

NZEIROUROU

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

'Back to the Future' won't benefit students

A RETURN to the discredited New Right education policies of the 1990s would throw the early childhood education and primary school sectors into reverse gear and threaten the public education system, NZEI National President Colin Tarr warns.

This was the central message of his address to the recent Hui-a-Tau in Tauranga.

Colin said that he was surprised that the current National Party education spokesperson Bill English was making no bones about it being "back to the future" for the education sector if his party leads the next government.

The 1990s was the era of voluntary bulk funding schemes, fixed term individual employment contracts for principals, the Employment Contracts Act, kindergarten teachers removed from the public sector overnight and the significant under funding of school operations grants, Colin said. "Such approaches provided no benefits for learners and learning and I detect little interest from educationalists in returning to such a divisive, unfair and energy sapping environment."

Tax cuts, which some parties were proposing, would require education funding to be cut back, Colin said. "Tax cuts as modest as those occurring in Australia cost billions and even if significant monies could be found in the education vote, I can't see how the increases in education funding that have occurred over recent years could continue".

Bill English had claimed that savings could be made by trimming the education bureaucracy, which he says is three times larger than it was under the last

National led government. "Mr English is correct in a sense, but that's because the Ministry of Education has amalgamated with another department that was twice as large, namely, the Special Education Service [now Group Special Education within the Ministry]," said Colin. "Overall, there have been very few extra so called 'bureaucrats' employed. The so called 'new' Ministry of Education employees are those directly engaged in supporting learning and teaching provision."

Tax cuts would have to be partly funded from cuts in a 'big ticket' item such as public education, Colin said. "And this is not a realistic option at a time when further progress in staffing, class sizes, curriculum change, special education needs support, professional learning opportunities, evidence-based student achievement approaches, expanded early childhood education provision and addressing student debt concerns are all very necessary."

"Our 45,000 NZEI members are a canny lot," Colin told the hui. "Our union's objects require us to focus on the policies and programmes that are intended for public education, and to analyse, critique and comment on them. Not only is this our democratic right as education workers, it is a duty we have as the skilled, knowledgeable and committed people who work to provide quality learning opportunities for New Zealand's youngsters."

NZEI members will be considering very carefully the education issues and the policy announcements in the lead up to this year's general election.



NZEI members at the 2005 Hui-ā-Tau (Te Kāhui Whetū) keep warm while waiting for political party representatives to begin their speeches at the Hairini Marae. Hui-ā-Tau, held in Tauranga from 9-12 July, was a venue for many issues ranging from the election to the makeup of the NZEI Miro Māori structure to ways of teaching traditional stories, songs and games. A special section on Hui-ā-Tau will be produced in the next issue of *Rourou*.

Early childhood education sector groups unite

NZEI Te Riu Roa is one of 17 organisations belonging to the newly-formed Early Education Federation launched in Wellington earlier this month.

The Early Education Federation also includes organisations representing kindergartens, playcentres, community early childhood centres, home-based providers, hospital providers and providers of teacher education, as well as

employer groups.

The Federation plans to give a higher profile to early childhood education issues.

Spokesperson Jane Couch says while a strength of the New Zealand early childhood sector is its diversity, it is important for those in the sector to work together to have a strong political voice for young children's education.

"We have made great strides in

recent years, but it is important that we continue to speak out for a quality early childhood service that is accessible to all."

Speakers at the launch included Education Minister Trevor Mallard, and Linda Mitchell from the New Zealand Council of Educational Research.

The Federation is also launching a website, www.earlyeducationfederation.org.nz.

NZEI members under attack



NZEI members have been surprised to find themselves on the National Party's education billboard. The message seems to be that NZEI members don't put kids first. NZEI members spend every day of their working lives looking out for kids, and doing their best for them. Teaching is not the sort of job you'd want to stay in if you didn't have the students as your number one priority. It's policy, not political point scoring, that voters want to hear. On page 3, *Rourou* puts 10 questions on education policy to the parties.

On page 7: CTU President Ross Wilson analyses National's employment policies.

With priorities come expectations



Kia ora.

In 2003 a notice appeared advising NAG 1(iii)c had been amended with a footnote that stated, "including gifted and talented students". It went on to say that from 2005 it would be mandatory for all state schools to demonstrate how they were meeting the needs of gifted and talented learners, as they were currently required to do for students who were not achieving, who were at risk of not achieving, and

who had special needs.

And so with the stroke of a legislative pen another priority joined those already contained in the NAGs.

In a submission to a Ministerial working group on Gifted and Talented (G&T) students in 2001, NZEI said, "Resources, both in terms of money and staff time are needed to focus on the needs of gifted students and seek the appropriate professional development."

Back then NZEI took the view there was a deficiency in resources, staffing, class sizes and facilities in schools to realise the laudable goals of G&T education provision. Four years on, with the requirement now in place, there have been some improvements (particularly in facilities and staffing) but there is still a long way to go and given it is a national priority there is a valid expectation that there will be additional and ongoing central resourcing provided to support it.

We know that with appropriate

support and resources New Zealand primary classrooms are well suited for gifted and talented students because our teachers make conscious decisions to implement the curriculum based on diagnostic and 'multiple measures' assessment of students' learning needs. NZ primary teachers get to know their students very well, they closely observe them at work, talk with them frequently about their learning and adapt lessons to capture the 'teachable moment' that meet students' needs and interest. Despite the ever-increasing requirements NZ teachers shoulder, they show great commitment towards this type of approach because they know it works for their students.

The wide repertoire of student-centred approaches primary teachers use include individualised education plans, learning centres, small group or independent study processes and the integrated curriculum approach. This involves the 'weaving' of multi-

ple pedagogies, allowing for effective and in-depth learning across an interconnected range of knowledge, skills and attitudes.

Indeed in 2000 Waikato University expert Roger Moltzen noted that New Zealand teachers with their integrated teaching style and learner-centred approaches have the natural skills needed to assist gifted students. Moltzen said, "The New Zealand teacher, if not always knowledgeable about the characteristics of exceptionally able students, is very much attuned to the principles and practices of learner-centred teaching, which emphasises the need to structure a learning environment based on the identified needs of students."

