

# NZEI ROUROU

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

## 35,000 New Zealanders sign support staff petition



In just 10 weeks, school support staff gathered 35,000 signatures on the NZEI petition highlighting the major problems caused by the bulk funding of their salaries. Associate Education Minister Parekura Horomia was handed several black boxes containing the petition and a t-shirt saying "Give Support Staff A Fair Go" at a rally on the steps of Parliament on Support Staff Day, June 15. NZEI National President Colin Tarr and Pam Cooper, who chairs the Support Staff Funding Working Group, presented the petition to Mr Horomia. Support staff from throughout the country were at the rally and cheered as Mr Horomia, Colin and Pam cut a cake to celebrate Support Staff Day. Mr Horomia said the Government's education ministers have initiated a review of school's operational funding, which will include support staff funding. He said they will consider the petition's call for a ministerial working party to develop a fairer and more effective funding system for support staff.

## Proven model essential for 'high standards' (EHSS) initiative

NZEI Te Riu Roa and the New Zealand Principals' Federation (NZPF) met with senior Ministry officials and the Minister of Education last week to reiterate the key facets that need to be part of the Extending High Standards in Schools (EHSS) initiative.

NZPF President Pat Newman said, "Whilst NZEI and NZPF support the Government's intention to provide some resource to promote collaboration, share good practice and extend high standards across all schools, it's vital the way this is done is appropriate, equitable and effective. Proven models of sharing knowledge within and between schools, such as professional learning community approaches, need to be well resourced and supported by the advisory services."

"We do see a key role in this work for the school advisory services. Overseas research clearly shows the facilitating, brokering and championing of collaborative work is crucial to its success. The involvement and resourcing of advisory services experts to be part of this work is something we want to see within the model," says NZEI Te Riu Roa National President, Colin Tarr.

When the initiative was first announced in October last year, it was to involve around 10 percent of schools, deemed to be 'high performing' or 'effective', being nominated or nominating themselves to receive a slice of a contestable fund of \$28 million over

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## Ready, set... CRT is prepared to go!

FROM NEXT term, each permanent or full-time relieving teacher will be entitled to 10 hours of classroom release time (CRT) per term. NZEI is inviting principals and NZEI site representatives to a series of after-school meetings to help schools develop a CRT policy. The meetings are taking place across the country from June 14 to July 7. NZEI has been working with NZSTA and the Ministry to prepare guidelines and resources to help schools understand CRT and design a policy for its use in each school. A guidelines booklet will be distributed at meetings.

Classroom release time was negotiated by NZEI as part of the 2004 Primary Teachers Collective Agreement to help address

teacher workload while maximising benefits to student learning. From 2007, teachers working 0.8 or more will also be entitled to CRT on a pro rata basis. CRT can be used for a variety of purposes, including planning, assessing, research and personal professional development. Each school will include a list in its CRT policy after consultation with teachers. CRT hours can also be accumulated so teachers could, for example, have two days per term instead of an hour per week. The school policy will determine how CRT is allocated.

The CRT booklet and frequently asked questions on CRT are on the NZEI website at: [www.nzei.org.nz/get/621](http://www.nzei.org.nz/get/621).

## CRT already here for some

SOME TEACHERS have already had a taste of classroom release time. At Karori Normal School in Wellington, teachers have been enjoying some CRT for the past three years. "Our staff get an hour and a half of release time per term," says principal Diane Leggett. The teachers are on a CRT roster and a part-time teacher is employed to relieve them. "It's a start, is how I would put it," says Diane. "It shows we value the staff and it's a gesture that we know they have very large workload."

It's a gesture that third year teacher Phil Jones appreciates. "I have a role in ICT in the school and some of the time is used to create the student intranet which we have in the school," he says. Phil also uses the time to catch up with running records, and "making sure all the planning is okay". One of the most valuable uses, he finds, is observing other teachers in the classroom. He's look-

ing forward to having more release time from next term. "The pressures of the job are quite high, especially around reporting time. You'd spend hours at night working on reports, so it helps to cut down the paperwork side of teaching - and everybody benefits at the end of the day."

At Kelvin Road School in South Auckland, CRT has made a real difference to staff retention since it was introduced at the beginning of this year. As in many decile 1 schools, staff turnover was a problem in Kelvin Road School. The school staff included a number of young South Island teachers who couldn't get jobs at home but left when they'd gained more experience or went overseas to help pay off their student debt. Since CRT was introduced, the school has not lost a single teacher. "That's been really pleasing, and good for the kids. It provides a much-needed stability," says principal



Karori Normal School teacher Phil Jones takes advantage of classroom release time to do some ICT work.

Tommy Robertson. "Parents are pleased too. They like to know that the staff they get to know are going to be there next year."

Teachers at the school get between 7.5 and 10 hours per term, and a full-time CRT reliever has been employed. One of the advantages of starting CRT from term one was that the school was able to attract a good, experienced teacher. "We wanted someone who could work well with kids and also with teachers," says Tommy. Kelvin Road's experience with CRT has helped to develop the guidelines for classroom release time.

# Tax cuts or investment in education?



**Kia ora.**

The Budget announcements have arrived, and there aren't any surprises in terms of new education investment. There is some help for low-income families with savings and housing, increased parental support programmes and increases in education funding (albeit, some of it, in more contestable pools), but the level of new spending in the primary sector over the next four years is modest.

A clear priority for education

practitioners, parents and policy makers is quality learning outcomes for students. We all know that quality teaching is critical to greater achievement in learning, and last year primary teachers welcomed the Government's agreement to fund a decent pay settlement, along with a commitment to the classroom release time that NZEI members advocated for. This will go some way toward recognising the workload issues associated with quality teaching provision.

Also on the quality theme is the continuing support for early childhood education with \$152 million in the 2005 Budget. It is pleasing to see an acknowledgment of the overwhelming body of research evidence that quality ECE makes an enormous difference, with the Government delivering tangible, sustained and significant strategic planning and resourcing to the EC sector.

The Budget hasn't, however, addressed some key issues. Given concerns around the operations grant formulae, the \$77 million in new operations funding over the next four years is obviously needed, but it doesn't automatically

give thousands of school support staff greater job security. Without a better system of funding wages and providing job security, the plight of these workers (some on just \$11.49 an hour) will continue, as will the pressure on school budgets and the stress on our principal members who work hard to make ends meet. That's why the campaign to have a working party established to look at the issue of support staff funding is in full swing this year as part of the collective agreement negotiations.

