Once they have covered safety issues from all bases, Papatoetoe Central still has to keep up with changes in technology and teaching ideas. To achieve this, the school produces an annual ICT plan detailing their teaching and learning focuses and plans.

The ultimate goal is to ensure ICT is being used properly and consistently throughout all levels of the school to support the teaching and learning process. Without a clear plan, schools may find an imbalance between teachers who know a lot about technology and are eager to use it, and others who stick mostly to traditional methods.

Such yo-yoing between learning environments may produce mixed results. And without proper training, teachers may not know the best ways to utilise the materials available to them.

"If you think [ICT is] really important for all of your children, then as leaders in schools we have a responsibility to put things in place to make it something that happens for everyone," says Anna.

To ensure that the school's plan is achieved, they have minimum requirements for all staff with regards to knowledge and use of ICT. And to make certain that staff are able to meet these requirements, they have systems in place for full professional development and support. Such professional development must link to actual student learning.

"It is all about equipping the teachers to best assist the students in meeting the student learning outcomes," says Anna. "Through this we are very easily able to see the value of the professional development manifesting itself in measurable results. We take the time to observe good practice around us – locally, nationally and internationally – and build any new and valuable learning into the way we do things with regard to student achievement. We also ensure that we acknowledge and utilise the strengths we already have within our teaching staff to model good practice and support others."

The effort and training have obviously paid off. While new technology may pose certain risks, Papatoetoe Central has proven that a well-run system can provide great benefits to students and staff alike.

"I think it's opened more doors," says Anna. "I think it brings a little bit more of the world into the classroom, while taking the students out into their world."



Associate Principal Anna Shere: "We're doing everything we can to make sure our children are safe."

Is your school netsafe?

THE INTERNET is an unbelievably rich learning resource for schools, but it also poses some risks for staff and students. It's easy to stumble across pornography on the net or inadvertently download a virus that automatically directs a computer to porn websites. Last year, the

says Liz. "There are actually a number of places where it can be inserted – for instance, if you look at the health curriculum. When schools talk about relationships, how many are talking about online relationships as a component of that? How do you form a relationship online, what

"For those schools who put all their eggs in the filtering basket, the situation with mobile phones is going to be very difficult for them unless they've invested energy and time in developing the culture of cybersafety through education."

Ministry of Education carried out an audit of 25 schools.

While the number of inappropriate images found in school computers was small (less than 0.02%), it did signal that schools could not be complacent about creating a safe and secure school environment. With advances in technology and the new Internet-enabled mobile phones that may show up in the playground soon, Internet safety is going to assume even more importance for schools.

In 2003, schools were supplied with a Netsafe kit, which outlined best practice, but its use varies from school to school. "This year, ERO is going to be asking very specific questions about procedures in schools and asking about the use of the kit," says Liz Butterfield, director of Netsafe, the Internet safety group. The kit stresses three key components of cybersafety:

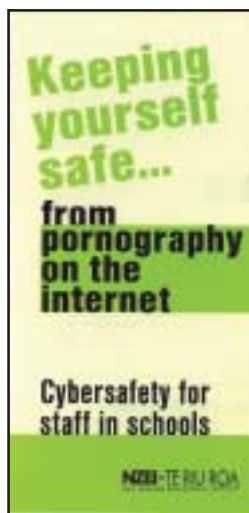
- An infrastructure of policies, procedures and signed student and staff use agreements, which is actively enforced
- An effective electronic security system
- A comprehensive cybersafety education programme for the school community

Some schools may be relying too heavily on electronic security, including monitoring and filtering systems. "For those schools who put all their eggs in the filtering basket, the situation with mobile phones is going to be very difficult for them unless they've invested energy and time in developing the culture of cybersafety through education," says Liz.

She believes the entire school community needs to be involved in cybersafety education, "including parents – because if you can get parents saying the same messages at home that the children are getting at school, they reinforce each other and make each other's job easier because the messages are consistent."

Last year, five cybersafety training modules were introduced for the key people involved in cybersafety in schools. "One of the things we'll be emphasising over the next year is the development of classroom resources – how to teach cybersafety in the classroom,"

are the warning signs that the relationship could be abusive? There needs to be a component there because the major portion of some kids' social lives is in the online environment."