NZEI members advocate and practice this approach – an approach that is very effective but is very time and resource intensive. We advocate, and provide, differentiated programmes for students, matching learning objectives to talents and skills. And most primary teachers do a

damn good job for their students with the time they have available but that time is pretty much full. With further mandated priorities being added to the extensive requirements on schools it's a 'law of physics' case of what gets taken out of the full programme or what new resources are provided to expand what is currently being done.

Clearly class size, time and staffing will need to be key advocacy areas for NZEI in 2006 given the priorities that continue to bombard us at the chalk face.

Kind regards

Colin Tarr

**NATIONAL PRESIDENT
TE MANUKURA**

Fight for holiday pay over

WHEN LOWER Hutt behaviour support worker Michael Graves found his holiday pay had not been properly calculated at Christmas in 2001, he thought a phone call or two would fix a simple mistake.

Instead, it took more than three-and-a-half years, but the Ministry has finally paid out about 150 education support, behavioural support workers money owed for holiday pay arrears.

The problem occurred when the support staff first negotiated a collective agreement with three weeks' paid leave in 2001. Support staff are paid for 40 weeks of the year, but instead of being paid based on the rate earned over the 40 weeks, it was calculated on annual earnings, so the workers were short-changed each year.

The sum paid out relates to the Christmas break in 2002 and 2003, while issues relating to 2001 are still under discussion.

Michael says it's been nice to finally get the money, which amounts to more than 12 days' pay on average.

"I appreciate the efforts of all those involved."

Michael hopes the remaining issue, relating to Christmas break in 2001/2002 can be sorted out more quickly.

And as for the money - well it won't be going on luxuries in the Graves' household - Michael can now afford to go to the dentist.

Around and About

NEWS FROM OTHER UNIONS

New Zealand workers are paid 25% less than their Australian counterparts – and things don't look like they're improving. A new study by the Industrial Relations Centre at Victoria University shows that the average pay increase in the lowest adult wage was just \$12 (2.5%) – and just over \$10 per year for the last

14 years. Overall, there has been an average growth of 2.2% for the past 14 years. The lowest paid workers are in agriculture, textile and other manufacturing and in areas of government, community services and retail. Only 12% of private sector employers made contributions to workers' superannuation schemes.



New registration forms

The New Zealand Teachers Council has revised its teacher registration application forms.

Teachers should only use the new forms, available either on the Teachers Council's website or obtained directly from the Council.

The new forms reflect legislative changes in the Clean Slate Act, and no longer contain questions on offences, including traffic offences, though consent for police vetting is still required. Old forms should be destroyed.

Have your say in the Council's forthcoming elections

All of those who are registered on the sector rolls have been sent a

postcard about the teacher sector representatives' elections.

If you have not received a postcard, this indicates that the Council does not have your correct address. Please update your postal address and other details on the website www.teacherscouncil.govt.nz.

Nominations are now invited for sector representatives. Details are on the website.

Renew now

If your practising certificate expires this year, you can apply now for renewal of your certificate.

Use the new forms, complete them carefully, and enclose the correct fee to ensure that your application is processed quickly.

Retiring? Resigning?

Keep your EBS Medical Insurance benefit entitlements up even if you retiring or resigning by becoming an honorary member of NZEI for just \$20 a year (or \$45 if you wish to continue receiving Rourou). Contact NZEI membership services at membership@nzei.org.nz, fax (04)385 1772, or mail Membership Services, Freepost 3978, PO Box 466, Wellington 6015 for more information.

Have you seen?

All branches

Branch Circular 2005/09
Student loan bumper stickers

Branch Circular 2005/10
Vote Public Education – Resources for Election 2005

Primary schools

Special Circular 2005/17
Primary Classroom Teachers' Advisory Group 2005-2006 membership

Agreements '05 Number 2
Primary Teachers' Collective Agreement
Getting ready for resourced Classroom Release Time

Early childhood education

Agreements '05 Number 7
Salvation Army Early Childhood Education Collective Agreement
Settlement reached subject to ratification

Agreements '05 Number 8
Barnardos Collective
Employment Agreement
Negotiations underway

Agreements '05 Number 10
Barnardos Collective
Employment Agreement
Settlement reached subject to ratification

Special Circular 2005/18
Consenting Parties Early Childhood Collective Agreement
Pay parity stage one – due 1 July 2005

Agreements '05 Number 9
Kindergarten Teachers, Head Teachers and Senior Teachers' Agreement
Bargaining initiated and claim presented

Special Circular 2005/19
President's speech to NZKI Conference
Support staff
Agreements '05 Number 3

Support Staff in Schools Collective Agreement

Kaiarahi i te Reo, Assistants to Teachers to Students with Severe Disabilities and Special Education Assistants' Collective Agreement
Claims presented to Ministry

Agreements '05 Number 4
Support Staff in Schools Collective Agreement
Kaiarahi i te Reo, Assistants to Teachers to Students with Severe Disabilities and Special Education Assistants' Collective Agreement
Petition presented/meetings for support staff

NZEI ROUROU

Do you have a question or comment about this issue of *Rourou*? Is something going on in your school or centre that you'd like to let us know about? Contact us!

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Election '05

To get an overview of the political parties' views on education for the upcoming election, Rourou sent out a questionnaire this month asking about key issues and priorities. Below are each party's responses.



What would be the single most important thing your party would do to improve NZ's education system?

No response.

Immediate 10% increase in the Ops Grant and progressive further increases.

Look closely at class size in the early years of schooling.

Ensure programmes provide for the expression of kaupapa Māori and the other diverse values of modern NZ.

Set national standards in literacy, numeracy; introduce voucher system.

Create a less adversarial industrial relations model.

Improve quality of teaching by attracting quality people and supporting them throughout their career.

Do you support more investment in teachers' professional development?

Yes

Yes

Yes

Yes

No

Yes

Yes

Does your party agree support staff have poor job security and low wages?

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Does your party support NZEI's call for a Ministerial Working Party to identify a fairer funding mechanism for support staff?