Another area of concern for members is the debt burden faced by our beginning teacher colleagues, and while NZEI welcomes the relaxation in student allowance eligibility rules, this move doesn't address the problem of ever-increasing tertiary fees and the lack of a living allowance for most students. This will impact on the education system over time through recruitment and retention problems. It's an area where further investment is needed.

Over on the Opposition benches, the National Party say tax cuts are the way to go, with their

finance spokesperson, John Key, indicating National will reduce government spending by some billions within three years. Education would be one area where cuts would be made in order to make such huge reductions. Indeed, John Key acknowledges his party's tax cuts would be partially funded by layoffs of Ministry of Education staff. Whilst on the face of it this might sound quite appealing, it needs to be remembered that at least 80 percent of these staff are in fact front-line people working directly with children, schools and centres.

Mr Key is wrong if he believes these workers could be laid off with no impact on children's education. He seems to believe that anyone who works for the Ministry of Education, who is not a teacher, is not involved in education and can therefore be axed. This shows a lack of understanding of how the education sector works. Support teachers and other front-line education staff need to be able to carry out their learning and teaching work with students. Achieving such huge reductions in Government spending wouldn't stop at layoffs of Ministry

staff. Those of us in schools and centres need to think about the effects a 15 to 20% reduction across education would have on our students and on the learning and teaching programmes we need to offer.

Mind you, with it being election year we have all manner of politicians espousing their views of what is wrong with the New Zealand public education system and what is needed to put it right. Thankfully this will blow over soon after the election, since most people do recognise the very good work that is being done in our early childhood education centres and schools.

Kind regards

Colin Tarr

**NATIONAL PRESIDENT  
TE MANUKURA**

## High standards – continued from page 1

four years.

However, this model is not supported by overseas research.

"Overseas research shows the 'Hollywood' model of a lead school being promoted at the expense of other schools has failed," says NZEI National President Colin Tarr.

"For example, so-called Beacon Schools in Britain have not improved student learning. We certainly wouldn't want to see failed overseas models imported into New Zealand.

"Moreover, providing a financial reward for a particular definition of excellence is a form of 'performance pay' for schools. It would create inappropriate competition between schools and undermine collegial sharing of good practice," says Colin.

It now appears that a more needs-based and tailored approach will be taken to funding various initiatives that clusters of schools might wish to pursue. This is something NZEI and NZPF have advocated strongly for.

The meetings that have occurred this week have resulted in an agreement to convene further talks to discuss the model and how best to utilize the resources appropriated for this initiative.

## Pay parity finally takes effect

QUALIFIED early childhood teachers covered by the Consenting Parties collective agreement will get pay rises of between 2.4 and 12 per cent on July 1 as the first installment of pay parity takes effect.

The increase, provided for by budget funding which delivers increases to early childhood services of up to 18 per cent, follows the settlement of the agreement last year.

Teachers received an interim

pay rise in November prior to the new funding system coming in on April 1.

Of the July 1 pay rises, the highest increases will go to those with degree qualifications and/or positions of responsibility.

Further pay parity installments will be introduced each July for the next three years, providing government funding continues to increase to meet the costs of pay parity.

## Around and About

NEWS FROM OTHER UNIONS

A MAJOR contributor to Ireland's economic success over the past decade has been social partnership agreements between employers, unions and government. Peter Cassells, pictured here with NZCTU president Ross Wilson, played a key role in developing those partnerships as General Secretary of the Irish Congress of Trade Unions and later as chair of the National Centre for Partnership In New Zealand last month, he briefed



unionists on the Irish model, stressing that partnership should not be seen as an end in itself; it needed to produce real gains for workers.

### NZEI ROUROU

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## Have you seen?

### All worksites

Branch Circular 2005/5  
Teachers in Debt: A Report Card

### All branches

NZEI Te Riu Roa Annual Meeting 2005  
Branch Secretary Information Pack

### Early Childhood

Agreements '05 No. 6  
Salvation Army Early Childhood  
Collective Employment Agreement  
Negotiations about to start

### Special Circular 2005/13

Education Support Workers in early  
childhood education settings

### Support Staff

Special Circular 2005/15  
Support Staff Funding Campaign  
Support Staff Day

### Special Circular 2005/14

Election of the Support Staff National  
Caucus  
Kaiawhina Tautoko (SSNCKT)  
Representative for Waikato District  
Council Area

### Group Special Education

Agreements '05 No.2  
Education Support Workers, Behaviour  
Support Workers and Communication  
Support Workers Collective Agreement  
Claims

## Letters to the editor

### Response to Rourou Student debt article

I am 26 years old and currently working in Te Kuiti. I spent three years overseas in Korea trying to pay off my student loan. This time overseas was difficult, and I managed to pay \$15,000 of my \$32,000 loan. Now I am paying just over \$200 a fortnight on top of what is taken out of my pay cheque. I also try and pay lump sums of \$200-500 every six months. However it seems almost impossible to repay it and the interest keeps increasing.

My time and energy spent in Korea seems almost pointless, and now I am considering returning as my loan increases again. It is so difficult to work, live and repay this huge debt, especially as a beginning teacher, in a small school. My current debt is about \$17,000. I started my masters and have six papers to do, but I don't

want to increase my loan as these papers are extremely expensive.

*Rochelle Lloyd*

### NZEI field officer home

Three years ago my wife Carol was admitted to Wellington Hospital after suffering a severe brain haemorrhage. At the time Carol was a field officer for NZEI and known to many members.

I meet members of NZEI regularly who ask how she is. I wanted to let them know that on the 6th May she finally returned home to live. Carol still needs 24-hour care but has made some progress, is very aware and remains the determined, loving person she always has been. We have received enormous support from so many people and wanted to say a big thank you to NZEI and its members for the kindness and support you have offered us.

*Mark Gosche*



# Election '05

*Rourou is analysing the political parties' education policies in the run-up to this year's election. Last month's issue focused on National's education policy. This month, we analyse the policies of the Green Party and United Future.*

## Greens headed in the right direction

THE GREEN Party's policy menu clearly reflects a listening approach to the education sector and there is much that NZEI Te Riu Roa endorses. The Greens strongly support public education and put heavy emphasis on co-operation rather than competition.

In sound initiatives to improve education resourcing, the Greens pledge to increase the operations grant by 10 percent, increase ORRS funding to 2 percent of the school population and boost the Special Education Grant. They want to implement the recommendations of the Early Childhood Services Strategic Plan Working Group and begin reducing pupil: teacher ratios toward the goal of 1:20 in primary and secondary and 1:8 for over threes in early childhood education.

