

NZEI ROUROU

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

Student debt an unbearable strain on teachers, study warns

STUDENT DEBT is crippling beginning teachers, according to a new survey published jointly by NZEI and the New Zealand University Students Association (NZUSA).

The survey is the most comprehensive to date on student debt for beginning teachers in New Zealand, with 841 early childhood and primary teachers in their first or second year of teaching responding to a comprehensive questionnaire. Findings were made public in April through the launch of a casebook, *Teachers in Debt: A Report Card*.

The key findings of the study are shocking, showing that 92% of new teacher graduates have some form of student debt, and their average total indebtedness at graduation is \$23,187.

This amount of indebtedness impacted on respondents' lives in many significant and long-term ways:

- 70% of respondents reported stress due to their student debt.
- 30% said it would influence whether they would have children.
- 51% of those with dependants said it affected their ability to provide for their children.
- 41% considered leaving New Zealand because of their debt.
- 71% found it difficult to save for the future.

NZEI President Colin Tarr, speaking at the casebook launch, said that the report "paints a dismal picture of a whole generation of students, who in many respects have missed out on some of the joys of acquiring a



Beginning teachers and students from NZEI's YMN network gather for the launch of the new student debt casebook. There is nearly half a million dollars in debt among the participants in this photo alone.

higher education, and who begin their careers burdened by debt."

The report showed the reason for this burgeoning debt is New Zealand's teacher education policy, which has changed dramatically over the last two decades.

Fees for teacher education courses have gone from zero to nearly \$4,000 per year, and student teachers are no longer entitled to a student teacher trainee allowance. Instead, many are forced to borrow to pay for living costs from the Student Loan Scheme. The majority are forced to work part-time while studying just to get by.

"The significant and unpalatable irony is that the Student Loan Scheme was introduced by politicians who enjoyed all the benefits of free tertiary education themselves and it owes its continued existence to that same generation of politicians," Colin noted.

David Ledbetter, a teacher at Whakatane Intermediate, says he is one of those young teachers whose debt has influenced major life decisions.

"With the debt I'm paying, there's no money left over at the end of the day," he says. "I can't provide for my family the ways I wish to – because of this, my partner and I have to put off having more children until the loan is more manageable."

As *Teachers in Debt* points out, such decisions not only have a major impact on these individuals lives, but may also have a major impact on the economy and productivity of New Zealand as a whole.

And while student debt seriously affects the life patterns of younger teachers, more mature beginning teachers are having an equally bad or worse time coping.

Frances Cudby, a teacher at Rotorua Primary, knows all too well the crippling effects of student debt. She has a \$35,000 weight on her shoulders – and with four children and two grandchildren, that's a lot to bear.

She says the loan significantly affects how she can provide for her family. "You've only got a certain amount of money you can spend. There are school uniforms, fees, all of that weighs on top – you ask how you're going to do it."

"Another big worry is, as a more mature student, I probably won't even have it paid off by the time I'm 60, when I should be thinking about saving for retirement!"

Such high levels of indebtedness are not the international norm. *Teachers in Debt* points out that New Zealand tertiary fees are among the highest internationally, including comparisons with countries with a largely private education sector.

The report notes that the New Zealand Student Loan Scheme is also unfair by international standards. Kiwis begin repayments when they are still earning far less than the average wage. Interest accrues at seven percent, with inflationary-adjusted interest mounting even while borrowers are unemployed.

In comparison, Australian

graduates only pay interest at the rate of inflation, and they do not begin repayments until they start earning the Australian average wage. In England, a graduate's loan is written off entirely after a certain period, or when a graduate turns 50.

The *Teachers in Debt* report includes three major recommendations to alleviate the high levels of debt students face and the resulting negative impacts. These recommendations are: to decrease teacher education fees, with a clear vision for phasing them out; to provide a living allowance for all students; and to create a fairer and more flexible Student Loan Scheme.

After viewing the survey results, Associate Education Minister David Benson-Pope said that government officials "know more needs to be done" about student debt, and indicated that measures to ease the burden would be included in this month's budget.

He could not say what those measures were, but with higher levels of debt than ever before and such staggering effects, it is clear that the government needs to take drastic action soon.

A complete copy of Teachers in Debt: A Report Card can be downloaded from <http://www.nzei.org.nz/pdf/casebook.pdf>

NZEI's Young Members, New Members and Students Network (YMN) is campaigning around this issue in the run-up to the election. If you would like more information, or want to get involved in the campaign, email ymn@nzei.org.nz. Posters and bumper stickers will soon be available.

Support staff petition off to a flying start



Kaikohe teacher aides (from left) Leeann Tarawa, Michelle Harris, Anne Stillwell, and Cissy Edmonds show the signatures they've gathered on the support staff petition.

10,000 PEOPLE have now signed the support staff petition calling for a fairer way of funding support staff salaries.

It's a great start, but we are aiming to get 100,000 signatures. This is achievable if every single NZEI member supports their support staff colleagues.

A petition sheet is included in this *Rourou*. If you haven't already done so, please sign the

petition, then take it home and ask your family to sign. Anyone aged 18 or older can sign.

Freepost your signed sheets to NZEI National Office PO Box 466, Wellington by June 10. The petition will be presented to Parliament on Support Staff Day, June 15.

See the latest total on NZEI's website: www.nzei.org.nz.

Encouraging professional learning



Kia ora.

In the ongoing discussions NZEI is having with the Ministry of Education, professional learning opportunities are moving into view as a key to enhancing the good work happening in our primary schools and early childhood education centres.

A significant aspect of the Ministry's draft *Schooling Strategy* is quality teaching and the associated opportunities for ongoing professional growth and development. Alongside this, an outcome of last year's Primary Teachers' Collective Agreement negotiations was a commitment to do collaborative

work on career pathways, advanced qualifications and ongoing professional learning approaches. This is now in full swing, with the union devoting considerable membership time to contribute the "practitioner's voice" to this long-term work programme (LTWP).

At a recent multi-party forum on the LTWP, Auckland University's Dr Helen Timperley shared her view that we need to make schools places where learning opportunities for teachers occur. Helen promoted the idea of "professional learning communities" and said successful in-school professional learning requires teachers to act as professional learning leaders. To do this they need to be skilled in the assessment of other teachers' prior knowledge, they need to be good problem solvers, and they need to be able to provide effective feedback.