No

Yes. Opposes bulk funding including for support staff.

No. Supports same purpose but would use a different mechanism.

Yes

No. All staff in schools will be covered by bulk funding under National.

Yes

Yes. Would give schools choice of bulk funding or central funding.

Is your party supportive of current early childhood education strategies?

Yes, but not at the expenses of experience and knowledge.

Yes

Yes

Keen to support free and accessible quality ECE.

Yes, but will offer tax rebate on childcare costs at any centre, not extended free access in community centres.

Yes

Yes

How would your party further increase funding and support for free quality early childhood education?

Choice for parents; End discrimination against private providers.

Extend free provision to all under 5s, review ECE funding and improve provision of Crown-owned facilities preferably near primary and secondary schools.

Examine funding to increase participation in low socio-economic areas; Review childcare subsidy rates; Engage existing providers to act as mentors for new centre managers.

Keen to support free and accessible quality ECE.

Would introduce tax deduction of up to \$1650 per child for childcare costs.

Fund all providers equally whether private or public.

Free 20 hours per week for all 3 & 4 year olds at any accredited teacher-led provider. Estimates this would add \$60 million to current Govt proposal.

How would your party address the problem of the chronic shortage of qualified bi-lingual teachers for kura kaupapa?

Increase choice and supply.

Increase teaching places available for teachers of te reo, and provide specific incentives for teachers.

Extend and promote successful scholarship scheme for teacher trainees, including trainees aiming to work in bi-lingual services.

Acknowledge rōpū tuku iho as potential providers of training; recognise potential of marae as centres of learning; group existing tertiary providers under the concept of Manatu Matauranga Māori.

Believes programmes should be funded on the basis of need, not race. Would continue to fund TeachNZ scholarships for te reo teachers.

This is a loaded question.

Reduce fees and introduce bonding for bi-lingual teacher training.

The student debt of new teachers currently averages more than \$20,000. How would your party reduce the student debt burden for teacher trainees?

No evidence of \$20k debt. Where is your proof - see Treasury reports.

Introduce a debt write-off scheme and a universal student allowance.

Find ways to reduce the debt burden of graduates, including teachers, eg scholarships for teacher trainees. Continue to reduce the burden of repayment for those that do take out student loans.

Provide a universal study allowance and scholarships Set repayments at 10% of any amount earned over 150% of the average wage. Waive interest on existing student debt.

National plans to remove caps on fees and introduce a partial tax rebate on interest payable on student loans from April 1 next year.

Introduce a universal student allowance.

Widen eligibility criteria for student allowances and relieve some of the more onerous aspects of student debt.

If your party is proposing significant tax cuts that will require cuts in public spending, which specific parts of the public education system would be affected?

Would cut only bureaucracy and compliance burden on teachers eg wastage on MoE publications etc. NO cuts to actual schools, teachers, BOTs. Money saved would go to schools.

Does not support tax cuts. Believes current public system is underfunded and would increase the operations grant and special education funding.

Not applicable. Social spending in areas such as education remains a high priority for Labour.

Tax cuts should be driven by improved efficiencies and savings in the public sector. Believes efficiencies may be gained in reconciling rangatiratanga and kawanatanga.

National will review low quality tertiary courses and admin costs in education central agencies to ensure better value for money regardless of tax cuts.

Not applicable.

Will lift each tax bracket by \$5000 from 1 April 2006 and make the first \$3000 of earned income tax-free.

New Zealand First education policy a good start

Rourou is analysing the political parties' education policies in the run-up to this year's election. This month, we analyse the education policies of NZ First.

NEW ZEALAND First's education policy contains a number of areas that NZEI supports, but on the whole the policy is underdeveloped and unclear in places.

For example, NZ First proposes development of a comprehensive package of parent support and guidance programmes, and increased participation and enhanced quality in early childhood education provision. However, no explanation as to how this is to be achieved or

funded is given. There is no mention of teachers or teacher education, qualifications or professional development within the early childhood education policy, which concerns NZEI. The policy is primarily focused on parents and families with proposals for promoting parents as first teachers, increasing access to Family Start Programmes which already exist and home instructional programmes. There is also no support for working parents.

The party's proposal to review teachers' workloads and reduce the bureaucracy within schools reflects NZEI's concerns, and NZEI hopes NZ First will support the results of the teacher workload study currently underway.

The policies on student debt require further development. The proposal to universalise sabbatical provisions for teachers is useful, but it is unclear whether this would be paid sabbatical leave entitlement and how this would

be funded. NZ First promotes the strengthening of education provision for rural areas, which NZEI welcomes.

NZEI would not support NZ First's proposal to flatten the funding distribution curve and make more funding available to decile 3-10 schools. We believe that the distribution curve is already too flat, and more funding should be made available to lower decile schools as was originally intended.

NZEI is also cautious about how NZ First sees 'values' being taught within schools. Values are already being addressed within

the New Zealand Curriculum Project.

NZEI is wary about broad proposals to instigate a new system for the establishment of teachers' pay and conditions and to introduce bulk funding. It is interested in NZ First's policy of developing para-professional workers within schools; we strongly support the employment and professionalisation of support staff within schools, but we do not want to go down the route of the English model of para-professionals being used to replace teachers in the classroom.

Focus on Principals

Inside the pressure cooker

IS PRINCIPAL workload out of control? A new survey of principals by the New Zealand Principals' Federation came up with some alarming results:

- 39% put their levels of stress at either high or extremely high
- 42% are spending over 65 hours a week on the job
- 48% have major problems with sleeping
- 44% are either constantly tired or feeling worn out
- 61% do not get to spend good quality time on themselves
- 43% do not get to spend good quality time with partners or spouse
- 33% did not socialise at all in a non-work related situation
- 17% have blood pressure problems
- 80% either agree or strongly agree that they never seem to get on top of the work required of them.

The worrying thing is that no one will be surprised at these survey results, least of all principals.

For Jan Tinetti, principal of Otautau School in Southland, parental expectations and lack of acknowledgement of the principal as a professional is a big cause of principal stress. Jan is a member of NZEI's Member Support Personnel (MSP) and often fields calls from other principals on the issue. "Principals feel they are not being listened to. Parents seem to have a gap in their understanding of the workload principals are undertaking these days.