The above pamphlet was produced by NZEI to help teachers, principals, support and special education staff protect themselves when using computers at school. You can download it at <http://www.nzei.org.nz/publications/pornography&schools.htm>

Have you changed your address or worksite?

If you have done, you must inform NZEI Te Riu Roa membership service in order to ensure continuity of membership.

Cut out and send to NZEI Te Riu Roa, Freepost 3978, PO Box 466, Wellington 6015

Name: _____
MoE or NZEI membership number: _____

Change of address

Old address: _____

New address: _____

Change of worksite

Old worksite: _____

New worksite: _____

Are you paying the right subs?

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.

Your membership

For efficient service of your membership records, please put any membership queries in writing or email. (Addresses below).

EBS Medical Insurance

If you're a member of EBS (Education Benevolent Society) then in order to retain your EBS benefit entitlements you will need to take up honorary membership of NZEI if you retire, resign or become unemployed. The cost is \$20 per annum, or \$45 if you wish to receive Rourou.

Please advise NZEI National Office of any changes so we can alter your membership record accordingly.

Email: membership@nzei.org.nz
NZEI membership, PO Box 466, Wellington
Ph 04-3849689 Fax 04-3851772

Education Research teaching smarter

Students' transition to secondary not a problem

The transition to secondary school may not be the problem that some educators believe.

New Zealand Council for Educational Research (NZCER) Researchers Cathy Wylie, Hilary Ferral and Edith Hogden are currently investigating what factors help students make the transition into secondary schools. Their research, which is due to be completed early this year, has already uncovered some interesting results showing that the transition process may not be as dramatic as assumed from overseas research results.

The researchers used data from the ongoing Competent

Children project. In 2002/03, the children involved in the study had turned 14 and were either in year 9 or 10 of school. The children came from a mix of year 9-15, year 7-15 secondary schools and composite schools. Interviews with the students, their parents/caregivers and teachers formed the basis of the research data.

They found that transition in itself did not appear to affect student achievement, cognitive measures, teachers' judgements of overall performance or reading. It may have had an effect on maths performance. It does not affect student engagement in school for most students, However, Māori and Pasifika students appeared to be more affected by moving to larger schools.

Students found the transition to secondary school provided them with interesting activities and opportunities to meet new people. The differences from primary school were not sharply

different but were more often just one dimension, such as moving to a bigger school. The research suggests that the lack of high stakes assessment in years 9 and 10 may help make the transition to secondary school an easier one than it is overseas. The Competent Children data challenges the assumption that learning is a linear process, showing that there can be dips in learning throughout a child's schooling, not just during the transition to secondary school. The research indicates that an increased focus on student assessment and target setting will need to take into account this fluctuating pattern of dips in student learning if it is to be useful.

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 04 382 2790.

Making sense of information

Information overload is a fact of life. It's estimated, for instance, that the supply of new material saved in a single year would fill half a million libraries the size of the US Library of Congress – the world's largest collection of books and papers – if it were all converted to print. Graphs, tables and maps are vital tools in understanding and grasping information – so how well are our schools teaching those skills in students? An ERO report last November on "Quality of Teaching in Years 4 and 8: Graphs, Tables and Maps" found examples of good performance but also areas where teaching was ineffective and inadequate. In an evaluation of a sample of 320 schools, ERO found that "students demonstrate an interest in the learning associated with graphs, tables and maps" and that "teachers effectively integrate the planning and teaching of graphs, tables and maps with other learning programmes".

However, the ERO report also found the effective teaching of graphs, tables and maps was inconsistent. Just over half the schools in the sample were considered "sometimes effective" and one third were seen as "effective". The report found that teachers need to focus on identifying the different contexts in which graphs, tables and maps are useful. They also needed "meaningful integration of Māori perspectives in the teaching of graphs, tables and maps". ERO recommended that teachers get professional development specifically to upskill them in the teaching of graphs, tables and maps.

Education under review again

The State Services Commission is reviewing the roles of the Ministry of Education, including its tertiary advisory monitoring unit, the New Zealand Qualifications Authority, and the Tertiary Education Commission.

In previous years, SSC has looked at other parts of the education sector, resulting in the Special Education Service being re-absorbed into the Ministry of Education. An SSC sector review has looked at the management of ICT in the education sector, and a separate non-SSC review led to the decision that the Education Review Office would remain as a stand-alone body. Early Childhood Development (ECD) services have also been reabsorbed into the Ministry of Education, as a result of *Review of the Centre* work.