Implicit in this are the skills of coaching and mentoring others. In educational settings, coaching can be described as a *positive growth-evoking process between colleagues* and includes such collegial practices as openness, trust, support, feedback, encouragement, the opportunity to experiment and learn through

reflection. Similarly, mentoring can be seen as a *caring relationship with a trusted colleague* which is built on the development of good relationships, the exchange of information, the exploration of ideas and views, facing difficult issues together, sharing experiences and working together towards next steps and the future.

NZEI members have no problem with approaches such as this. Indeed, in my visits to numerous schools and centres, and in my work as a tutor of primary teachers undertaking postgraduate study in the area of professional supervision and support, I see many examples of effective coaching and mentoring occurring in our worksites.

That this is occurring now, with the modest amount of mandated time and resource allocated to it, is laudable. If a more tangible investment were made in this work at a systemic level, the further power of professional learning and development that would be unleashed amongst our teachers, for the benefit of their students, would be cutting edge.

There are overseas examples that are instructive in this regard.¹ In 1999, Associate

Professor Sharon Brennan reported on the Kentucky Teacher Internship Programme, which guides new teachers through a structured process of assistance and assessment with the active involvement of a group of seasoned educators: a mentor teacher, a university representative and the school principal. The programme is reported to not only support new teachers as they form their professional identities but also allows mentors to sharpen their skills as they examine curricula issues alongside their mentees.

Closer to home in Victoria, Australia, the State's *Blueprint for Government Schools* has "Creating and Supporting a Performance and Development Culture" within individual schools as a key plank. Schools can seek accreditation within a framework of worksite preparedness for this. In order to gain accreditation, schools need to provide training for staff involved in mentoring and induction. They need to evaluate their professional feedback programme on a regular basis, have individually customised development plans for all teachers and provide high-quality PD at both group and individual level. To

achieve accreditation, between 75 and 90% of the school's teachers need to feel their school supports individual professional growth and development.

Recognising, planning for, and then tangibly resourcing approaches such as those in Kentucky and Victoria provide tools for teachers and principals to develop, and enhance, very effective professional learning communities. A positive outcome of the LTWP would be that we will have the resources and support to do the same.

Kind regards

Colin Tarr

**NATIONAL PRESIDENT
TE MANUKURA**

1. Reference: Brennan, S., Thames, W., & Roberts, R. (1999). In Kentucky: Mentoring with a Mission. *Educational Leadership*. May, 1999. p.49-52.

\$16 million for technology in early childhood education

EARLY CHILDHOOD teachers are moving into the future with the launch of *Foundations for Discovery*, a new Ministry of

Education framework on Information and Communication Technologies (ICT). ICT is a term that encompasses many

forms of communication, from computers to digital cameras to fax machines.

The goal of the framework, unveiled in April, is to "provide guidance on how ICT can be used in a planned and considered way to enhance early childhood education."

In order to help teachers reach the goals and visions of the framework, the government has budgeted \$16 million over the next four years. The money will go toward such services as regional professional development workshops; providing materials and support online; assisting the establishment of ICT networks; and developing research into ICT.

Lois Kyle, a teacher at Stratford Central Kindergarten, was part of the reference group for the framework. She believes that *Foundations for Discovery* will get people excited about using ICT in early childhood education.

"I think it will give a lot of people inspiration to move forward. It will give them tools to move forward, and it will give them a structure. The document itself I see as very timely and very valuable."

To find out more about *Foundations for Discovery*, visit www.minedu.govt.nz.



Peniamina Samu of A'oga Fa'a Samoa in Auckland proudly shows a picture from one of the centre's learning stories. Digital photography is just one of the ways Information and Communication Technologies can be used in ECE.

Have you seen?

All worksites

Special Circular 2005/10
Hui-a-Tau 9-12 Hongongoi/July 2005, Maungatapu Marae, Tauranga

Special Circular 2005/12
Women's Network Newsletter and Women and Activism Issues Sheets (included in this *Rourou* to site reps)

All schools

Special Circular 2005/11
Nominations for the Support Staff National Caucus Kaiawhina Tautoko

Branch Circular 2005/4
Support Staff Funding Campaign/Support Staff Recruitment

Agreements '05 No.1
(Education Support Workers,

Behaviour Support Workers and Communication Support Workers' Collective Agreement) Negotiations 2005 Claims

Early Childhood

Agreements '05 No.5
(Consenting Parties Early Childhood Collective Agreement)
Wage Increases for All Staff (Except Qualified Registered Teachers) from 1 July 2005 Based on Annual CPI Figure

Agreements '05 No.4
(Salvation Army Early Childhood Education Collective Employment Agreement) Negotiation Time Again

Agreements '05 No.3
(Barnardos Collective Employment Agreement) Negotiation Time Again

Please tell us...

If you change your address, worksite (especially if you have a new payroll service) or job designation, you need to tell us so you retain your membership and pay the right subscription.

This is particularly important if you have moved from an early childhood centre or college of education. Your NZEI subscription will not be automatically deducted by your new payroll service. You may have to complete a new membership form to authorise deductions, available from your worksite rep, our website, www.nzei.org.nz, or any NZEI office.

Please also advise us if you take leave without pay.

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

Support staff call for a fair go



Support staff stand united: Annette Patterson from South Otago and Sheryle Beckham from Whangarei are support staff members campaigning for a fairer and more effective funding system.

MORE THAN 5,600 school support staff attended paid union meetings around the country to discuss claims for negotiations.

Every single one voted to support the campaign to "Give Support Staff A Fair Go."

There were 130 meetings throughout the country from Kaitiāia to Invercargill between March 30 and April 15.

In a unanimous vote, 5,642 support staff called on the Minister of Education to acknowledge that the current system of bulk funding their jobs is not working.

They also called for the Minister to establish a working party, involving NZEI, to develop a fairer and more effective way of funding their jobs.

"The meetings were a great success," says NZEI National President, Colin Tarr.

"Support staff made it very

clear that bulk funding their jobs from each school's ops grant doesn't work and that a new system is desperately needed."

"They've had enough of their low pay rates, which start at just \$11.49 an hour. They've had enough of having their hours cut because their schools struggle to find the money to pay them."

"That's why we've launched the petition calling for a Ministerial Working Party to develop a better funding system. Now we need every NZEI member to support it."

Sheryle Beckham, an office manager at Manaia View School in Otaika, says support staff in Northland are working hard to gather signatures.