The Green Party clearly recognises the importance of teachers through plans to improve pay, job security and professional development for teachers. It also supports pay parity across all sectors and hopes to introduce a one-year sabbatical leave for all teachers, including ECE teachers, at 80 percent of salary after six years of service.

However, while the policy notes the need for increased job security and professional development for school support staff and opposes bulk funding of their

wages, it fails to recognise the need for a fairer funding mechanism for support staff wages.

Student and beginning teachers will applaud the Greens' policy on pre-service teacher education, which supports NZEI-NZUSA's recent survey of new teachers' student debt. The Greens want to cap and then reduce student fees and introduce a universal allowance. They also want to introduce a debt write-off scheme so that for every year of paid full-time work (or unpaid full-time work such as parenting) a year's worth of debt is wiped. These measures would go far in ridding our country's young educators of crippling debt.

In an interesting reversal of the traditional "league table" approach, the Greens would introduce annual monitoring of the performance of all schools to enhance the learning, social and cultural outcomes of "at risk" learners. The proposal that schools could choose to develop into 'community learning centres' for learners of all ages and include integrated children and family support services is clearly influenced by international models. While such "joined up thinking" with health, social and child poverty policies is to be applauded, we caution that any such policy should make sure that delivery of support services do not detract

from schools' core functions of teaching and learning.

Unsurprisingly, the Greens put strong emphasis on environmental education, proposing to incorporate it into the core curriculum. They also voice strong support for Māori education, including increasing funding for learning in te reo and expansion of kura and kohanga reo. Specific measures to encourage Māori advisers and teachers of te reo, including increasing the number of scholarships available for training and supporting teacher professional development are included. It is pleasing to see specific policy recognition of Māori self-determination within education.

One negative is that the Greens appear to have bought into the idea that the education system is "in crisis", which it is not. As an immediate response to this "crisis", they propose a Commission of Inquiry into education. This would be unnecessary as there is much of quality in the current system. A focus on more effective consultation with key stakeholders would be less costly and less disruptive.

Overall, however, the Green Party's education policy is one to be applauded. We hope that other parties will take their lead and listen to the needs of the education sector as closely.

## United Future policies a mixed bag

MOST OF United Future's policies show clear evidence that the party has consulted widely within the sectors affected and made a genuine effort to come up with solutions to problems. In some instances though, the policies appear confused as the party tries to accommodate opposing views. For example, United Future would allow schools to choose bulk-funding or chose to have support staff salaries directly funded. It would increase support for private schools and relax zoning while also ensuring the operations grant was sufficient to meet public schools' costs.

United says radical change that would cause upheaval is not needed, which is correct, as New Zealand's education system is generally of high standard. Additionally, its views on some issues – such as the need for central funding of support staff – may assist NZEI's attempts to ensure current and future governments address specific problems in education.

In early childhood education, United Future appears to support the thrust of the ECE strategic plan and its emphasis on a qualified teaching profession. But it seems to have bought the Early Childhood Council's argument that the plan will lead to the closure of private centres – and suggests that support staff can "supervise children when they are not actively engaged in learning".

This appears to misunderstand how early childhood education is delivered.

On student debt, United advocates reducing loan debt by establishing scholarships and loan write-off schemes for teachers in return for a continuous period of employment in New Zealand, a positive step towards reducing student debt. It would also introduce measures to increase eligibility for student allowances. However, it supports the concept of a voluntary tertiary education savings scheme for parents, with a minimum endowment from government and incentives to encourage regular saving. This would not address the fundamental problems with the tertiary system, but rather shift the burden of debt to parents.

In its school policy, United Future demonstrates support for the public school system with a commitment of more funding for the operations grant and proposals such as partnerships between schools, and 'families of schools' at different levels to improve transitions. It appears sceptical about national testing and is aware of the problems of ranking schools.

Overall, while its policies are a 'pick and mix' based on electoral pragmatism rather than a clear educational philosophy, United Future does appear to see education as a priority and an investment.

## The election: at school and at home

### Teaching students about the election

The Electoral Commission has launched a competition with \$30,000 in prize money to reward the best teaching about electoral matters in the run-up to the general election.

Many teachers will already be using the general election as a context for student learning. The Electoral Commission's Wallace Awards, named after the first President of the Electoral Commission, Sir John Wallace, aim to encourage activities which "contribute to the development of confident, informed and socially active students who participate responsibly in New Zealand society".

Nominations are welcome for any teaching (unit or lesson) delivered in 2005 which are relevant to the election, such as democracy as an idea, reasons for electing politicians, political parties, candidates and MPs, who

participates in politics and why, how people decide whether and how to vote, media coverage and so on. The Electoral Commission also offers a *Hands Up!* teaching unit. For more information about the Wallace Awards and the teaching unit, see [www.elections.org.nz](http://www.elections.org.nz), contact Peter Northcote at [peter@elections.govt.nz](mailto:peter@elections.govt.nz) or call 04 474 0671.

### Making your vote count

If you want to make your vote really count, remember that of your two votes, it's the party vote that's the critical one.

This is because under the MMP system, it's the party vote that determines how many seats a party gets in Parliament. Unless you're in a marginal electorate where your vote could directly unseat a sitting MP, your party vote is therefore the one that will have the most impact on the election result.

But you can't vote if you're not enrolled on the electoral roll! Check to see if you're on the roll at [www.elections.org.nz](http://www.elections.org.nz). Being on the electoral roll doesn't happen automatically, and every election thousands of people are removed from the roll because they've moved house and haven't kept their details up to date.

NZEI is working with the Electoral Enrolment Centre to raise awareness of the need to enrol to vote. Young people, Māori, and Pacific Island voters in particular tend to be under-represented on the electoral roll. If you want to help spread the word, talk to your school or centre management about displaying electoral enrolment materials at the school/centre office or highlighting the issue in your newsletters. You can also put a link to [www.elections.org.nz](http://www.elections.org.nz) on your school or centre's website and have a laptop available on-line for parents to check whether they're enrolled.



## TC elections coming

NZEI views the Teachers Council as the leading body for the profession, and urges all teachers to vote in the forthcoming Teachers Council elections. This is the opportunity to vote for a teacher to represent you and your sector on the Teachers Council.