The new review will focus on such issues as current roles and responsibilities and the effectiveness of the current structures. It is expected to be completed by 20 May 2005.

Canadian union leader in NZ

TERRY PRICE, the President of the Canadian Teachers Federation, has been a popular and thought-provoking guest since arriving in New Zealand on Easter Monday.

NZEI brought Terry to New Zealand to talk about the impact free market policies, inspired by Sir Roger Douglas, have had on public education systems in parts of Canada.

So far she has been interviewed on National Radio and Breakfast TV, met with the representatives from the NZ School Trustees Association and the NZ Council for Education Research and visited schools in Wellington and Auckland.

Terry is visiting Christchurch before she heads home on 14 April. Rourou will feature more on her visit in the next



edition.

Terry is pictured here at Wesley School in Auckland.

From left: Brian Laing (principal), Auvasa Auva'a-Key

(deputy principal), Diane O'Sullivan (President, Parent Teacher Association), Terry Price and Antony Backhouse (chairperson of Wesley board of trustees).

Not-for-profit ECE centres are better, study shows

A CANADIAN STUDY has found that not-for-profit early childhood education is superior to that provided by the private sector.

The study, by two researchers from the University of Toronto, used data from centres catering for babies, toddlers and older pre-school children, and looked at quality across a range of factors, including interactions between teacher and child; language and reasoning experiences for children; care given during mealtimes, sleep-times and while changing nappies; the quality of relations with parents; and the treatment of staff.

Across all these factors, the non-profit centres out-performed the profit-oriented centres by a factor of about 10 per cent.

In addition, the non-profit centres were found to have better adult:child ratios and more highly-trained and better-paid staff.

This is consistent with other studies in the United States and research in New Zealand, which found that not-for-profit centres

were more likely to focus on factors that are associated with quality, such as more qualified staff, smaller group size, higher ratios, lower staff turnover and a greater priority on good staff salaries and conditions.

In New Zealand, early childhood education has increasingly been provided by the private sector, with about 1100 private centres providing for 45,000 children, and about 60 new private centres opening each year.

In Canada, there is widespread public debate about whether public subsidies should be available to private operators. Media coverage has included a profile of Eddie Groves, a Canadian citizen living in Australia who owns a 20 per cent share of ABC learning centres, which runs around 360 centres in New Zealand. His fortune is estimated at more than \$198.5 million, much of it derived from government subsidies in both New Zealand and Australia.

More information about the Canadian research is available from www.buildchildcare.ca/.

Is your fixed-term agreement legal?



get rid of us. Even senior teachers were not on permanent contracts, and there was a belief that if you were on one you were really, really good."

Fixed-term agreements are only legal if there are

"reasonable grounds" and "genuine reasons" for the job being short-term, such as covering for someone on maternity leave, or filling in for someone who has been seconded for a specific period of time, or if the school has a genuine reason for believing staffing entitlements will drop. Under the law, all staff must be given a letter of appointment when they start their job that includes the job title, the starting salary and, if it is fixed-term, the reason why that is the case.

Fixed-term agreements are not acceptable:

- as a trial to see if you "fit in"

- to avoid paying you holiday pay
- where the work you will be doing has continued to exist year after year and is likely to continue to do so
- where ORRS-funded staff are not in genuine jeopardy because there is a waiting list and departing pupils will be replaced.

Jemma says that as a young teacher, the advantage of the one-year contract meant that she had the option of leaving at the end of the year quite easily. "Alternatively, at the end of the year, you just rolled on again to next year unless something special happened – like you weren't wanted. That's not much security for someone who wants to plan their life."

The disadvantage was that there was very low awareness at the school about NZEI's collective agreement and about what people's entitlements were.

"Many young teachers don't know what to expect at the beginning of the job – that's why getting information to teachers when they sign up for provisional registration is so important. My advice to other beginning teachers being offered a fixed-term agreement is to find out why they are on it, ask what percentage of the staff overall are on fixed-term, and contact your NZEI worksite rep if you're confused!"

If you're being asked to accept a fixed-term agreement or have questions about the agreement you're on, talk to your NZEI site representative or your NZEI local field office, or email fixedterm@nzei.org.nz.

JEMMA HOOYKAAS didn't even know the terms of her employment when she started her first teaching job – a long-term relieving contract. Like many beginning teachers and school support staff she was on a short-term contract known as a fixed-term agreement.