"People are saying, 'can I have some more petition forms, we've already filled in two or three, can we have some more.'"

Sheryle is the support staff rep

on NZEI's Te Tai Tokerau District Council. She says the paid union meetings (PUMs) in the north were well attended, and members are feeling positive about the funding campaign and their claims.

She says support staff in the north are using the petition to raise awareness of the funding issue.

"We realise there's a problem, the teachers know there's a problem. We need the community to know there's a problem."

"The good thing is when you explain it to people they understand and they sign."

Support staff in the deep south are also busy gathering signatures says Annette Patterson, a teacher aide and arts co-ordinator at The Catlin Area School in Owaka, south of Balclutha.

"Everybody left the meeting in Balclutha saying they were going to get at least 10 signatures. I got 40 just over the holidays. Everywhere I go I'm getting signatures."

Annette is a support staff rep on NZEI's National Executive. She attended a leadership course for Area School students from throughout the country during the term break and says the staff who accompanied the students all supported the campaign.

"Most of them were principals or deputy principals. They signed the petition because they support what we are doing."

"They want the system changed because they know how hard it can be finding money in the ops grant to pay support staff."

Go to www.nzei.org.nz to download the petition.

A jewel of a teacher aide

Jewel Joseph receives a flower from student Alyssa Bird, to add to her 34 others – one for each year at Boulcott School. The award-winning support staff worker was honoured at a retirement celebration in April.



MANY OF the school staff were on the verge of tears as they bid farewell to Jewel Joseph at Boulcott School in the Hutt Valley. It's little wonder they were so sad – the retiring teacher aide was a tireless worker at the school for 35 years. She was involved in school drama productions, sleepovers, transformational art projects and even craft projects for children in hospital. For her efforts, she had been given a National Award for Outstanding Service and Support to Education and had been made a Paul Harris Fellow at Rotary.

Minister of Education Trevor Mallard came to pay homage to the support staff worker, telling her, "It is people like you who unite a community – who make a school a school."

Renewing your practising certificate

ARE YOU one of the thousands of registered teachers whose practising certificate expires before the end of 2005?

If so, you will be pleased to know that the Teachers Council has advised that teachers are now able to apply for a new practising certificate at any time in the six months prior to the expiry date of that certificate. When granted, the new practising certificate will be dated for three years from the expiry date.

This change will help the



Council by spreading the peak of applications, and will also help you and your school or centre, as you will be able to select a suitable time to ensure all requirements have been completed

Forms and guides, as well as other information on registration can be found on www.teacherscouncil.govt.nz.

Be sure to follow the guide that is attached to the application form, so that the Council can process the application quickly. At present the Council's turnaround time for applications that have been accurately completed is less than the target of six weeks

Remember that, as a registered teacher, you must have a current practising certificate to be employed in a state or integrated school, or a kindergarten.

Around and About

News from other unions

WHAT'S THE difference between an Australian worker and a New Zealand worker? New Zealand workers don't need to be compensated for work at weekends and late evenings. At least, that seems to be view of the ANZ and National Bank, who are refusing to compensate Kiwi staff even though their counterparts in the same banks across the Tasman receive compensation for weekend and evening work. To highlight how

valuable the weekend is to New Zealand bank workers, Finsec members staged a game of mid-week netball in Wellington's Cuba Mall. "Weekends are when I get to catch up with my family and friends," said Julius Capillitan, ANZ National staff member. "The bank should value people who work these unsociable hours, just like they value their Australian workers who have to work during the weekend."

NZEI Te Riu Roa is a dynamic and innovative organisation representing the professional and industrial interests of 43,000 primary and early childhood teachers, specialist education and advisory staff, and school support staff. We are committed to high quality public education, to the application of the Treaty of Waitangi, and to maximising the contribution our union and educators can make to a decent society for all New Zealanders.

Executive Officer Vacancy

Permanent full-time position, Professional / Industrial Team, National Office

The focus of this job will be to provide effective, research-based advocacy and strategies for NZEI members; to co-ordinate membership activity; and, to liaise as necessary with NZEI Te Riu Roa regional offices. This position is based in Wellington.

The successful applicant will:

- Undertake research and analysis of a wide range of data and information;
- Investigate and evaluate trends and developments in the education sector

The appointee will be:

- Knowledgeable about the New Zealand education system and in particular primary schools, and the employment relations framework;
- Aware of economic, social and political issues, particularly as they affect the New Zealand education system;
- Committed to the Treaty of Waitangi;
- Experienced in research and skilled in analysis and the formulation of strategies;
- Qualified and with recent experience in teaching and learning, preferably in New Zealand primary schools

For a job description and information sheet about the position, contact Linda Parsons, PA to the National Secretary, at linda.parsons@nzei.org.nz, or on (04) 3822-724. Applications, in confidence, close with the National Secretary NZEI Te Riu Roa, P O Box 466, Wellington. Applications must be received by 4.00pm, Tuesday 31st May 2005.

International briefs

Dawn to dusk school care

British Education Secretary, Ruth Kelly wants to spend £680m to put an end to the "latch-key kid" society by offering every child access to school-based activities from 8am to 6pm. The school day will be padded out with sports clubs, extra tuition and drama classes. Labour, she says, is setting a new target for every child to have access to "wrap-around" activities at schools, from 8am to 6pm, by 2010. Schools, however, would not be obligated to take part, and where a pupil's school did not offer extended hours, another one could be selected. Activities offered out of school hours would include homework and competitive sports clubs, and classes in arts, drama, language,

film-making and cycling proficiency. Rather than compelling already hard-pressed teachers to run extra classes, parent groups, the voluntary sector, charities and private organisations would be brought in to run them.

Battling for smaller classes

Irish teachers are up in arms over the government's failure to fund a reduction in class sizes. More than 100,000 children are estimated to be in classes of over 30 pupils. Class sizes in the Irish Republic are the second highest in the European Union and well above the EU average of 20 pupils. The Irish National Teachers' Organisation would like to see 800 new teachers recruited to help reduce the class size of all pupils.

Encouraging words from Minister



THERE ARE signs that NZEI's campaign for a fairer and more effective funding system for school support staff is being noticed.

Last month, the union's National Executive met with Associate Education Minister, David Benson-Pope, who has responsibility for schools, and was encouraged by what he had to say.