### Teachers Council sector representatives elections

The Teachers Council is to hold elections for teacher representatives in the following sectors:

- early childhood
- primary
- secondary
- principals

To be eligible to vote in the election, teachers must be registered and hold a current practising certificate. Make sure you update your practising certificate in time!

The elections are to be held over the period September 1 to October 1, 2005.

The Teachers Council must know your residential address (so your voting papers can be sent to you) and your sector (so you receive the correct voting paper).

You can update this information using a form on the Teachers Council website, [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz). Further information, including FAQs, can be found on the website.

### NZEI information

Special Circulars are to be sent out to worksites soon with information for NZEI members about the Council's sector representatives elections, and about the nominations process for the NZEI Annual Meeting election of NZEI's nominee to the Council.



# Teaching respect

*An innovative school-wide programme, Positive Behaviour Support, has transformed student conduct at Inglewood school.*

SEAN PETERS says he was a victim of bullying before a new management programme got underway at Inglewood School last year.

Now Sean, who is one of a group of senior students monitoring the Positive Behaviour Support programme, says the school climate is much better and that he has also gained leadership and public speaking skills.

Positive Behaviour Support, or PBS, is an adaptation of a United States behaviour modification programme that is now being adopted in other New Zealand schools. It is based on having consistent, agreed expectations of all students and a consistent response system which includes rewards.

Inglewood's principal Gordon Terrill says behaviour at the school was no worse than at any other school, but the ways of dealing with it were not working.

Staff decided there had to be a better way than endless detentions involving the same children.

"We had a weekly after-school detention class that had between 10 and 20 people, and we had a lunchtime 'time-out' class that would have between 10 and 20 people a day," says Gordon.

The programme has been successful at reducing the number of minor behavioural issues, and de-escalating them at the start, avoiding the need for detentions.

"There is now no time-out class, no detention class."

Staff had six months of training before adopting the programme, and then the whole school community decided on priorities.

Inglewood School chose five things which were considered important, which make up the acronym REACH: Respect, Expect, Achieve, Communicate and Hauora or well-being.

New entrant/year one teacher

Barbara Gibbins is the school's PBS co-coordinator. She says while the values are incorporated into every aspect of the school, they are also taught as specific lessons.

"For example, I've got five-year-olds. I'm teaching respect, and we talk about what does respect mean in the library – little things that we maybe assumed they knew before but they didn't."

Teachers also look for signs of respectful behaviour, in the classroom and in the playground, and children displaying positive behaviour are given tickets known as 'reaches'.

Ten 'reaches' means parents get a note, and after 20 a second note goes home. After 25, a child gets a "golden reach", a certificate in assembly, and a reward, which varies depending on age.

Where children do not behave in accordance with the school values, it is followed up with discussion and a report to the PBS committee, which meets weekly to analyse incidents and how they are handled.

Barbara says the behaviour modification programme is similar to what many schools do.

"The difference with this is that there are school-wide expectations and consistencies and it is data-based.

"Before, teachers used to say 'this is happening and that is happening'. Now we're able to say 'let's stop, look at the data' and make informed decisions and better interventions because of the quality of our information."

Data can reveal that problems develop, say, at the end of lunchtime – and a response may be to put more sports equipment out, or to have more teachers on duty or more organised lunchtime activities.

The information can also iden-



*Above left:* Inglewood's PBS coordinator, Barbara Gibbins, and principal, Gordon Terrill, are both pleased with how the new behaviour model is paying off. *Above:* Inglewood senior students help run the REACH programme by discussing what is working and what could be changed for the better.

tify other problems for consideration – such as particular children having problems with other particular children or with staff.

The idea for the programme came from Group Special Education advisor Juliet Lewis, who had seen it in action in Oregon in the United States. She has had regular input at the early stages and is now working on taking the programme to other schools.

PBS has been very successful at reducing minor irritants in the school and at defusing minor situations so they don't develop. By the end of last year, the data revealed a significant improvement, particularly in the junior school.

Barbara says the programme is as much about changing teacher reactions as changing children's behaviour.

"It's more of an effort for the teacher, in a big way, because you really try and make an effort to understand why something happened.

"We as a staff are really trying to hone in on the skills that make us more effective – more so than the kids."

The data reveals when incidents happen, who is involved, in terms of both pupils and staff, and what may precede an incident – and what can escalate it.

"We're getting better. It's a big learning curve for us too, to modify our responses and to make the right responses."

Gordon says one of the most effective aspects of the programme is the 24-hour rule – transgressions such as verbal or

physical abuse are not necessarily dealt with straight away – but within 24 hours.

"Previously there was an immediate and not always constructive reaction. A lot of this is better if it's de-escalated and dealt with later."

An important feature is that the staff member who was on the scene at the time is not necessarily the one who follows the matter up.

"Some staff deal with some pupils better than others – that's just human nature", says Gordon. "That's made a difference for teachers because it means no loss of face by anybody – confrontation doesn't escalate and both parties have kept their dignity."

Gordon says all incidents are dealt with in a respectful and honest way, with the staff members involved attending the meeting.

"There is a huge amount of discussion – we need to know who's dealing with the issue – we sit down and talk through individual children."

Barbara says the programme means there is a more collegial atmosphere in the school.

"Everyone takes the initiative to sort things out. Before, if a child had a problem, the teacher of that child dealt with it. Now there's a school-wide approach."

Gordon Terrill says it's a major project for a school, and results take time, so there has to be commitment.

"The system permeates everything. The programme has been written into our job descriptions, so if a teacher applies for a job at the school, they are told that this programme is running."

The programme was launched last year, with a special assembly, and a song written for the occasion.

Gordon says parents' awareness of the programme is high, but reaction has varied. Some are hugely supportive, because they can see that PBS has helped their children to stay out of trouble.

"We've now got a relationship where parents are ringing us up in the morning and saying 'Well look, something happened in the weekend'."

Inevitably some, whose children were already behaving well, think that the disruptive children are now getting too many rewards.

"It is targeted at the kids who have an issue, not the good ones."

To some extent, this aspect is addressed through the 'intrinsic' system where those who consistently demonstrate school values and standards are acknowledged first every week.

The aim is to move children from extrinsic rewards to intrinsic motivation over time.

Gordon says well-behaved children will also benefit from teachers not being so distracted. "If there is less confrontation, less distraction for the teacher, the quality of the learning process must be better."

Because incidents may be dealt with at a later stage, rather than immediately, some pupils think others are getting away with things.