"I never signed or saw a piece of paper until I requested that I have some documentation as I was applying for a ministry grant. Then I found out that all the staff at the school bar two were on fixed-term one year contracts like me," she says.

"I believe it was because it was easier for the principal to

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TEACHING & LEARNING RESEARCH INITIATIVE
MAI WHAKU TE KAKAMU, HE TAMIKOTAKU

CALL FOR EXPRESSIONS OF INTEREST

Teaching and Learning Research Initiative

The Teaching and Learning Research Initiative (TLRI) supports research aimed at achieving significant improvement in outcomes for learners. It is directed at researchers and practitioners in the early childhood, school, and post-school sectors, with partnerships involving researchers and teachers being actively sought. The aims of the Teaching and Learning Research Initiative are to:

- build a cumulative body of knowledge linking teaching and learning;
- enhance the links between educational research and teaching practices, and researchers and teachers across early childhood, school, and tertiary sectors; and
- grow research capability and capacity in the areas of teaching and learning.

In March 2004 the Government announced a doubling in annual funding to \$2 million per annum, the increase enabling more research, the building of additional research capability, and the strengthening of links between researchers and practitioners.

Expressions of Interest and Proposals

There is a two-stage process for submitting proposals. Stage one requires an Expression of Interest (Eoi). Stage two requires a full proposal. The purpose of requesting Eois is to establish a short-list of applicants who will be invited to submit full proposals. Details of the requirements for Eois and proposals are set out in an information pack available from:

Teaching and Learning Research Initiative
CA NZCER
Level 10, Education House
178-182 Willis Street
P O Box 3237, WELLINGTON

Expressions of Interest are being sought by Tuesday 14 June, 2005. Details are available at tri@nzcer.org.nz

The New Zealand Council for Educational Research (NZCER) is coordinating the fund and its associated research programme. More information is available on the TLRI website www.tri.org.nz

New era for early childhood education



Storytime with teacher Maree Williams at Rutherford Preschool, an early childhood centre under the Consenting Parties Collective Agreement. Rutherford teachers are looking forward to the new ECE funding, which will help them make the first step towards pay parity on 1 July.

NEW FUNDING for early childhood education services began on 1 April 2005.

"Depending on their size and the number of qualified teachers they have, most services will receive funding boosts of between 12 and 26 percent. Some services could get as much as a 24 per cent increase in funding for under-twos, and a 42 per cent increase in funding for over-two-year-olds. The

first payments, backdated to 1 April, will be made on 1 July," says Education Minister Trevor Mallard.

The funding is aimed at recognising staff who have gained qualifications and registration - a key factor in lifting the overall quality of early childhood education. Hiring qualified staff is more expensive, and the extra funding recognises that. This is the first stage of a new funding

system designed to benefit all teacher-led services, both private and non-profit. All these services are being funded on an equal basis, Mr Mallard says.

Higher funding rates will apply to services employing a greater proportion of qualified and registered early childhood education teachers. Additionally, full-day services will receive more funding than sessional services, in order to better reflect the higher cost of operating all day. There is also a grant to help provisionally registered teachers to become fully registered, either by covering the cost of study release time or through other support.

Go to www.minedu.govt.nz/ for more information on early childhood education or new ECE funding system implementation.

Kura teachers on the upgrade path

UNREGISTERED teachers in Kura Kaupapa Māori are upgrading their qualifications to ensure that they don't lose permanent positions. Until 2006 Kura enjoy an exemption to the Education Act 1989 which requires employers of teachers to employ only teachers who hold a current practising certificate or a current Limited Authority to Teach (LAT). That exemption lapses at the end of this year. "We've known about it since last year," says Ellen Perana, the administrator of Te Kura Kaupapa Māori in Kaikohe. The Kura, says Ellen, currently has three teachers upgrading their qualifications.

One of the teachers involved in upgrading is Poly Haunui. "We were asked if we would consider upskilling ourselves to maintain our position in the

school," says Poly, "and because of the amount of support which was available I didn't hesitate. It's an opportunity I would never get elsewhere." Poly works with year 7 to 14 students, teaching them the art of making korowai/Māori cloaks. "I have hands-on experience, but I don't have the teaching certificate," says Poly. Now she is studying for a teacher's diploma, "Then I'll progress to a bachelor's degree".