"It was the executive's impression from that meeting that school funding was something the Minister recognised as an issue – and one that they were willing to engage further on," says National President Colin Tarr.

Mr Benson-Pope said that the government was committed to regularly reviewing the level of the operations grant to ensure that it reflected the cost of education. He said that any increase in costs, including from salaries, would be considered when the operations grant was next reviewed.

Colin stresses that we are still a long way from achieving a fairer funding system.

"What the Minister says is encouraging, but our campaign is far from over."

"It's absolutely vital that all NZEI members continue to gather signatures on the petition and keep lobbying for a better system."

"We must keep the pressure on until we have a clear commitment from the Government that it will work with NZEI to build a funding system that is fair and effective for support staff and for

principals, teachers and students."

Mr Benson-Pope is also responsible for special education, the Education Review Office, the Teachers Council and the NZ Qualifications Authority.

He told the National Executive that investigating the school's operations grant and special education are the two most pressing items he has identified since becoming an Associate Education Minister in December last year.

He said despite increased spending on special education, parents with special needs children continue to complain about their funding being cut off. To address this, work is being done to have funding allocation focus more on what each student needs.

Mr Benson-Pope was asked when the staffing review group recommendations on increasing staff to reduce class sizes would be completed and if he had considered recalling the group to look at further recommendations.

He did not commit to a time frame, although he acknowledged the high workload of senior teachers and principals who struggle to find the time to provide professional leadership in schools.

Asked what he could do to ensure that post graduate courses advertised as giving teachers access to Step 14 on their pay scale did actually do this, he replied that work was being done to provide teachers with independent advice on what a course provides and what value it has in terms of their pay scale.

Mr Benson-Pope told the National Executive that he hoped to develop a strong co-operative relationship with NZEI and its members.

"I'm delighted to have this job. It's pretty scary actually, and I don't underestimate the challenges."

Lessons from the Yukon: the Canadian education experience

"BEWARE OF politicians offering simplistic solutions such as national testing, vouchers, trust schools and bulk funding," was the message from Terry Price, the President of the Canadian Teachers' Federation who visited New Zealand last month at the invitation of NZEI.

Terry Price was impressed by what she saw during her time in New Zealand. She visited schools and early childhood education centres in Auckland, Wellington and Christchurch during her three-week stay.

"In my professional opinion, you've got a remarkable education system. Teachers here are doing wonderful things with children. They're meeting children at their level and taking them forward."

Terry has bachelor degrees in education and physical education and has taught maths and PE over a 30-year period. For the last two years she's been president of the Canadian Teachers' Federation, which represents 240,000 teachers who belong to 18 provincial teacher unions. Education in Canada is run by the provincial governments.

Teaching in the Yukon

Terry began teaching in Vancouver in 1975, then in 1981 took a break and spent eight years in banking as a business loans manager. In 1989 she and her family moved to the Yukon, which shares a border with Alaska. 30% of the Yukon's population is aboriginal or Native Canadian.

It was a challenging place to teach as aboriginal students have low graduation rates and score poorly on achievement tests. But teaching PE, Terry saw a different side of her aboriginal students. "I didn't see them as being at a disadvantage because they ran circles around the non-aboriginal kids when it came to sports."

"We need to acknowledge their

strengths like sports and build on those to help lift their educational performance."

Terry is impressed at how Māori language and culture is being incorporated into the education system here and says that is also proving effective in the Yukon. "We have native language instruction in virtually all of the schools in the Yukon but that presents problems because there are nine different aboriginal languages in a population of just 30,000 people."

Terry says Yukon's aboriginal children respond well to including their language and culture in their education. "You can see them becoming more empowered, whereas the aboriginal kids in larger centres, like Vancouver or Toronto, lose their heritage, and their culture becomes lost."

She says Canada can learn from what New Zealand is doing with Māori education but stresses that the Canada's aboriginal population is more diverse. It includes Inuits and Metis and 75 First Nations tribes, with 75 different languages.

Free-market "reforms"

Looking at the broader education picture, Terry believes New Zealand can learn from Canada by not making the same mistake that several provinces have made in following free market policies inspired by Sir Roger Douglas.

When his parliamentary career ended in 1990, Sir Roger spent time in Canada funded by a think tank called the Fraser Institute. His recommendations led to provincial governments in Alberta and Ontario following

what became known in Canada as the "Sir Roger Douglas Model" which involved a push to privatise public services like education and health.

In Ontario a Progressive Conservative government was elected in 1995 by promising a 30% cut in income tax, which required a major cut in spending on public schools and hospitals. Parents were also given a tax credit if they sent their children to private schools. Opposition parties labelled this a voucher system in disguise.

"For eight years the public in Ontario saw the kind of things that Sir Roger Douglas had promoted. A voucher system to promote private schools and under funding of public schools, which literally began to rip at the seams."

"It got to the point where parents were spending their whole lives fundraising or doing repairs on their schools, and in the end they said 'this is wrong'."

In 2003 the Progressive Conservative government was defeated in a landslide and a new Liberal government immediately budgeted \$2 billion dollars to resurrect Ontario's public schools and hospitals.

In Alberta, Sir Roger advised the Premier to establish charter schools. These were introduced in 1994, with the claim that this would provide parents with more choice in education. They're run by parents, are completely bulk funded and the staff are on individual contracts.

Alberta's largest charter school, The Global Learning Academy, lasted two years before it was

Continued on next page



Canadian Teachers' Federation President Terry Price, surrounded by students from Newlands Intermediate in Wellington.

New look for Rourou!

Readers may notice that NZEI Rourou has a new look this month! We have moved to a new printer, Times Colour Print, and we have changed to gloss paper. The change is part of our efforts to provide the best newsletter possible to our members, to keep Rourou one of New Zealand's leading sources of education information, and to grab the attention of our members, the government and the public, so that we can heighten awareness of important education issues.

However, we are also very aware of the importance of keeping NZEI a cost-effective organisation! Please note that we have been able to attain this improved print quality, service and gloss paper at similar cost to previous editions.

Canada:
Continued from
previous page

shut down with serious financial and governance problems. The Mundare Charter School lasted a year and was closed after running up a \$45,000 debt.

Standardised testing is another legacy of the free market education policies adopted in Canada.