"People like to see justice done, and like to see it publicly. That doesn't always happen."

Gordon cites a child who was

**'Teaching respect', continued from page 4**

involved in 61 incidents within a two week period. After looking at the data and working with the child, that has reduced now to an average of about 10, a vast improvement but not necessarily obvious to a person simply observing one incident. "Not everyone is aware of what has gone on before and what goes on after a particular incident."

Now that the overall behaviour at Inglewood School has improved, with fewer minor incidents, Barbara says staff are moving to deal more effectively with serious incidents.

"There is more time to cope with those children. Now we've got a skilled team and we sit down and specifically look at that child. Eventually we'll have a programme specifically designed

for that child that will be attuned to their needs to turn their behaviour around."

Gordon says it is too early to say what the effect on learning is from the programme, but it must be positive.

"The basic thing that we're trying to achieve is teacher capacity to deal with the disruptions that happen more effectively, in order to maximize teaching and learning opportunities. It's as simple as that."

He says students are more aware now of how they are expected to behave.

"Whether we like it or not, for a number of children behaviour and social skills need to become part of the curriculum. If a child cannot read, you teach them. If a child cannot write, you teach them. If a child cannot behave, the first response should not be to punish them."

Gordon says by the time the pupils who started when PBS was introduced reach year seven and eight, they will have improved knowledge and skills. "And that's where the pressure comes on for the teachers."

Year seven and eight student representatives meet fortnightly to discuss the programme.

Gordon says one thing they have influenced is the reward programme – senior students claimed not to be impressed by getting to stand up in assembly and receive a certificate.

"The seniors were like 'yeah, right'. So that was one thing that was not working properly. So we've adapted that."

Senior students now get vouchers for free time where they can choose from a range of activities, or decide on a 'whole class' activity.

*Rourou* spoke to some of those

students, who are solid supporters of the programme.

Kate Hickman, year 7, says being involved has given her a great opportunity to meet people and to learn things that she didn't know about before.

Bridget Bell – year 8 – says getting involved in PBS has given her confidence and has developed her leadership skills. She says it's definitely led to fewer fights around the school, and pupils don't swear as much as they did.

Cameron Lacey, year 8, says school is better than it used to be because of the programme. He says everyone is working to the same standards, and kids get the benefits of the rewards system with free time and vouchers.

Sean Peters, year 7, says it's been good to get involved in the programme, which has helped him develop public speaking skills and confidence.

**News bites**

**Copyright crack-down in schools.**

Schools not photocopying within the limits of the Copyright Act be warned: New Zealand's copyright licensing agency will be pursuing miscreants. "I encourage those schools that don't have a licence from Copyright Licensing Limited to look carefully at the amount of copying they are doing as we will take action where necessary," says Copyright Licensing Limited Chairman, Mark Sayes. Most educational institutions without a licence in New Zealand can legally only make multiple copies of up to three percent or three pages of a work for students; and schools may only reproduce this quantity if it makes up less than 50 percent of the work. A licence, which costs just a few dollars per student, allows schools to make multiple copies of up to ten percent of a book and whole articles. Once an institution has a licence they have access to copying from a world wide repertoire of published work. Schools that wish to know more or are unsure of whether they are working within the 1994 Copyright Act can visit [www.copyright.co.nz](http://www.copyright.co.nz) or call 0800 480271.

**What's in a name?**

Readers will notice that an advertisement for the Teachers Retirement Savings Scheme (TRSS) in this *Rourou* mentions two names: one is the Global Retirement Trust (GRT) and the other is Mercer Human Resource Consulting. GRT is the organisation that started out as the TRSS provider. However, it has announced that it is winding down its operations. Mercer, which has been providing organisational services from the outset, will take over as the official provider later in the year.

**Public versus private education**

The Quality Public Education Coalition (QPEC) has just published the outcome of major piece of research it commissioned on the key issues involved in privatisation of education in New Zealand and internationally. Instead of being in the form of a single substantial academic thesis, the research is being presented in the form of 42 separate documents – called factfiles – which can be accessed on the website [www.qpec.org.nz](http://www.qpec.org.nz). These factfiles, says QPEC, will be a major new resource for parents, students, educators, journalists and politicians and all those interested in education policy.



**Supporting research on oral language**

DUNEDIN-BASED speech therapist Jane Carroll being presented with a cheque by NZEI Otago Branch president Nikki Hosking last month. Jane is the first recipient of a new NZEI Otago Branch scholarship to provide a NZEI member with financial support for professional development.

Jane says it was a wonderful experience to be able to share research carried out on children's oral literacy with an international audience in Canberra as a result of the scholarship.

The Otago 'HPP cluster' research involves nearly 500 Otago children who have been working with volunteer tutors to help give them more oral language opportunities to prepare them for literacy.

HPP is short for Hei Awhiawhi Tamariki ki te Panui Pukapuka, a programme that began in the Rotorua/Tauranga areas and focuses on using books to promote discussion, extend vocabulary, explore sounds and word structures and enjoy literacy-related activities.

In most schools the programme involves developing links with families, so parents are upskilled.

The scholarship exists to encourage research within practice, and to enable NZEI members to present research findings.

Jane says she has now moved on to other research work, looking at teachers' phonological awareness, and the contacts she has gained from the conference will help her with that.

**Can 'cybercells' save small schools?**

A NEW book just released shows how computers and communications technology could be the saviour of New Zealand's small schools. *Cybercells – Learning In Actual and Virtual Groups*, launched at NZEI national office last month, is the work of distinguished educators Professor Ken Stevens and Dr David Stewart.

A cybercell is the authors' term for a classroom equipped with video or audio conferencing that enables a teacher and students to link up with students and teachers in other schools, or to an expert like a meteorologist or museum curator. An actual group are the students in the room with the teacher, while a virtual group is the students who join the class via

the link-up.

The use of such technology is spreading, and the book's authors believe it should be embraced as it expands the learning opportunities schools can provide students and gives teachers access to a much wider range of teaching resources.

It also means a school's roll is no longer an issue. As the authors state the technology "enables small schools to become large schools" by giving them access to teaching and learning resources beyond the school gate. They show how the cybercells concept can be used to provide students at small rural school with access to the same teaching resources as a large city school.

**New for Pasifika members**

Talofa lava, Kia orana, Malo e lelei, Fakaalofa atu, Ni sa Bula, Taloha ni, Kia ora, Warm Pacific greetings.

