



# ROUROU

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



Four proposals  
for change  
**P2**



A big win for  
kindergarten  
teachers  
**P3**



Haere ra  
Rourou  
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## Strong NZEI turnout at national standards consultations

There's been a strong turn-out of principals, senior teachers and curriculum leaders to the Ministry of Education's national standards consultation meetings and to extra ones organised by NZEI branches and principals' associations.

From 2010, children at primary and intermediate schools will be judged against national standards in reading, writing and maths. According to the Ministry of Education, national standards aim to lift achievement in literacy and numeracy by being clear about what students should achieve and when, and by reporting a child's progress to parents in plain language.

The Ministry aims to map current assessment tools such as PATs or AsTTLe against the standards so that teachers use at least one standardised test as well as their own professional judgement in assessing where students are in relation to the standards.

Achievement data will be used to report to the school community and aggregated nationally – possibly through schools' annual variance reports - by the Ministry of Education.

Steve Hayward, principal of Green Island School, attended a consultation meeting in Dunedin organised by his principals' association.

"The meeting raised more questions than answers," he says.

"The Ministry said itself that more than 90% of schools are already doing what is being asked to be done – measuring student achievement using a range of tests. They're hitting everybody with a sledgehammer instead of targeting the 10%."

Hayward is worried that national standards could ultimately lead to national testing, and is concerned about what might happen to achievement data once it is sent to the Ministry.

Another key message to the government, he believes, is about school autonomy and teacher professionalism.

**We definitely want to have our autonomy and decide what tests we can do. We don't want to be told by the government what tests to use, because our schools are diverse and we must have the flexibility to use what works locally.**

Barbara Bronlund, principal at Kaiwaka School, attended a meeting in Paihia in Northland, along with about 180 others.

"As part of the new curriculum, we've done a lot of work with our community about reporting back, and I'm very worried about how prescriptive the system is going to become. It could take away from Kaiwaka School's own assessment and reporting process that has been agreed with parents."

Dunedin teacher and Associate Principal Heidi Hayward from Macandrew Intermediate believes the government would be better to spend money in the community, targeting positive parenting and family support rather than national standards.

"At low decile schools, kids often come in without the experiences or parenting support that they do at other schools. Their issues are not so much educational, they're community-based issues and no amount of money spent on education alone (including national standards) is going to change that."

She's also concerned by the timeframe schools have been given, saying her school received the consultation pack just three days before the meeting.

"It's pretty appalling that principals and senior teachers were given three days to digest the biggest educational change since Tomorrow's Schools. The government has allowed just one month for consultation and not made any real attempt to consult directly with teachers – that's crazy."

NZEI encourages members to attend the remaining consultation meetings where possible, or to voice their views on the Ministry's website



"We've made our views crystal clear to the Minister of Education," NZEI President Frances Nelson says. "National standards will only be acceptable if they put children's learning first and support quality teaching. Our prime concern is to ensure that the achievement information collected is used for teaching students and for informing boards and parents about how well students and schools are doing."

"Any move to make school assessment information available nationally for league table comparisons would be destructive and defeat the purpose of implementing the standards," she says.

"League tables take the focus off the learning needs of children across a broad range of areas and instead put the emphasis on school ranking solely on literacy and numeracy results." As of June 17, the Ministry says approximately 2895 people had attended the main sector or regional sector consultation meetings. About 470 had attended the Parents, Families and Whānau meetings.

The Ministry is planning workshops to introduce the final national standards from October 2009. They will be designed to build on the feedback from the current round of consultation.



For more information about national standards and to share your point of view, go to [www.nationalstandards.org.nz](http://www.nationalstandards.org.nz)

## Swine of a winter

Schools and early childhood centres face increasing disruption as swine flu takes hold in communities.

A number of schools and centres have been closed due to the swine flu, with more closures likely.

At this stage of the outbreak, there is no official requirement for staff without symptoms not to come to school.

- ▶ If you have no symptoms but you are *advised* by your health professional, board of trustees or principal to go into isolation and you choose to do this – then this will count as taking sick leave.
- ▶ However, if you have no symptoms but your school or centre *directs* you to stay home, then you must be paid as normal, and any associated costs are borne by the employer.
- ▶ If the situation becomes more serious, it is likely things will change – keep informed by checking the Ministry of Health website and the Ministry of Education website (updated daily), or contact the Ministry of Education swine flu call centre, 0800 225 580, if you have a specific situation to report, you can also call NZEI Help on 0800 693 443.

# Budgets and fresh starts



This will be the final Rourou and President’s Viewpoint. NZEI is about to embark on what may seem like a “back to the future” pathway. The National Executive is delighted to welcome our newest professional venture – the “birth” of *Education Aotearoa*. This new addition will be a professional magazine - one which we hope will be professionally stimulating and a good enjoyable read at the same time.

We live in interesting times! The government’s May Budget was unsurprisingly both lean and mean. It produced some things we expected, some surprises and a couple of deeply worrying “stings in the tail”. The re-focusing of funding on government goals saw shifts in the positioning of some programmes, especially professional development. I applaud the focus on leadership programmes and support for the national standards. The work around the implementation of the New Zealand Curriculum and aligning the national standards in an educationally sound and robust way will be a priority for schools over the next year.

One of the surprises was the absence of any sense that the issues of our support staff colleagues had been considered. We are back to the dilemma of seeing the support staff who work with students being paid less than their fellow employees who clean the buildings that teacher aides and students work in. Is this really all attributable to a timing

glitch where the recession is allowed to dictate the unimaginable situation that now exists in schools?