"Principals didn't used to have the paperwork that is impacting



Jan Tinetti, principal of Otautau school and a member of NZEI's Member Support Personnel, says stress on principals is very high. "I get phone calls quite often from principals saying 'I can't cope with this'. The expectation is just huge."

on them now. I get phone calls quite often from principals, saying 'I can't cope with this'. The expectation is just huge."

Technology, which was supposed to reduce principal workload often increases it, says Jan. "Especially if you're in a rural school. The computer system can be down for quite a long time because they don't have the support. That's putting a lot of stress on people as well. If something's not working, the principal is the first port of call. We don't have technicians because we can't afford them so the principal has to be a jack of all trades."

Underfunding is another pressure. "At the beginning of the

year I was at a meeting with principals and every single one of them said, 'I just can't believe how tight our budgets are'."

Even welcome initiatives like classroom release time add to the principal pressure. "CRT is absolutely awesome," says Jan, "but it's very difficult in a rural area to find someone who can come in and release a teacher. I just don't have relievers at all and I certainly don't have a part-time teacher who is available." The idea of using a reliever across a cluster of schools is also problematic, says Jan. "Our ICT cluster, for instance, stretches 259k from one end to the other."

Jan says being a principal is

"still a brilliant job" but it's frustrating when you can't achieve what you want. "You're constantly fighting fires and it's hard to get on to the strategic things that you need to do to make a success in the school. There seems to be more and more fires to fight every day."

Roger Shearer, principal of Birkdale School in Auckland and also involved in NZEI's MSP, says the constant change makes the job interesting, but also creates extra work. "We've been part of an ICT cluster. It's been very

You can find out more about NZEI's Member Support Personnel (MSP) from your field officer or regional office.

worthwhile, but it has actually generated a huge amount of work for us." A common experience for principals is that tasks keep getting added to the list of school requirements but nothing gets subtracted. "Everything gets added on and everyone who has a new idea adds it into the mix," says Roger. "They don't stop to consider the impact their pet project will have on schools. We seem forever to be playing catch-up."

Roger says he just wants to get on with the job, instead "everyone else tells us how to manage it... We've got too many people at every level sticking their fingers into the pie, wanting to have their say."

There's a big gap between the theory of managing a school and the actual practice of it, says Roger. "Theorists don't have to deal with very little nuts and bolts problem that turns up at your door. In most primary schools, the principal is the person most people want to have access to. They expect to be able to talk to you and meet you immediately." That, he says, doesn't leave much time for tackling complex issues such as the school's budget and staffing.

There are no easy solutions. "You've got to learn to cope with it," he says. "Sometimes you just have to accept that you can't do everything and you've just got to wait."

The joy of job sharing for principals

WHEN KARITANE School principal Anne Wright first approached her principal relief teacher about job-sharing, Nicola Philip describes her response as "completely freaked".

"She didn't ask me, she told me that we were going to become dual principals and work half the week each and she said 'What do you think of that?' and I said 'This isn't a good time to tell you I'm pregnant'."

In fact, the baby gave them both a year to get used to the idea and work out the details.

"I didn't want to be a principal, because I look at sole charge principals and their workload, they're stressed out beyond belief," said Nic. "I didn't want to be a person who had no life with a baby and a seven-year-old daughter. But I have a lot of trust in Anne, and I thought 'yes, I'll give it a go'."

"I said to myself I can take one



Anne Wright (left) and Nicola Philip share the principalship at Karitane School in Otago. They say that splitting the role has made a huge difference in reducing workload and stress.

day at a time and see how it goes. The first five weeks I was absolutely shattered, there was so much coming at me that I had absolutely no idea about.

"But now I feel really excited and positive and enthusiastic and

I think the school is in great heart and everybody's so happy, the community's happy, the kids are happy and we are happy. It's gone beyond my initial expectations."

Anne Wright had been looking for creative ways to reduce her

workload since she started at the coastal north Otago school.

After a previous sole-charge position for 13 years, she was no stranger to long hours.

"When I started at the new school I was going back to the 60, 65, 70 hours per week," said Anne.

"I thought, how long am I going to be able to do this - because sole-charge I think is the most onerous of jobs in the teaching sector.

"I didn't want to give up the contact with the children but I wanted to be able to have the energy to do other things."

Anne and Nic have two days in the classroom each, and on the third day, a principal release teacher is in the school, so they get a chance to work together and have staff meetings.

"We looked at it fairly carefully and chose our curriculum

strengths and lead in those particular areas. We do equivalent teaching," says Anne.

"We both work three days a week even though we are paid two-and-a-half days, so our board gets a good deal."

Anne does more of the administration at the moment, but that will change over time.

She says the arrangement gives her time for study and interests including painting and riding.

"I'm getting to the end of a PhD and it's given me time for that. It's given me time to indulge my passions in other areas - not just time but energy."

Anne says other principals should consider the idea, if their financial situation permits.

"It's a wonderful solution to sustainability. Our principals are

Continued on next page

'Job sharing', contined from previous page

getting older, they are getting tired. It keeps the expertise, it doesn't just cut you off, and it's such a brilliant way of mentoring people in to the job, you can see them grow."

Nic has nothing but praise for the way Anne has passed on her knowledge.

"It is very much a learning process, and if I say I need help with something then she's very much prepared to help me.

"I feel like I have a real input and ownership over what happens at school - I'm bubbling, I just feel like a simmering pot all the time."

Anne says things are working well. The pair drew up a contract with help from NZEI, to formalise the arrangement for themselves and the school's board.

"We know the Ministry isn't in favour of it, and so we do need to work at it and make it work."

And the hours - "they would be over 30, but that's getting shorter all the time," says Anne.

"I think it's a real solution to our problem of getting people into principalship. There's all this talk about collaborative approaches and co-operative teamwork, and we want our children doing it, so we're doing it."