To better communicate about issues of importance to Pasifika members and to strengthen the Pasifika Network, NZEI Te Riu Roa is developing a Pasifika Roll. We are asking Pasifika members to send their name, school, job title and email, snail mail, or fax contacts to [pasifika@nzei.org.nz](mailto:pasifika@nzei.org.nz), fax "Attention Pasifika Roll" to 04 384 9401 or mail NZEI, PO Box 466, Wellington. We look forward to hearing from you.

**HUI-Ä-TAU**  
 9-12 Hongongoi/July 2005  
 Maungatapu Marae, Tauranga

The 2005 Hui-ä-Tau (Kähui Whetü) will be at Maungatapu Marae, Tauranga

The NZEI Te Riu Roa Hui-ä-Tau (Kähui Whetü) is the national forum for debating issues and concerns in Mäori education and setting NZEI Te Riu Roa policy on Mäori education and other Mäori issues. Hui-ä-Tau (Kähui Whetü) provides a forum for NZEI Te Riu Roa to be accountable and report on work in Mäori education over the past year.

All members and their whänau can attend. There is a registration fee of \$50 per adult. This hui is professional learning for all staff involved in Mäori education.

**For more information, contact your Takawaenga:**

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# Job losses kept to a minimum in Correspondence School review

NZEI Te Riu Roa has been able to influence the restructuring process at the Correspondence School to minimise the impact on members as the school moves to implement its business recovery plan.

The Correspondence School employs 176 members, as teachers in the early childhood, primary and special education services, and as regional representatives and support staff across the school.

The school has been running at a deficit for a number of years, and it was bailed out by the Education Minister on the condition that it trimmed costs to bring about a fiscal recovery by 2006.

Three areas of the school have been reviewed in the past 12 months – media services, (non-teaching staff) student support services (regional representatives), and information services (library, ICT and copyright staff).

The information services review has just been completed, and no NZEI members lost jobs

as a result.

In fact, says NZEI field officer Yvonne Bruorton, many positive things will come out of that review for members, including a more logical structure, a better computer programme for library staff and users and the establishment of teacher librarian positions.

NZEI Te Riu Roa put a lot of work into submissions on each of the reviews, and as a result a lot of members' ideas expressed in the submissions have been taken up.

The media services review took place last year, with the loss of 12 jobs as the graphics and desktop publishing teams were amalgamated into a design team.

In the support services review, 21 permanent regional representative positions were disestablished, but 17 liaison teacher positions and two advisor positions were created, as well as a National Liaison manager position. During the review, NZEI negotiated an industrial process which enabled

some of the regional representative teachers to be confirmed in the new liaison teacher positions. These positions will continue to provide regionally-based services to students.

Yvonne says members were given choices, and some chose redundancy or retraining options. Others took advantage of the processes negotiated by NZEI and successfully applied for jobs. She says the results were pleasing for members, particularly as there had been rumours about wholesale job losses which had made a stressful situation worse.

There were suggestions that as many 120 jobs would go, and that the Petone service centre, which handles a lot of the mail and resource packaging, would close and the work be contracted out.

"Neither of these rumours, spread in the media, were true, but naturally they created a lot of anxiety," says Yvonne

Former regional representative Brent Rees, who was based in Timaru until his job was disestab-

lished earlier this month, had nothing but praise for the way NZEI, and Yvonne in particular, handled the process.

"NZEI support has been prompt and timely throughout. We have really appreciated the advice, guidance and negotiation provided."

Speaking on behalf of all the regional representatives whose positions disappeared, he said NZEI staff had worked tirelessly for the members.

"Where would we be without our unions? I know we grizzle from time to time about paying union dues, but when we needed them our unions came to the party."

National Executive member Nigel Wilson, who has been involved in the review process, says he hopes the Correspondence School can move into a settled period now, so staff can concentrate on serving the needs of pupils.

"After a number of reviews over the past five years, our wish

is for things to bed down, so staff can feel secure."

He says while the process has been highly stressful and hugely disruptive, it has been carried out fairly, and the chief executive has provided information and has been willing to listen and take members' suggestions on board.

He has been impressed with the attitude of NZEI members who have remained positive and behaved professionally throughout and have ensured that children's learning has not been disrupted despite the time that the reviews have taken.

"They have been committed to providing a high level of service to children despite the changes."

Nigel says the changes will open up more opportunities for schools to take advantage of what the Correspondence School has to offer. He hopes the reviews will mean financial targets can now be met.

"I would like to think the review process is over."

## Pacific educators concerned about HIV/AIDS



Left to right, Maramena Tipiwai (Te Reo Areare), Finau (Fifa, Tonga), Colin Tarr (NZEI National President), Francis Maaka (Solomon Islands, SINTA) and Mereana Epi Mana (NZEI National Executive).

REPRESENTATIVES from teacher unions in Australia, New Zealand, Cook Islands, Vanuatu, Tonga, the Solomon Islands Kiribati and Fiji gathered last month in Nadi, Fiji for the 16th Council of Pacific Education (COPE) Biennial Conference. Among the issues discussed at the conference were the effects on education of the General Agreement on Trade in Services (GATS), the Education for All global campaign and support for the rights of gay and lesbian teachers and workers. A major topic at the conference was the development of strategies to combat the spread of HIV/AIDS a growing problem in the Pacific region. COPE members are committed to developing strategies to raise awareness of the HIV/AIDS prevention among teachers, students, their families and the broader community.

## Sonja Davies: early childhood education pioneer



Sonja Davies (second from right) with members of NZEI's National Executive, Cathie Penetito, Wallis Walker and Pat Collings in the late 1980s.

SONJA DAVIES, who died recently, will be remembered as a tireless campaigner for women's rights, disarmament, peace and labour issues. She was also an early childhood education pioneer.

Sonja got involved in early childhood education in the 1950s, at a time when there was huge resistance to anyone but mothers providing childcare. In 1963 she helped found and was the first president of the NZ Association of Child Care Centres, which became Te Tari Puna Ora o Aotearoa, the New Zealand Childcare Association.

Sonja was president of the Childcare Association for 12 years and lobbied for changes to childcare regulations and the establishment of on the job training for staff in childcare centres. The success of her work is demonstrated by the fact that the Childcare Association is now one of the biggest providers of early childhood teachers in the country

In 1976 she began a push for

better working conditions for early childhood teachers which led to the formation of the Early Childhood Workers' Union, with the support of the Federation of Labour, in 1982. Eight years later, the union merged with the Kindergarten Teachers' Association to form the Combined Early Childhood Workers' Union of Aotearoa, which then merged with NZEI Te Riu Roa in 1994.