"The idea is that testing will raise standards by showing which school is performing well and which isn't. It's supposed to force under-performing schools to pull up their socks or lose their students," says Terry

She warns this is stressful for students and stifles learning because teachers end up teaching to the test. A student Terry taught broke out in hives the night before a major test. "He did very poorly and had to repeat the maths course even though he was a 90% student and had a good understanding of the content of the curriculum."

She says the lesson is, don't be seduced by politicians offering simplistic solutions such as national testing, vouchers, trust schools and bulk funding, to the complex process of education and learning.

"Applying a market ideology to education does not work. If you really want to improve education, look at countries like Finland, which consistently does well in the international surveys like PISA."

"In Finland we see no standardised tests, no grade repeating. They have a well-funded public education system with well-trained and highly-valued teachers and class sizes that are among the smallest in the OECD."

Terry is convinced the key to providing quality education is a well-resourced public system. She had plenty of opportunity to spread her message. While here she met the Associate Education Minister, David Benson-Pope, National's education spokesperson, Bill English, and the party's industrial relations spokesperson, Dr Wayne Mapp.

She also met New Zealand First education spokesperson, Brian Donnelly, Greens MP Sue Bradford, Labour MPs Lianne Dalziel and Tim Barnett, and School Trustees President Chris Haines. Terry also spent 35 minutes talking to Linda Clark on National Radio, appeared on Breakfast TV and was interviewed by the Education Review and the PPTA News.

She particularly enjoyed time spent with fellow teachers. "I'm proud to be a teacher, and as I see New Zealand teachers in their classrooms it makes me even prouder."

"I see wonderful skills and wonderful things happening here, and I'm proud to be part of the same profession."

Terry's term as CTF president ends in July, and she's looking at returning to teaching in the Yukon. "I miss the kids. Kids keep me young. It's important to stay connected to what teachers are doing everyday. We have a lot of great teachers in Canada, and they're doing some great things."

Election '05

National education policies a blast from the past

Rourou will be analysing the political parties' education policies in the run-up to this year's election. We start with National's education manifesto, outlined by Don Brash on April 13.

1. National says New Zealand needs a world class education system.

Comment: New Zealand has a world-class education system, proven by international studies. In the 2003 PISA study, which assesses the reading, maths, science and problem solving abilities of 15-year-olds, NZ children had the 6th highest average literacy score out of 41 countries.

In the latest TIMMS study (released 2004), which assessed achievement in maths and science of 10 year olds in 25 countries and 14 year olds in 46 countries, New Zealand students scored either at or significantly above the international average.

School staff are working hard to make our world class education system even better. The TIMSS study showed a significant improvement in the maths and science performance of our 10-year-olds. This was achieved by providing teachers with professional development and improving teaching resources.

2. National would introduce national standards in numeracy and literacy and establish a testing regime to determine if a child had achieved the standards by age seven.

Comment: NZEI fully supports assessment in schools. Each student and their parents should know how well they are doing, what improvements are being made, and where more work is needed. As Dr Brash points out, New Zealand schools already use a range of effective assessment tools. However, each assessment tool monitors only a small segment of each student's knowledge. Currently teachers use their professional judgment alongside the results to plan the next learning step. Nationwide standardised tests would inevitably be simplistic. National testing regimes do not recognise students develop at different rates in different areas of knowledge – instead, they fall back on a "one size fits all" mentality. Experience of standardised testing in Britain and Canada shows that it stifles learning because teaching becomes restricted to helping students to pass the tests. Teaching young students that if they do not colour an oval in correctly the machine will not be

able to read their answer is poor use of valuable teaching time. Stress levels of children are increased and they become disengaged from learning. This is why the tests have been scrapped in Wales and Scotland.

3. National would provide vouchers for seven-year-old children who failed the literacy and numeracy standards. These could be used for private tutoring.

Comment: New Zealand already has one of the best reading intervention programmes in the world, using specially trained teachers who work one-on-one with children and achieve a very high success rate. What is needed is more funding for this model, not a voucher system that is simply a device to privatise education.

National's voucher scheme is inefficient, requiring a new and costly administrative procedure to monitor the tutoring and assess its effectiveness. It would mean children waiting until the end of the day to get help with their reading while working parents would struggle to get their children to private tutors after school.

Instead of vouchers, the money should be given to schools to ensure that every student is receiving a quality education according to their needs. This could be achieved by smaller class sizes and providing focussed professional development for teachers. This approach produced significant improvements in the reading skills of six year olds at school trials in Mangere and Otara.

4. National would bulk fund all school salaries and costs from a single grant.

Comment: Bulk funding, with its capacity for huge differences in staffing provision based on individual schools' fundraising ability would take us further away from the goal of equality of opportunity for all New Zealand children.

Decentralising school management does not necessarily result in less workload for principals and school boards. For example, having principals and school boards directly negotiate and manage employment agreements with individual teachers is hardly going to simplify life for



them. Principals need to be the professional leaders of their schools – compulsory bulk funding would add to, rather than reduce their current administrative and managerial burdens.

Bulk funding regimes could ultimately lead to cuts in central education funding, so that parents would end up paying increased student fees. The last time bulk funding was tried in the late 90s, many schools found themselves in financial difficulties. The Ministry's advice was 'to adjust their staffing profile'. In other words, get rid of expensive (ie, experienced) teachers and hire cheaper ones.

5. National would remove school zoning to give parents real choice about where their children are educated.

Comment: National is recycling its own failed policy. A National government abolished zoning in 1991. Removing zoning did not result in parents or students getting greater choice, it resulted in schools cherry-picking their students, creating over-crowding.

As a result, a National government had to re-introduce zoning in 1998 requiring schools to establish geographical zones so children had the right to attend their local school and couldn't be excluded because the school preferred children from another area.

6. National would allow schools with "a reputation for excellence" to have complete control of their finances and employment of staff. These "trust schools" would be owned by the community and would be able to take over weaker schools in their area.

Comment: Many trust schools established overseas have failed to live up to expectations. In Canada they are called charter schools. In Alberta, the largest charter school had to be shut down because of serious financial and governance problems, while a second lasted only a year before financial difficulties forced it to close. These Charter Schools were part of a pro-

gramme of privatising public education. National is following the same agenda by corporatising public schools as a stepping stone to privatising them.

7. National would give schools the ability to negotiate directly with teachers and give them the ability to "pay good teachers more".