Poly says she is one of very few teaching Māori cloak-making in a Kura; usually the techniques are only taught at Polytechnic level and above. "It's not just about making cloaks, I'm actually covering science, maths and craft with the toi and that's reflected in the flax work as well. It's also helping them to maintain their taonga.

International briefs

Let them eat laptops

Most teachers can now obtain a laptop through their school under the Ministry of Education's Laptops for Teachers Scheme (TELA). But what about students? In the UK, the British charity Citizens Online wants all children in Britain to have their own laptop by 2010. And in the US, scientists Nicholas Negroponte, Seymour Papert and Joseph Jacobson of the Massachusetts Institute of Technology (MIT) have an even more ambitious goal - they want to provide 100 - 200 million laptops to school children in the developing world by 2006. A prototype of a really cheap (SNZ138) laptop is expected to be ready by the end of September. Some people argue, though, that developing countries have more immediate needs - like water, food, jobs, sanitation and healthcare. Negroponte argues that poverty can only be eliminated through education. Getting information online saves the cost of textbooks and the laptop can serve as a library, laboratory and art studio. But in many developing countries the supply of electricity is often erratic or non-existent in many areas. The MIT team have thought of a solution to that too. They're developing a system called "parasitic power" - powering a laptop by just typing on the keys.

Computers may be oversold as learning aids

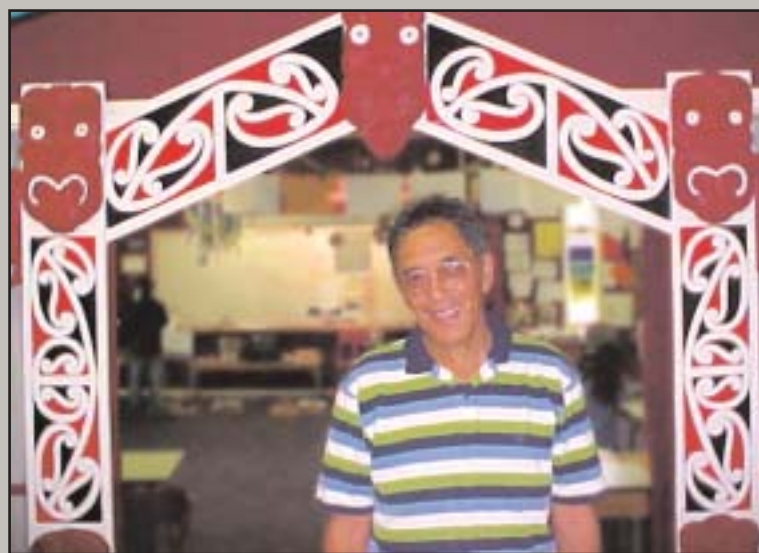
"Despite numerous claims by politicians and software vendors to the contrary, the evidence so far suggests that computer use in schools does not seem to contribute substantially to students' learning of basic skills such as maths or reading," says a recent report by the British Royal Economic Society report. The researchers analysed the achievements and home backgrounds of 100,000 15-year-olds in 31 countries taking part in the PISA (Programme for International Student Assessment) study in 2000 for the Organisation for Eco-

nomics Co-operation and Development. PISA, to the British and many other governments' satisfaction, claimed that the more pupils used computers the better they did. It even suggested those with more than one computer at home were a year ahead of those who had none. However, the researchers found that the evidence did not support those claims. "The more access pupils had to computers at home, the lower they scored in tests, partly because they diverted attention from homework. Pupils tended to do worse in schools generously equipped with computers, apparently because computerised instruction replaced more effective forms of teaching."

The shape of classrooms to come

It's been the same for hundreds of years: the teacher at the front of the class and the students lined up in rows of desks. In Britain, however, they're experimenting with 360 degree flexible classrooms. Instead of standing in front of the class of students, the teacher can circle them on a curved "racetrack", occasionally taking up a position on a podium in the centre of the room. No more skulking at the back of the class. It's always been known that in the ordinary classroom there is an "attention zone" immediately in front of the teacher that inevitably receives 90 per cent of his or her attention - the 360-degree classroom eliminates that. In a typical class, the students work in groups on whiteboards that can fit back on to the walls of the classroom and can serve as projection screens. Students sit on ergonomically correct chairs with castors so they can move more easily between groups, temperature and light is electronically controlled, and mirrors mounted at three points serve as eyes in the back of the teacher's head. The new teaching system is still being trialled but has so far proved a hit with teachers and students.