"The pioneering work Sonja did in organising and unionising early childhood teachers laid the foundation for NZEI's negotiation of pay parity for kindergarten teachers and early childhood teachers working in community owned not-for-profit centres covered by the consenting parties collective agreement," says NZEI National President Colin Tarr. "Sonja's contribution to the development of early child education is huge. It can not be overstated. She was a true pioneer of early childhood education in New Zealand."

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# Minister lists stark choices in education

EDUCATION Minister Trevor Mallard told the 220 principals at NZEI's Rural and Teaching Principals conference that the country faces "a stark choice" in education policies as we head towards an election.

He said New Zealand has an education system and education professionals that are recognised as among the best in the world. "People come from around the world to New Zealand to see what we are doing in education."

Mr Mallard said this is because New Zealand children perform well in international education studies. "Our students are among the top in the OECD in reading and maths."

It is against this background that the country needs to examine the education policies offered by the two main political parties, Labour and National, he said.

Mr Mallard listed what Labour-led governments had done in education in the last six years: abolished bulk funding of schools; introduced enrolment legislation to guarantee that children could attend their local



Education Minister Trevor Mallard speaks at the Rural and Teaching Principals Conference

school; steadily increased funding for education; and worked to ensure all schools had access to computer technology.

"We are also investing heavily in getting the basics of good education right. That's meant bigger investments in literacy and

numeracy programmes and professional development for teachers and principals."

Mr Mallard said Labour-led governments had increased teacher numbers, over and above what was needed for roll growth, by more than 3000 since 2001.

"That's not cheap. The total teacher salary bill has gone up by 25% in the time I've been in government."

He said that would not happen under National's policy of bulk funding every school by providing a single grant to cover all salaries and all costs.

He said supporters of bulk funding say it would give schools greater flexibility and allow them to pay some teachers more, but the only way that could be achieved is by paying other teachers at the school less, or by cutting the number of teachers.

Mr Mallard said the last time New Zealand had bulk funding was in the 1990s under a National-led government, but it was voluntary and schools who took it up were given more money than they would normally have received.

"Now National would make it compulsory, and that means they can't use the bribe approach - having it higher than the average rate won't be there anymore."

Mr Mallard said tax cuts would mean cuts in Government revenue, and that means there is less to spend on areas like education.

enue, and that means there is less to spend on areas like education. Cutting the average taxpayers tax by \$30 a week would mean a \$3 billion cut in government revenue.

"If you paid for a third of that cut from education, that's a billion dollars - 12.5% of the education budget. I don't know how you could possibly do that and provide the sort of education system that we have now."

Mr Mallard said that National's policy of establishing trust schools, with complete control of their finances and employment of staff, is a stepping stone to privatising state schools.

"In Taranaki they set up a trust system to provide energy for the province, and that was sold to Australian buyers. The idea that our schools are put into a system where they can be privatised is something that has no appeal to me at all."

"I think it is important who owns our schools. Don Brash has made it very clear in a number of speeches that he doesn't care who owns the schools. I do."

## International briefs

### Taking time off school to protest

Sir Bob Geldof is urging students and teachers to wag school for two days to lobby international leaders attending the G8 conference for wealthy nations in Edinburgh. He told the Times Educational Supplement (TES): "I want every school to decamp on July 5. I want the teachers to lead the kids to Edinburgh. I want to see all their buses, their blazers, their flags up there demanding that they tear down trade barriers to African farmers' goods and write off the continent's international debt. They should shout: 'Do this now!'" As the former pop star and founder of Live Aid said, "What's more important, learning geometry or remembering these two days all your life because you conceivably helped tip the world a little in favour of the weak?" Geldof also urged schools to get behind the TES campaign for schools to forge links with schools in Africa. British schools which start joint class projects and share teacher expertise with their counterparts in Africa will be eligible for awards of up to \$15,000. "We need to have a to-ing and fro-ing between our idea of what the world is and theirs," said Geldof. "And it all starts with twinning."

### Darwin in the classroom

Science teachers in the US are having a tougher time teaching biology these days. That's because critics of Charles Darwin's theory of natural selection are equipping families with books, DVDs, and a list of '10 questions to ask your biology teacher'. The intent is to plant seeds of doubt in the minds of students about the veracity of Darwin's theory of evolution. The result is a climate that makes biology class tougher to teach. Some teachers say class time is now wasted on questions that are not science-based. Others say the increasingly charged atmosphere has simply forced them to work harder to find ways to skirt controversy. A Gallup poll late last year showed that only 28 percent of Americans accept the theory of evolution, while 48 percent adhere to creationism - the belief that an intelligent being is responsible for the creation of the earth and its inhabitants.

### 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 sub.

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](http://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](mailto:membership@nzei.org.nz).

## Principals ask the hard questions

RURAL and teaching principals peppered Education Minister Trevor Mallard with some searching questions when he spoke at their Wellington conference.

**Aaron Richards**, a teaching principal at Kirwee School, in Canterbury asked the Minister what he thought of school secretaries being centrally funded, like teachers.

Mr Mallard replied that he doesn't support the idea. "My view is that if we take the money you are paying on average for your secretary out of the ops grant and set up an extra part of the central payment system to pay those people, you're no better off than we were when we started."

He said he did not rule out the idea completely but made it clear he would take some convincing that support staff should be paid by the Ministry of Education rather than from each school's operations grant.

Aaron told *Rourou* he was disappointed at Mr Mallard's response. He says Kirwee is a four teacher school and he spends half of his time doing clerical and administration work because he can only afford to pay his secretary to work 15 hours a week.

"I would like her to work a full week, but I don't have enough money in the operations grant to pay her for that time."

"I think every school, even a sole charge school, should have one full-time secretary who can take a lot of that workload that the sole charge principal is doing."

Aaron likes NZEI's proposal that core support staff, such as secretaries, should be centrally



Left to right: Aaron Richards, David Henderson and Peter Robinson brought some important educational issues to the fore during the question-and-answer session with the Minister.

funded and that if schools need extra support staff then these could be funded from the ops grant. He supports the union's call for a Ministerial Working Party to develop that model and come up with a fairer and more effective system of funding support staff.

**David Henderson**, principal at Eskdale School in Hawkes Bay, asked Mr Mallard if the Ministry of Education could ensure schools would have enough money in their ops grant to meet any pay rise negotiated by support staff this year.