Comment: There is no evidence to show that having each teacher negotiate their pay and working conditions would improve the quality of education in our schools. Teachers know this. That's why the vast majority choose to be covered by collective agreements. They know that, to be effective, they need to work together, sharing their knowledge and experience in a co-operative and collegial atmosphere. Injecting competition into teaching through individual bargaining and performance pay would destroy that atmosphere and the quality of education in our schools would suffer.

Last year 40,000 teachers in primary and secondary schools were involved in successful collective bargaining. The improvements in their working conditions enhance the learning conditions of 735,500 children in our state schools. Those negotiations led to on-going work on teachers' workload and career paths that will produce further improvements in the learning environment at our schools.

8. National will increase parental choice by "lifting the state's contributions to private schools".

Comment: The best way to ensure every child in New Zealand receives a quality education is to have a well-resourced and free education system. This will not be achieved by diverting taxpayers' money to private schools. Dr Brash is wrong when he says there is a growing demand among parents to send their children to private schools. Ministry of Education figures show private secondary school rolls dropped by 6.5% last year and by 3% in 2003.

A *National Business Review* poll in 2003 found that nearly 80% of parents are satisfied with the standard of education their children are receiving at state schools. Even if money were no object, 49% would not send their children to a private school, but would keep them where they were.

News Bites

Online enrolment system for schools

A new online student enrolment system under development by the Ministry will replace the current paper-based procedure with a simple electronic process. Users will update records over the Internet as students enrol, change schools or leave the school system. As well as reducing the time and effort for schools, the system will automatically alert the last school when a student has not enrolled after 20 days, enabling the non-enrolment tracing process to begin promptly. The new system will be piloted in six Manurewa schools over August/September. The system will then be rolled out to intermediate and secondary schools in early 2006. Primary schools will be included later; planning for this will start in July 2005. Further information is available on the Ministry's website, <http://www.minedu.govt.nz/goto/ems>.

Jump rope for heart

The Heart Foundation invites teachers interested in quality physical activity to attend a Jump Rope for Heart (JRFH) Professional Development Workshop. The workshops will be held during terms two and three in 14 locations around the country. The workshops aim to increase teachers' understanding and confidence in using the health and physical education curriculum-based programme. JRFH is easy to use, with age-appropriate skill development for Years 1-8, and comes complete with curriculum links, unit plans, sample lessons and assessment tools. Those interested in attending any of the workshops listed below can register online at www.heartfoundation.org.nz, email JRFH@nhf.org.nz, or phone Lee Dalton on (09) 571 9191 ext. 738.

Workshop Locations and Dates (all are held from 3.45pm to 5.15pm):

Gisborne, 23 May
Gisborne North, 24 May
Napier, 26 May
New Plymouth, 2 June
Wellington, 8 June
Hamilton, 14 June
Tauranga, 15 June
Taupo, 16 June
Timaru, 21 June
Ashburton, 22 June
Christchurch, 23 June
Dunedin, 28 June
Cromwell, 29 June
Westport, 3 August.

Beeby Fellow

NZEI member Jannie van Hees has won the prestigious 2005 Beeby Fellowship. Jannie is employed by Auckland's Faculty of Education, and she is currently Project Director for the faculty's Oracy Literacy Learning Initiative and English Language Assistant's Professional Development programme. Her work as Beeby Fellow will see her producing

a book, supported by a DVD/video, tackling issues that have emerged from her work. She will particularly focus on oral language, especially in relationship to classroom practices. The Fellowship, a joint initiative between the New Zealand Council for Educational Research and the New Zealand National Commission for UNESCO, is worth \$25,000 with the recipient expected to devote 3-4 months full-time to developing resources drawn from their research.

Safety in School for Queers

The SS4Q (Safety in School for Queers) campaign to demand safety for gay and transgender students and teachers in schools will be launched at a national conference in Wellington, June 11 and 12, 2005. SS4Q is an initiative that has brought together a number of prominent organisations and individuals including: the New Zealand AIDS Foundation, Rainbow Youth, Human Rights Commission, Post Primary Teachers' Association, Out There and the Family Planning Association. SS4Q spokesperson Sarah Helm says, "This is one of the biggest human rights issues facing the queer community – young people's right to go to school and be treated with respect and dignity." Some schools have made changes to be more inclusive of gay and transgender youth, but there is also the issue of staff. "The PPTA has told us that many gay teachers don't feel safe being out. "If they don't feel safe, how can students?" asks Sarah. The conference will discuss strategies and information about the situation in schools and is open to young people, families, teachers and interested people. Registrations can be made by going to: www.outthere.org.nz, or emailing sarah.helm@nzaf.org.nz.

Union Women's Power

Enrol now for the NZCTU Women's Conference 2005, Union Women's Power. The conference is being held at Victoria University Student Union Building, Kelburn, Wellington on Friday 17 - Saturday 18 June. Registration, which must be received by 2 June, is \$55 per person. Talk to your district councils and branches about funding travel, accommodation and attendance at this conference. This conference is EREL funded. Conference themes include Union Women's Power in industries and sectors; unions; communities; and the election. The guest speaker is Max Adlam from Construction Forestry Mining & Energy Union, Australia. For registration forms please call Susan on (04) 382 2728 or email susan.elliott@nzei.org.nz.

Retirement savings news

New Provider for the Teachers' Retirement Savings Scheme

In late March 2004, the Global Retirement Trust (the current provider of the Teachers' Retirement Savings Scheme) advised NZEI that it will be disbanding in September 2005.

The scheme itself is not under threat. All savings and investments will simply be transferred to a new provider. NZEI has been engaged in discussions with the Global Retirement Trust, the Ministry of Education and the State Services Commission to ensure that a suitable provider will be appointed and that there will be a smooth transition.

Until the new provider is appointed, there will be a temporary moratorium on new members joining the scheme. This moratorium is only expected to last a few weeks, and will probably have been lifted by the time this edition of *Rourou* reaches work sites.

For those scheme members who have not yet moved their contributions from 1.5% to 3.0% of gross salary (this mainly affects PPTA members), there will be no effect. The move to 3.0% contributions will take place on 1 July as scheduled.

NZEI National President Colin Tarr expressed his satisfaction in the process of appointing a new provider. "NZEI members have been kept informed and NZEI staff have been closely consulted every step of the way" he said.

An announcement about the identity of the new provider will be made in the next *Rourou*.

NZEI members with questions are welcome to address them to free phone 0508 483 224 or email trsresp@mercer.com.