How NZEI works for principals

SOMETIMES NZEI comes under fire from principals who don't realise the extent of the support the union offers principals. Here are some of the ways NZEI supports principals:

- NZEI's Principals' Council ensures principals retain a strong voice within the union. The Council also advises NZEI's National Executive on principals' interests and views and develops resources such as the Principal's Kit.
- NZEI negotiates pay and conditions for principals. Many principals' salaries have doubled in the past decade, equating to a pay increase of 10% a year.
- NZEI is a strong advocate for principals as professional leaders in schools. Example: in the initial draft of the *Schooling Strategy* there was no mention made of principals. NZEI insisted that principals got specific mention and that their role as the professional leader of a school be well acknowledged. This has now happened.
- As members, principals are entitled to counsellor support at any time on any issue.



Brian Bell, an executive officer at NZEI's National Office. A primary responsibility of Brian's is principal issues.

NZEI's Member Support Personnel are especially trained to provide counselling on the types of issues likely to crop up in worksites. NZEI counsellors are available for personal support even when principals are acting on behalf of an employer board in a disciplinary matter with staff.

- If principals are working through complex and difficult situations their NZEI field officer or regional secretary can be contacted for highly skilled and knowledgeable advice. Regional and field offices are just a phone call away. Our phone logs show that principals are high users of telephone support.
- As part of last year's settlement of the Primary Principals' Collective Agreement, NZEI also negotiated paid sabbatical opportunities for principals.

What is the Workplace Injury Advocacy Service?

THE NZ COUNCIL of Trade Unions is piloting a 12 month advocacy service for injured union members in the Auckland region. The service is modeled on the Victorian Trades Hall Council's 'Union Assist' programme in Australia. The predominantly telephone-based service will employ a full-time advocate who will be available to CTU affiliated union members who require assistance with accessing ACC and a safe return to work.

The advocate will work with an injured worker to de-mystify the process of claims management so the worker can confidently navigate the ACC scheme. Whether it is administered by ACC, an accredited Partnership Programme company, or a third party administrator, the claimant will be encouraged to do as much work for themselves as possible and the service will promote the assistance of the workplace delegate, health and safety representative and whanau to support the claimant.

The service can do the following:

- Work with members to find the best way to resolve any problems they are having accessing

ACC.

- Help with entitlements and processes under ACC law
- Recommend and if necessary demonstrate techniques of improving communication with case managers
- Help to prepare for meetings with ACC or an accredited employer
- Educate members on their rights under the ACC Code of Claimant rights
- Support members at meetings with ACC or an accredited employer under the partnership programme, including mediation
- Help with preparing a statement of evidence for a review hearing (please note, the service does not provide representation at review hearing)

During the pilot, the service will be available to union members in the Auckland Region only (south of Albany and north of Pukekohe) and will be available from 8.30am-5.00pm Mon-Fri. For more information please contact advocacy@nzctu.org.nz, or call 0800 4 union. The service will be available from 1 August 2005.

Helping rural principals



The principals who make up the Rural and Teaching Principals' Network and the regions they cover. Back row left to right: Alastair Schaw (Manawatu/Wanganui) Virginia Francis (Wellington) Andrew Watson (Southland) Sandra Jenkins (Tai Tokerau) Aaron Richards (Canterbury/West Coast) David Henderson (East Coast, Hawkes Bay, Wairarapa) Rosie Morton (Auckland) Front row left to right: Mike Erceg (Waikato) Margaret Civil (Bay of Plenty) Sandi Abel (Nelson/Marlborough) Cath O'Loughlin (Stewart Island) Anne Wright (Otago) NB David Henderson is the co-chair of NZEI's Central East District Council, and Kevin Zachan is the council's RTP rep.

YOU'RE A hardworking principal at a rural school and you need to talk to someone in your area who understands the stresses and strains of your job.

Who can you call? One of the people pictured here.

Who are they? They're the members of NZEI's Rural and Teaching Principals' Network.

They're principals at rural schools spread from the Far North to Stewart Island.

"We're available to talk to fellow rural and teaching principals who need help or advice," says RTP Network member, Sandra

Jenkins.

She's a teaching principal at Mangonui School, north east of Kaitaia, which has 120 students, 6 teachers and a full-time office administrator.

NZEI has 12 District Councils and each one has an RTP representative. Sandra is the RTP rep on the Tai Tokerau DC which extends from the top of the North Island to Warkworth. She also chairs the council and serves on NZEI's Principals' Council as the North Island co-ordinator of the RTP network.

"The network members have a

full appreciation of the work involved in being a principal in a rural school. They know the issues that surround the job," says Sandra.

"We want to ensure that these principals feel supported. One of the best ways to do that is to talk to each other. If we can't help you, we can put you onto someone who can."

She says all rural principals need to do to tap into the support the RTP network can provide, is contact their nearest network member.

News bites

Nomination to the Teachers Council

Nominations for the NZEI nominee to the Teachers Council close with NZEI's National Secretary on 12 August. The election occurs at Annual Meeting in September. NZEI Special Circular 2005/21 contains the nomination form and other information.

Learning to hop

A group of schools on Auckland's North Shore say many children are coming to school without adequate motor skills, and new entrant programmes have to adapt to teach children to hop and skip and jump. North Shore principals say parents are excessively concerned about safety, and children are not getting enough time playing outdoors.

e-initiatives

The Ministry of Education advises that payroll data is available by email. Schools wishing to take advantage of the email facilities can do so by accessing the relevant authorisation forms from the "Forms" section of the website www.payroll-serv.co.nz.

New rules

The NZEI Te Riu Roa Rules document has been updated to include those rule changes made by Annual Meeting 2004. You can download a copy of the rules at www.nzei.org.nz/get/223.

Move over Microsoft

Schools can now buy Novell software for the same price as Microsoft products, after the Ministry of Education negotiated an 18-month licensing deal with Novell New Zealand. This means schools can buy a year-long license for the Linux desktop operating system for about \$99 per server.

Women's network

The women's network newsletter and issues and actions sheets are being sent out to worksites with this issue of *Rouro* - and are available online at: www.nzei.org.nz/womensnetwork.

Christmas closures

The offices of NZEI Te Riu Roa will be closed from 12:00 noon on Friday 23rd December 2005 and will reopen on Monday 9th January 2006.