Fostering te Reo



TOSH RUWHIU is the Kaiako i te Reo at St Albans Primary in Christchurch. He has just been awarded the Queen's Service Medal for services to te Reo Māori in Education. Tosh, affectionately known as E Pa by the tamariki, has worked alongside many children over the years.

Tosh has been an NZEI member from the get-go and wouldn't have it any other way. "If you're not unionised, you're sunk. In every job I've been in, I've happily paid my subscription and it's been worth every penny. It takes the worry out of industrial issues, which can crop up. It allows me to do what I love and enjoy doing: fostering te Reo Māori in our young people."

What's ahead for primary education

WHAT IS needed to support, advance and promote effective teaching? There is no simple answer to that question, but last month NZEI members, representatives from the Ministry of Education and the Schools Trustees came together for a "Visioning Exercise" at Wellington's Stadium to identify key elements and examine possible solutions.

The tripartite forum grew out of last year's settlement of the primary teachers' and principals' collective agreements, which included a commitment to examine career pathways, workload, advanced qualifications and professional learning for primary teachers and principals. An independent work study, which will inform this process, is now underway.

In relation to career pathways, the forum agreed that while the positions of beginning teachers and of U5+ principals seem fairly well defined, the landscape between these two points has no definite map for advancement. These include RTLBs and other resource teachers, middle managers, tutor teachers and APs/DPs. Forum members looked at issues such as trans-



A way forward for primary education: NZEI members, representatives from the Ministry of Education and the School Trustees came together last month for a "visioning exercise" at Wellington's Westpac Stadium.

portable qualifications and pathways that were linked to remuneration and opportunities for multiple exit and entry points.

The forum thought that the term "professional learning" was a more accurate description

than "professional development" because it was more encompassing and was seen as more active. Professional learning could include informal classroom experiences and interactions with colleagues and encourage teachers to be continuous learners in their own right.

Forum members felt that there needed to be a core entry qualification to teaching that could be built on, along with recognition that knowledge and skills gained outside teaching could also be valuable.

They also noted that more support and resources needed to be available to associate/tutor teachers. A closer relationship between preservice provision and the mentoring of beginning

harder to identify the skills and the depth of knowledge required for advanced teaching/leadership roles such as AP/DPs.

Overall, forum members felt the primary education system in New Zealand was working well: the challenge was to make it even more effective. Suggestions included: improving induction, more school clusters, better professional learning opportunities, smaller classes, more resource teachers and better career paths.

So where to from here? The forum shared views on a "without prejudice" basis as a precursor to the long-term workplan. "It was pleasing to see the participants sharing similar visions and goals for the sector," says Colin Tarr, NZEI Te Riu Roa

"Forum members felt that there needed to be a core entry qualification to teaching that could be built on and recognition that knowledge and skills gained outside teaching could also be valuable."

teachers would ensure a smoother transition to full teacher registration.

The forum tried to identify the "skill baskets" that teachers might need no matter what size of school they taught in and how such skills might be valued not only in monetary terms but also in the experience of sharing skills and using knowledge. Though there was a reasonable understanding of the skills needed for classroom teaching, forum members felt that it was

national president. "It is a far cry from the adversarial and often unproductive process of positional bargaining and a positive step forward in co-operatively building the primary teaching profession."

The steering group for the primary long-term workplan meets in mid-April to set out the next steps for developing career pathways for the primary sector. There will be more information for members following that meeting.

NZEI ROUROU
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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
Kuhu atu ki roto i tō moenga Get in your bed	ku as in koo hu as in hoo a as in ah tu as in too ki as in key ro as in raw to as in taw i as in ee tō as in <u>to</u> rn mo as in more e as in air nga as in <u>si</u> ngah
Ka waiho au i te raiti kia kā Shall I leave the light on	kā as in car wai as in wahee ho as in hore au as in oh i as in ee te as in ten rai as in rahee ti as in tea ki as in key a as in ah kā as in car
E moe ō whatu Close your eyes to sleep	E as in air moe as in more ō as in or wha as in far tu as in too

WHAKATAUAKI

Na te moa i takahi te rata
 The Rata that has been trampled on by a moa when young will never grow straight
 [Early influences cannot be altered]

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