Increase in Employer contribution in the State Sector Retirement Savings Scheme

Many non-teaching members

of NZEI joined the State Sector Retirement Savings Scheme (SSRSS) last year (some teaching members did as well). Members of this scheme will have the employer contribution lifted from 1.5% to 3.0% of gross salary on 1 July 2005, provided they lift their own contribution to a minimum of 3.0% of gross salary.

Most NZEI teachers joined the TRSS a year earlier, but a few joined SSRSS last year. These people are already likely to be contributing at 3.0% because the TRSS moved to that level in 2004, and teachers joining SSRSS were allowed to commence at 3.0%.

Members now eligible for the higher employer contribution should have received more details about the increase from your SSRSS scheme provider in early May. If you want to increase your contributions to get the matching increased employer subsidy, make sure you send your contribution increase form in before 27 May.

Further details can be obtained at www.superscheme.govt.nz.

Don't forget, particularly if you're employed as a support staffer in a school, with GSE or in a kindergarten – it is never too late (or early) to join this scheme.

New faces in the NZEI team



With last year's increase in membership subscriptions, NZEI has employed 16 new field staff to directly support members with negotiations, campaigns, dispute resolution and legal advocacy, among other tasks. Field officers and Takawaenga (Māori officers) are the first point of contact for members with questions or concerns. The new staff will be based around the country – look for them at your worksite soon! Left to right, with regions indicated: Pauline Kumar (Northern), Sue TeTai (N), Denise Cornford (Central), Dayle Belcher (Southern), Michelle Maguren (C), Barry Maughan (N), Tanya Gant (S), Jane Porter (N), Julie Fairey (N), Rudd Hughes (N), John Utting (N), Chrissy Toy (N), Joseph Stanley (C). Not pictured: Simone Stevenson (N), Bill Anderson (N), new Takawaenga).

Four steps to better assessment

IT'S ELECTION YEAR, which means that student assessment is a political topic again. Politicians want students, schools and teachers to be graded, boxed and ranked so that we can all know who is succeeding and who is failing. Parents want to know what their child's assessment means and if their child is doing okay. Teachers want to be able, for once, to explain what it is they do, and why, in the midst of all this debate.

The same debate over assessment rages in Britain. British educationalists are again attempting to explain the value of formative assessment rather than grades and rankings to the world. This time, marching bravely into the fray is a team of academics from the University of King's College, London. Professors Paul Black and Dylan Wiliam, along with Christine Harrison, Clare Lee and Bethan

The benefit for teachers is a change in the motivation that their students bring to the classroom. Achieving and learning is no longer an ego-driven competition for higher marks than one's peers.

Marshall, have recently written an article in *Phi Delta Kappan* entitled *Working Inside the Black Box: Assessment for Learning in the Classroom*.

Black and the others have argued, with vigor, in previous works that if teachers improve their formative assessment, more students achieve better. Their latest article provides advice on how to go about doing just that.

The King's College team highlights a series of small steps that teachers can take to improve their assessment practices. Integrating these practices as part of assessment leads to a change in the way students learn and the way teachers teach.

Step One

The first step Black and the team propose is waiting longer for an answer after asking questions. They note that most teachers wait less than one second for an answer, and if they then don't get an answer they provide one themselves. A longer wait time between questions allows students time to think, discuss and debate answers. They switch from racing to give the correct answer, to working collaboratively to understand the issue they are being questioned about. It also changes the way teachers work, so that they are sharing in a developing discussion about the answer, rather than simply

presenting questions as competition.

Step Two

The second step is not giving grades and scores in formal assessments. Black's team argue that marks and grades distract students from the more important comments that teachers give on how they can improve. Students do not learn anything from marks, but (justifiably) perceive marks to be the most important part of assessment. They compare their marks against each other rather than measuring themselves against the task at hand. Without marks, they are required to focus on the comments their teacher has made and incorporate that feedback into further work. "A numerical score or a grade does not tell students how to improve their work, so an opportunity to enhance their learning is lost."

Black's team suggest that grades can still be recorded, if needs be, but perhaps they could be withheld until after each student has responded to the assessment comments they are given, or could be kept in the teacher's record book, without being recorded on each student's work.

Step Three

The third suggested step is greater use of peer assessment and self-assessment. The King's College academics note that self-assessment and peer-assessment make students think more critically about their learning journey. They need to examine what constitutes successful work and learning. Students are more willing to discuss each other's self-assessments and peer-assessments than they are to challenge a teacher's assessment. This means that they continue to learn throughout the assessment, rather than ending the learning process before assessment begins.

Step Four

The King's College research suggests, as the fourth step, using summative tests in a formative way. Students can highlight areas of an upcoming test where they think they need more revision and work together to fill those anticipated gaps in their learning. Students can also write



Teacher Aide Lynley Walker helps student Danielle Bonnington with her work. British scholars assert that formative assessment and feedback, rather than numerical scores, will help students achieve more.

their own test questions in preparation for a test.

A small change to assessment, like one of these four steps, makes learning more active for children. It also challenges them to take greater collective ownership of their learning. It can however, also be a challenging task for teachers, who need to spend time thinking and preparing questions and assessment feedback for their students. Steps such as these place responsibility on the professional judgement of teachers, rather than on standardised tests and marks.

The benefit for teachers is a change in the motivation that their students bring to the classroom. Achieving and learning is no longer an ego-driven competition for higher marks than one's peers. It becomes a team exercise where everybody's effort is required and valued, and where the focus is on the task rather than the mark.

The team suggests to teachers they work in small steps, trying maybe just one strategy at a time and seeing the changes in learning for themselves. For teachers to be successful they normally need the collaborative support of their whole school. Principals can play a vital role creating an environment where teachers can experiment with formative assessment practices.

Strong formative assessment practices such as these have improved grades for students of all abilities, but especially those who were achieving the least. It can cause stress for teachers who feel compelled to get through all the information in the curriculum. It slows them down as they assure themselves that students understand the information that they received. It often means doing one thing well rather than covering several subjects lightly.


All of this may sound like common sense to teachers and principals, but it highlights the need for teachers faced by a crowded curriculum and increasing demands for marks and rankings to ensure that communities

have a strong understanding of what it is students do and how. Talking to parents about formative assessment practices, including some of the simple practical steps suggested by King's College, is a good start.