Can community services be brought to schools?

In its recent budget announcements, the Government unveiled a new initiative to develop the role of ECE centres as a community hub for parental support. The ECE Centre Based Parent Support Project, as it is known, will provide parent education, social support and outreach activities to all parents whose children attend the centre. The first pilots are set to be contracted by February of 2006.

This idea of bringing community services to centres – and primary schools – is not new. In the UK, the number of such “integrated schools” has grown over the last few years. To get a clearer picture of how these schools work, Rourou talked to some visiting educationalists from the UK.

IT'S A simple concept: families need social support services, particularly in low decile areas. Schools are the heart of many communities. So why not bring the services to the schools and make a centre to serve the whole family?

In the UK, they are doing just that. These centres go under a variety of names: ‘children’s centres’, ‘community schools’, ‘extended schools’ and ‘integrated centres’ are the most common. While the main focus has been on bringing services to Early Childhood Education (ECE) centres, the concept has been expanded in some areas to primary and even secondary education levels.

The social services available to children and their families cover many areas, such as health care, childcare, family counselling and playgroups. Some services, such as adult education courses, don't necessarily involve the children at all. Parents can sign up for basic literacy courses, sewing groups, secondary qualification courses and more. By bringing parents into the school environment and involving them in lifelong learning, schools are encouraging them to understand and support their children's lifelong learning.

Carolyn Chivers, head teacher at Hythe Community School in Kent, England, has been working in the “integrated centre” model for five

years. She couldn't be more pleased with how the concept has worked out.

The school began by bringing services to the early childhood education (ECE) wing.

“What we realised very quickly was that we were providing services for the very early years children and their families, but actually those families don't stop becoming vulnerable when that child becomes five. So we've gone on to provide those services to families and children all the way through,” says Carolyn.

In the past, this sort of ‘one stop shop’ wasn't available, and the fact that services were spread out made things very difficult for families.

“In our town, if you needed to access a speech therapist – and many of our primary school children needed that – they would have to travel on a bus to the speech therapy service. The bus went once an hour for my parents, and they didn't used to go,” says Carolyn.

“Now I have speech therapists in school! So those parents don't have to make that long journey, and those speech therapists will look at seven-year-olds as well as three-year olds.”

The hope is that, by providing improved access to services for families, integrated centres will improve educational achievement

for children.

Carolyn says that she has seen huge changes in her school “It's been just amazing. You've got parents who are much more engaged with children's education right the way through.”

Study results are backing up her observations. The Effective Provision of Pre-School Education (EPPE) Project, a large scale, longitudinal UK study, has shown that ECE centres with social services attached deliver the best results compared to other types of centres.

While improving access to such family support services sounds like a great idea, many teachers may worry about how it will affect their workloads. Will teachers have to become counsellors, healthcare experts and adult educators in the classroom? Will they have to manage services and fill out piles of forms?

When the system is run well, says Carolyn, these problems do not exist. In her centre, the services are attached to, but do not encroach on, the school. They are designed to help and support, not to create more work. The services are well-resourced, and there are additional staff who manage and carry them out.

“It's not about teachers having to organise [the services]. It's about teachers encouraging parents, when they're talking to them



Integrated school and centre educators from the UK at NZEI's national office in Wellington: Integrated models are designed to help and support schools, not create more work.

at the beginning or end of the day, to use and access those services,” says Carolyn.

Carolyn points out that the teacher is probably the professional that parents are seeing the most, and probably the person who knows the most about that family. So it makes sense that they can be “signposters” to these social services, without actually providing the services themselves. Moreover, having the services nearby may save teachers and principals the time it would otherwise take to seek them out and connect families to them.

Because of the positive results coming from integrated centres, and because of the enthusiasm from schools and communities, the British government is looking to create more integrated centres, beginning with the ECE sector.

Barbara Riddell, an advisor to the English Minister of Education, looks forward seeing these schools offered across the UK.

“Our ambition is that each community will have a centre called a ‘children's centre’, focused on the

needs of children under five and their families. They will be early childhood centres, but their role is wider than the education and development of children.... The focus is on supporting families as parents.”

Barbara says there has been an unprecedented level of funding to support integrated centres, which she hopes to see continued. The funding is crucial, both she and Carolyn agree, because simply placing services with schools won't help – they must be quality services in quality schools, supported by a well-run system.

The EEPE research has also reinforced these conclusions, showing that the quality of services and education provided make a large difference in children's results.

Thus far, only a handful of New Zealand schools and centres have experimented with the integrated centre model, but these positive initial results, and the new Ministry initiative, may encourage more.

As this is a relatively new concept in education, NZEI Te Riu Roa has not yet taken a position on integrated schools. While there are some positive results thus far, one area of concern is that any offered community services would not impinge on the already-large workload of educators. NZEI will update members on future developments in this area.

NZEI banking package offers special benefits for members



A message from the National Bank

Recently, NZEI has been working with The National Bank to develop a banking package exclusively for members. The package is now available and it offers special discounts and benefits to all NZEI members and staff.

NZEI Assistant Secretary Darrell Ward says the package is part of a range of new member benefits being developed. “Members who are looking for a banking relationship can now, if they wish to, take advantage of a package

designed for the particular needs of people in the Education sector.”

Benefits of the package include:

- Discounts on home loan interest rates.
- Discounts on interest rates for personal loans.
- Great Term Deposit interest rates.
- Discounts on bank fees for your current account.

A \$500 contribution to your legal fees when buying a home, plus the normal application fee is waived (saving another \$400).

The package also recognises the working environment of NZEI members. Members who struggle to get to their bank during the school day will appreciate the wide range of ways they can access their accounts outside nor-

mal school (and banking) hours. For example, NZEI members are eligible to join the Bank's Direct Branch, rather than their local branch. That means they have direct telephone access to experienced banking consultants to help with all of their banking needs.

Other options include the ability for members to access their accounts through the Internet or via touchtone phone banking. For members thinking about buying a home, a National Bank Mobile Mortgage Manager can also visit them wherever and whenever it's convenient.