The Minister said he believed that enough money has been provided to schools to cover a support staff pay rise.

**Peter Robinson**, teaching principal at Waikuku School in north Canterbury, asked Mr Mallard if he had any comment on the fact that there are 16 principals on stress leave in Christchurch.

Mr Mallard said Christchurch principals had told him that stress levels were at an all-time high. "I think some of the stress that's occurring is as the result of inappropriate appointments." Peter

told him the Christchurch principals are experienced and that stress is "more to do with relationships with boards of trustees."

Mr Mallard acknowledged that was part of the problem. "Plus the additional requirements of tomorrow's schools, such as administering school finances. Schools are now multi-million dollar exercises."

"I do acknowledge there is a lot of pressure on principals, and one of the things we are looking at is whether some of our support interventions can actually happen earlier."

Peter told *Rourou* he took stress leave last year after a tough period dealing with a large number of difficult children in his school. "I had 12 children with Group Special Education case workers out of a roll of 90 and had to make a high number of suspensions and stand downs."

He said the issue of stress among principals is a serious one, and there are many experienced and successful principals who are feeling under siege because of the pressures of the job.

# Regional conference a hit

A SUCCESSFUL conference in the Bay of Islands looks set to be the model for further regional conferences for support staff.

Seventy-six support staff members enjoyed the two-day conference in Paihia at the end of April.

There were 14 workshops covering professional, industrial and personal development issues. Guest speakers were: NZEI National President Colin Tarr; Linda Wishart, a support staff organiser from the Victorian branch of the Australian Education Union; and e-crime investigator and internet safety adviser Chris Budge.

The conference was held in Tai Tokerau because of the expense for support staff in the area to travel to national conferences. Kathy Gibbs, the NZEI field officer involved in organising the conference, says it was clearly a success. "We had really good feedback from the support staff who attended."

"The fact we had 76 attend during a term break confirms there's a demand among support staff in more remote areas for opportunities to get together for professional development and to spend time with their support staff col-

leagues."

Kathy says there was strong support for the idea of holding a Tai Tokerau conference every two years.

Karen Lennon, an administrator at Wellsford School who played a major role in organising the conference, says the comments on the members' evaluation forms were all extremely positive.

"They said it was a great conference. They had a great time and learned heaps."

Karen, who is the support staff representative on NZEI's Tai Tokerau District Council, says they were all keen to return if there was another conference in two years, provided they still had their jobs – a reference to the insecurity caused by the bulk funding of their jobs through each school's operations grant.

Neil Hammond, NZEI's executive officer for support staff, says with the success of the Paihia conference, NZEI is considering holding similar one- or two-day conferences for support staff in other areas, such as Southland, where the cost of travelling to a national conference in a main centre is too high for many members.

# Job security the #1 issue for support staff



The negotiation team, made up of NZEI staff and support staff from around the country, are pressing for a better funding system.

SCHOOL SUPPORT staff are fed up with having their hours cut, or losing their jobs altogether, because their salaries are bulk funded.

That was the clear message given to the Ministry of Education and the School Trustees Association (STA) during the presentation of the school support staff claims.

NZEI negotiating team advocate Neil Hammond said the lack of job security for support staff was "the number one issue that had to be addressed in this year's negotiations".

He told the Ministry and STA negotiators that bulk funding support staff from each school's operations grant is not working. This is because the grant has to cover each school's capital and maintenance costs, as well the support staff salaries. Support staff often miss out in this contest for the ops money and end up having their hours cut or their jobs axed.

"We don't believe this is fair on support staff, principals, boards of trustees or students," said Neil.

The support staff members can lose income or their entire livelihood. Principals and board members are forced to choose between paying for support staff or cutting back on property maintenance or teaching resources. And students suffer when cuts to support staff jobs or hours result in cuts to the level of support and assistance they receive.

The Ministry and STA were told that the only long-term solution to the situation is a new funding system, which is why NZEI and support staff are calling for a ministerial working party to develop a fairer and more effective system.

Neil acknowledged that this was unlikely to happen before the negotiations began but made it clear that the funding issue will

have an impact on the talks.

"Each year that we negotiate these collectives, many of the negotiated outcomes and benefits to members are undermined by schools cutting hours, as they don't see that they've received the funding to cover all of the flow-on costs of the settlement."

The problem of support staff missing out on negotiated pay rises was particularly bad after the negotiations in 2000 and 2003. The Ministry and STA were told that NZEI and support staff will not allow this to happen again.

"We are not prepared to settle these agreements without a very clear and transparent mechanism by which the Ministry will demonstrate to schools that the full cost of all that has been agreed in bargaining is being passed onto schools," said Neil.

"I really have to emphasise that this point is fundamental to the whole process. We've had too many settlements in which a lot of what we have gained through our negotiations has been lost through support staff hours being cut."

The Ministry and STA were left in no doubt that support staff are determined to have these, and all of their core concerns, addressed.

In addition to their lack of job security, support staff are concerned with: low pay rates for jobs that are becoming more demanding and more complex; non-payment of pay increments; and disputes over the application of their grading system.

"Any settlement that does not seek to address the core concerns of our members and ensure that schools can see that what has been agreed has been fully funded, will only exacerbate the issues that underpin these claims."

The negotiations are due to begin in August.

### Major claims for support staff negotiations:

- Enhanced job security provisions
- A 6% across the board pay rise
- Enhanced and more equitable leave provisions
- Addressing health and safety concerns
- The option of annualisation of pay.

## Directory

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## BUILDING TE REO

### Pronunciation

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

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

### Get Up

Kei te aha koe i tēnei ra?  
What are you up to today?

### Maranga Mai

Kei as in kay  
te as in tear  
a as in ah  
ha as in hah  
ko as in core  
e as in air  
i as in ee  
tē as in tear  
nei as in neigh  
ra as in rah

Kei te haere koe ki whea?  
Where are you going?

Kei as in kay  
te as in tear  
ha as in hah  
e as in air  
re as in rare  
ko as in core  
e as in air  
ki as in key  
whea as in fair

Ko wai mā kei te haere?  
Who are you going with?

ko as in core  
wai as in why  
mā as in mar  
kei as in kay  
te as in tear  
ha as in hah  
e as in air  
re as in rare

### WHAKATAUAKI

**Matua whakapai i tou marae, ka whakapai ai i te marae o te tangata.**

First set your own marae in order before you clean up the marae of another.