Working Inside the Black Box: Assessment for Learning in the Classroom is written by Paul Black, Dylan Wiliam, Christine Harrison, Clare Lee and Bethan Marshall and was published in *Phi Delta Kappan* in September 2004. The full article and its predecessor, *Inside the Black Box*, can both be ordered from

the nferNelson web-site, www.nfer-nelson.co.uk, for about 3 pounds (just search the site for "black box" when you get to the web page).

Editor's note: The New Zealand Ministry of Education policy is that assessment information gathered and analysed should be used to inform future teaching. Formative assessment as described by Black et al, the assessment tools available and the use of them can be found in the Ministry's "curriculum update, issue 54, April 2004 - on www.tki.org.nz.



**TEACHING & LEARNING
RESEARCH INITIATIVE**
NAU I WHATU TE KAKAHU, HE TĀNIKO TAKU

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
C/- 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 tlri@nzcer.org.nz

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

LETTER TO THE EDITOR

AS AN experienced primary school teacher with postgraduate qualifications, I am extremely concerned by the excessive and ever-increasing workload with our job.

We all appreciated your work at "Parity" with our secondary colleagues and look forward to our hour's release at the end of the year.

In the last few years there have been more Government directives: mainstreaming, gifted children, Numeracy, asTTle, ICT etc. It is time NZEI spoke out for the needs of the teachers and provided research to Government on these new initiatives and the effects to the teacher workload and wellbeing weighed against the educational gains. It is interesting to read the PPTA articles about secondary education, but where is the voice of the primary teachers? There is high expectation with all the new initiatives that there will be a lot of teacher goodwill involved in implementing them.

The Numeracy Programme, for example, was presented to our cluster three days before the holidays with the assumption that it would have all the tasks laminated, games and boxes purchased, organised and ready to go in the first week of Term Two. In Australia where the project was initially launched, teachers were issued with the kits ready to go. Our teachers have already spent hours testing each child individually – up to three days of testing. The Government provided funding for one day's release. This is only one aspect of our curriculum. Teachers are already stretched for time and energy with assessment, large classes and the continual paperwork. It is hard not to become negative with the unrealistic demands.

NZEI spoke out against national assessment in primary schools. What is your view on the introduction of a national database for asTTle or the Numeracy Project – surely this is a form of national assessment?

I joined the Union for a voice to present our case. I am hoping that you will use our subscriptions to help make the profession more manageable again!

Kathy Stone
Christchurch

Editor's note: NZEI has negotiated 10 hours per term of classroom release time as part of the primary teachers' collective employment agreement. It takes effect from Term 4. A workload study, which will examine the work of teachers and teaching principals, is also being carried out by an independent research group.

Fit for the job

FOR A man with a big job ahead of him, new Teachers Council Director Peter Lind looks relaxed. His casual dress and open, friendly manner suggest a rural principal rather than a Wellington bureaucrat. He's the fourth director in three years, but he's not letting that faze him. It's hard to imagine anyone whose educational background better qualifies him for his new role.

A former primary teacher and principal who has taught in rural, city and area schools, he was director of teacher education at Massey University for the past four years, where he developed programmes from early childhood education through to secondary. He has also done post-graduate education in Canada, and has completed a PhD on the subject of teaching practicum as preparation for first year teachers. "All those things managed to give a credibility and also an understanding of the dimensions of teaching and what's required to advance New Zealand teaching," he says.

He wants to see the Teachers Council develop an advocacy role as well as its regulatory role, "to ensure that teachers feel their voice is being heard in political and government circles".

So will the Teachers Council be advocating for teachers on issues such as workload, which can affect their professional competence? "I don't see the role of the Teachers Council as



Peter Lind: The Teachers Council should have an advocacy role.

industrial in that sort of sense, but I do see as advocating for what the responsibilities are that we expect of teachers, what we can reasonably expect from the profession. We would be wanting to promote and advocate for quality and quality delivery from schools and early childhood centres."

As well as attending to its core requirements, such as the renewal of practising teacher certificates, the council, he says, wants to promote initial teacher education standards and also look at advice and guidance programmes for provisionally registered teachers.

He sees the development of the Code of Ethics as a major step forward. "I think it's quite

rightly aspirational. It's looking at stretching and developing the profession, saying these are the sorts of qualities we expect from teachers. It gives a benchmarking for schools and early childhood centres and parents to work from."

One of the areas he would like to see the Teachers Council get involved in is the development of a pathway for accomplished classroom teachers who don't necessarily want to progress to management and principalship. "It's challenging because when you look at teaching, it's a very complex task."

He agrees that a return to bulk-funding of teacher salaries could undermine progress in that direction. "Clearly the professional pathway for a teacher towards excellence must be recognised and it must be recognised in terms of salary scale as well. I think it would be very detrimental if we moved towards a pathway that encouraged boards to employ teachers simply because they would be less expensive than an accomplished teacher. I think that's one of the dangers of moving towards a bulk funding model, where the squeeze came on salaries."

As well as his professional interest in improving the quality teaching and education, Peter has a huge interest in sport and physical fitness. He has been fitness trainer for a range of teams, including the champion Blackferns in two World Cups. He thinks it's important that schools still provide students with opportunities in the arts, recreation and sports. "I'm certainly keen we don't diminish the number of areas we have as strengths. For example, I'd be keen to promote movement, dance, music and the arts in schools. I still think that provides a richness that would be disappointing to lose. If you ask me what an effective teacher is – one of the key things about a teacher is that they are able to engage the creative innovative dimensions of a child or young person. And often that's through other areas of the curriculum than just numeracy and literacy programmes."

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

Get Up	Maranga Mai
Mōrena Good morning	Mō as in more re as in rare na as in nah
Kua horoi koe? Have you had a wash?	ku as in koo a as in ah ho as in haw ro as in raw i as in ee ko as in <u>core</u> e as in air
Kua kai koe i tō parakuihi? Have you had your breakfast?	ku as in koo a as in ah ka as in car i as in ee ko as in <u>core</u> e as in air i as in ee tō as in <u>turn</u> pa as in pah ra as in rah ku as in koo i as in ee hi as in hee

WHAKATAUAKI

E kore e hekeheke he kakano rangatira.
I will never be lost, for I am of the seed of chiefs
[Our ancestors will never die, for they live on in each of us]

New Teachers Council Director Peter Lind wants to ensure that teachers are heard in political and government circles

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