Darrell Ward says NZEI approached The National Bank initially because of their long-standing banking relationship with NZEI. “We've been very pleased with the Bank's response. They recognise the strength of

NZEI's membership,” says Darrell, “so there are benefits for both our members and the Bank from the relationship. We think there will also be opportunities for it to grow and develop over time. NZEI has always placed an emphasis on conditions of service that enable members to retire from their careers with dignity and look forward to a fulfilling retirement. This banking package supports that objective.”

The National Bank has had a long association with the education sector. The Bank runs a School Partnership programme which aims to promote good savings habits in children, as well as assist with their financial understanding. They also provide a range of special banking packages to students at all levels. Now, through this agreement with

NZEI, they are able to offer a special package to members.

If you'd like to find out more about the NZEI Banking Package from The National Bank, ask your NZEI work-site rep.

Eligibility and lending criteria apply. These benefits are only available while you are a member of NZEI. The details in this article are current as at 1 June 2005 and are subject to change. A copy of the relevant investment statement and current disclosure statement may be obtained through any branch of The National Bank of New Zealand, part of ANZ National Bank Limited.

Reflecting on teaching

TEACHERS OFTEN don't have a lot of time to reflect on the complexities of what they do or the bigger picture outside the classroom. *Teachers' Work in Aotearoa New Zealand*, a new book, analyses the demands and expectations placed on teachers, offers insights into education politics and global influences and assesses advice and guidance programmes. The book is aimed at teacher educators, beginning teachers and teachers in schools and early childhood education centres and will also be of interest to school trustees and parents who want to understand the contexts within which teachers operate.



Pictured, left to right: Kathleen Vossler, Paul Adams, Cushla Scrivens, the editors of *Teachers Work in Aotearoa New Zealand* and NZEI National President Colin Tarr, who launched the book at Massey University

If National wins expect the worst, warns CTU president

THE UNION movement has had a successful partnership with the Government over the past six years and, working together, delivered a lot for union members and working families, CTU President Ross Wilson told NZEI's National Executive in June.

He said that the gains included the strongest economic growth of any OECD country, the lowest unemployment in 19 years, a marked increase in full-time jobs and participation of women in the workforce, a much fairer employment law framework and workplace policies, including paid parental leave.

He warned that National's promises of tax cuts would mean cuts in public services.

"We want to continue to rebuild our health, education and other public services; not a return to the slash and burn approach of the 1990s," he said. "Any minor benefits from tax cuts will be quickly offset not only by cuts to our social wage through the cuts in public services, but also directly to our salaries and wages."

He said National's industrial relations policies were "nothing less than a declaration of war" on unions and the gains made for working people.

For example, National has explicitly committed to repealing the Employment Relations Act and scrapping the union right of access to workplaces, paid union



CTU President Ross Wilson, centre, meets with members of NZEI's National Executive.

meetings, the right to deduction of union fees, trade union education leave, the union right to negotiate collective agreements, and the right to personal grievance during the first 90 days. This last issue would affect 200,000 people, including teachers, starting new jobs each year.

National has also confirmed they will strip more than 15,000 workplace health and safety representatives of their role and remove workplace stress as a specific ground for OSH action, Ross Wilson told NZEI. They also want to privatise the Accident Compensation Corporation.

Wilson warned that National's campaign was clever and ruthless.

He said it was important union members got the good news out: "We mustn't forget what has been achieved. We need to campaign for and support the parties which are supporting us. We need to respect the differences and support the work of all parties on the centre-left to ensure a Labour-led Government is elected."

"It is not our role to tell our members how to vote; but it is certainly our responsibility to tell them what to expect if a Brash Government is elected. And the message is: "expect the worst you can imagine."

To read Ross Wilson's full speech or more about the myths about tax cuts versus public spending, visit www.nzei.org.nz.

International



Students in Tokelau get some help with their postcard project.

Drawing a few of their favourite things

Ask 11-year-old Jamaine from Bougainville what are the three things he rates most important in life, and he'll draw a duck, his bush-material house and a canoe. In contrast, Samuel in New Zealand draws his house, a TV and a mobile phone.

These are some of the comparisons that can spark discussion as to how different life is for children growing up in a developing country, as told by the children themselves using drawings to communicate. It's part of a primary and intermediate school project based on a postcard exchange that is being coordinated by Volunteer Service Abroad (VSA). Incorporated in the exercise are lesson plans, country notes and insights into children's lives from New Zealanders working in seven developing countries in Asia, Africa and the Pacific.

The resource's availability will coincide with VSA Project Friendship, 15-21 August, when over 120 schools throughout New Zealand will be selling friendship bracelets to raise awareness and funds for New Zealand volunteers, sharing skills with local people in 17 of the world's poorest countries. "At the moment, it's a one-off postcard exchange using drawing to communicate," says Shona Jennings, VSA's development education coordinator. "The children draw their family, three things they feel are most important to them, and a favourite activity, and then VSA facilitates the exchange and provides lesson plans to put across key messages." The resources include four lesson plans, relevant to the English, arts and social studies curriculum.

Pauline Graham, from Fairhall School in Blenheim, said her class really enjoyed being able to communicate with 'friends' in other countries. "Children loved receiving the cards and found a lot to talk about in class – the language, size of families, age of children and interests, and it was good to have their class photo [on the front of the card] so they could see who they were communicating with. It really was a valuable exercise."

VSA has also created resources for secondary schools, providing valuable information in the lead-up to the UN Summit in September, where discussions will be around the Millennium Development Goals and plans to halve world poverty by 2015. This event is being talked about as a "make or break" moment in the history of the world's poor.

Volunteer Service Abroad welcome interest from any teacher wishing to use the resources or take part in Project Friendship. Visit the website www.friendship.org.nz for more information, or contact Shona Jennings on sjennings@vsa.org.nz.

Education Research

TEACHING SMARTER

Quality teaching makes the difference

The Ministry of Education has commissioned a series of Best Evidence Synthesis (BES) reports as part of a commitment to strengthen the evidence base that informs education policy and practice in New Zealand.

The reports, which will be summarised over the next few issues of *Rourou*, draw together the available evidence about what works to improve education outcomes, and what can make a bigger difference for the education of all our children and young people.

The first report, *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*, found that where there is a wide range of different cultures, socio-economic backgrounds and talents in a class, which is the case in most New Zealand primary schools, it is the quality of the teaching which can

have a most positive impact on both high achievers and low achievers.

The research identified 10 characteristics of quality teaching:

1. Quality teaching is focused on raising student achievement for all learners
2. The culture of all students in the class is recognised and valued
3. There are strong links between the school, home and the student's cultural community
4. Quality teaching takes in account the different ways children learn
5. Students are given the opportunity to learn by delivering the curriculum in a way that suits their needs
6. Quality teaching recognises that students learn and remember more when they come across material in a variety of contexts such as whole class,

- group and individual work
7. The whole school needed to be focused on student achievement and learning and able to use its resources, teaching materials and ICT in a unified way to achieve that
8. Teachers need to be able to build on what students already know, help them develop independent learning skills and give them useful feedback
9. Quality teaching helps students take control of their own learning and think about what they are doing
10. Teachers need to provide feedback to students in a way that encourages them to improve and be able to create a climate in the classroom where learning is valued

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

Annual Meeting supplement in Rourou

You'll notice that this issue of *Rourou* contains a supplement for NZEI's Annual Meeting 2005. The supplement contains summaries of the major work that has happened over the last year, as well as strategic goals and recommendations for the year to come. At Annual Meeting, which will be held 25-29 September this year, NZEI members from all over the country will meet to discuss and debate the Institute's policy. What's your part in all of this? To have your say, read the supplement, then bring it to your branch or district council meeting. Discuss the issues you care about with your delegate to Annual Meeting. The more active members we have, the stronger our union can become.

Positively Public web launch



THE www.positivelypublic.org.nz website is an initiative of NZEI, together with other education, health and public sector unions. The website promotes education, health and other government services as an essential baseline for a healthy democracy and a healthy economy. It argues that delivering quality public services such as education relies on the people delivering them getting quality labour standards and quality workplaces. This includes investing in people's training and professional development and ensuring they can collectively organise for fair pay and conditions. The site says that equity, accountability, continuity, consistency, strong ethical standards, integrity and responsiveness are central values we support for the public sector as a whole. It also outlines the election priorities of union members in the health, aged care and government sector. To find out more, visit www.positivelypublic.org.nz.

Defining quality teaching

WHAT IS quality teaching and what can we do to encourage it? These questions are critical to building a better education system. In May NZEI joined with the PPTA and the Australian Curriculum Studies Association (ACSA) in a forum on "Quality Teachers Quality Teaching". The ACSA conference, held in Melbourne, set out to create a new agenda for action for practitioners, researchers and policy makers. A wide range of educationalists took part as well as representatives from the Ministry of Education and the New Zealand Council for Educational Research.

There was general agreement that quality teaching depended not only on the skills of the teacher, but also on a range of factors, including school leadership, time and resources and class size. Teachers also needed to have a degree of autonomy and independence to do their work effectively. Assessment tools should be used to assist teachers in their professional practice rather than be used to monitor government's short-term educational goals.

One definition that arose out of the two day discussion was that "Quality teaching is the professional facilitation of learning, including the development of knowledge, skills and attitudes for the future unknown, taking into account the educational, social and cultural context of



NZEI National Executive member Rangiamohia Brown and Professor Allan Luke of Singapore's National Institute of Education exchange views at the Australian Curriculum Studies Association (ACSA) Conference in Melbourne.

students."

The discussion on quality teaching continued this month when the Ministry of Education invited conference participants to a debrief meeting. The meeting resulted in important points of agreement. The group identified the need to:

- recognise that quality teaching is a complex task centred on student achievement and progress and is context bound
- focus on teaching rather than the individual teacher
- value teachers' expertise, their professional judgement in the classroom and voice in decision making
- support teachers in collaborative professional inquiry and evidence engaged research

- engage and win the hearts and minds of teachers with recognition that a top down model does not work and teachers' knowledge must be recognised
- recognise that individual teachers or schools cannot achieve all that is wanted on their own

The debate on quality teaching and how to achieve it is just beginning. It will be a focus of ACSA's Biennial Conference in September in which NZEI representatives will take part, and the PPTA is planning to discuss it at its biennial conference in April 2006. Quality Teaching will also be one of the topics discussed at NZEI's Annual Meeting in September.

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BUILDING TE REO

Pronunciation

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

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

Get Up

E hia te moni e pīrangī ana koe?
How much money do you need?

Maranga Mai

E as in air
hi as in he
a as in ah
te as in tear
mo as in more
ni as knee
e as in air
pi as in pee
ra as in rah
ngi as in singe
a as in ah
na as in nah
ko as in core
e as in air

Hei aha tēnei? He aha tēnei?
What's it for? What is this?

Hei as in hay
a as in ah
ha as in hah
te as in tear
nei as in neigh
He as in henry
a as in ah
ha as in hah
te as in tear
nei as in neigh

WHAKATAUAKI

He kitenga kanohi, he hokinga whakaaro

To see a face is to stir a memory
[People weep when they meet, because of their memories of each other, or of someone known to both]

10,000 strong and growing



Tania Hammond, bottom right, is NZEI's 10,000th school support staff member. She's a teacher aide at Carlson School in Auckland, which is a state funded school for children with cerebral palsy and similar conditions. Of the 73 students at the school, 60 are in wheelchairs. No school in New Zealand can operate without its support staff, and that's particularly true of Carlson. It has 51 support staff: 35 are teacher aides; 14 are therapists providing physiotherapy, speech and language therapy and occupational therapy and two carry out administrative work. The certificate was presented by Mereana Epi Mana, (front left), the librarian at Ellerslie School, who's an NZEI National Executive member and leader of the school support staff negotiating team. They're joined by Tania's student, Hineraukauri, Carlson School principal Faye Philp, (back left), NZEI site rep Mahoney Topia (back right) and some of the schools 51 support staff. Read the full story on NZEI's website at www.nzei.org.nz/get/633.