For teachers and students alike, the budget “fine print” potentially deals a cruel blow. With an increase in the number of students arriving in schools over the next few years, it is the government’s intention to make cuts of something in the vicinity of \$98 million to the staffing budget by 2012. It is hard to imagine how this can be achieved without cutting teachers and the consequences of this will undoubtedly impact negatively on student achievement. How savings of this magnitude can be achieved is the cause of great speculation – not to mention consternation within the sector.

The early childhood sector is waiting anxiously to see what the \$20 million mistake in ECE funding means in practical terms.

Finally, it remains only for me to say farewell to Rourou and welcome to our soon-to-be launched *Education Aotearoa* magazine.

Frances Nelson  
**NATIONAL PRESIDENT**  
**TE MANUKURA**



After months of consultation, feedback and focus group meetings, four proposals for change have been decided and will go to this year’s Annual Meeting as part of NZEI’s Organizational Review. The overarching aim is to get more people participating and involved at all levels of the organisation.

The Organizational Review process started in 2007 when the National Executive sought a mandate from Annual Meeting to conduct a review of NZEI’s structures to position it as a future-focussed member-organised union and professional association.

It’s been full steam ahead ever since.

A report was commissioned based on broad consultation with members about what they felt was working and what wasn’t. The findings of that report then went out to District Councils and ideas started to form about the type of changes needed to reflect a stronger clarity of purpose, encourage more active involvement and redesign some of NZEI’s structures. More work was done at last year’s Annual Meeting. Since then a steering group has been set up and there has been months of intensive workshops at District Council and branch level on discussing, drafting and narrowing down a series of change proposals. Te Reo Areare has also worked through the change proposals and Miro Māori have participated in the consultation processes at each stage.

The latest and final round of consultation has recently been completed involving six focus group sessions around the country, with District Council representatives. The purpose of the focus groups was to test the change proposals to ensure they meet the core principles and values of NZEI. The feedback was overwhelmingly in favour of change.

## The final four change proposals are:

- Linking funding more directly to activity plans for greater accountability
- Changing from an Annual Meeting to one every two years for the whole of the union with regional meetings in the intervening years
- Changing the size and composition of the National Executive to 14 members – four sector representatives, four representatives from the general membership, three presidents (vice, current and past) and three Te Reo Areare representatives
- Changing the role of District Councils and establishing them as Area Councils with an opportunity to increase them in number

A large number of comments were gathered and analysed from the focus groups as the change proposals were being finalised.

☞ I agree with the proposal of greater accountability through linking funding more directly to activity because members want to know that their money is being used purposefully. Being accountable and getting plans signed off would make branches more active and committed to getting the message out. ☞

☞ Money needs to be used to engage membership and activate. Having activity plans will get members involved and planning in a structured and targeted way. Activism doesn’t just happen. ☞

In response to the proposal to make Annual Meeting a biennial meeting, and having regional meetings in the intervening years, comments included:

☞ I think this will enable more members to contribute more effectively. ☞

☞ Regional meetings will allow more member involvement. ☞

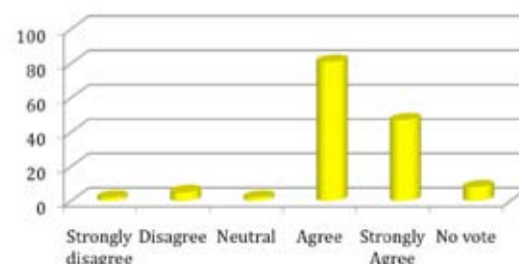
☞ Anything that encourages greater participation is a plus. Annual Meeting is perceived by some to be too big and a more personal approach at regional meetings may work better. ☞

The four change proposals will go to Annual Meeting in September where members will be asked to adopt them and make the necessary amendments and deletions to NZEI’s rules to set the wheels of change in motion.



The final of NZEI’s Organizational Review focus group sessions was held in Wellington this month with members of the Wellington District Council.

## Your overall support for the change proposals





## BIG WIN FOR KINDERGARTEN TEACHERS

Kindergarten teachers have overwhelmingly ratified a new collective employment agreement which maintains a unified pay scale and pay parity with primary teachers for a further two years.

The Kindergarten Teachers, Head Teachers and Senior Teachers' Collective Agreement was sent out for ratification by postal ballot and over 99% of the votes received were in favour.

The main feature of the settlement is the retention of pay parity with primary teachers for a further two years through the renewal of the entrenchment clause. The immediate benefit will be a 4% pay increase to all pay rates at the start of July.



NZEI kindergarten negotiating team

NZEI negotiating team leader Marion Dekker says "Kindergarten teachers fought long and hard for pay parity in 2002 and we are pleased by the ongoing commitment to it. It was the number one issue for us going into the negotiations."

"We also know this is a significant settlement in the current economic and political climate and it is based on the strength, unity and determination of kindergarten teachers," she says.

The settlement also reinforces the importance of quality early childhood education by continuing to recognise the professional status of kindergarten teachers in the education sector.

However, the settlement does not signal the end of the process for kindergarten teachers as the negotiating team identified ongoing work and issues which need to be progressed.

The text of the new agreement is available on [www.nzei.org.nz](http://www.nzei.org.nz) and copies are being sent to worksites.

## MINISTRY ADMITS SERIOUS FUNDING ERROR

NZEI has received a commitment from kindergarten employers that they will honour the terms of the kindergarten settlement, despite a serious mistake by the Ministry of Education with funding rates.

Late last month the Ministry admitted a major error had been made in some 2008 funding adjustments. It meant that some ECE services received an 8% increase in funding for teacher salaries, instead of 4% on 1 July last year. The Ministry discovered the mistake in April, yet failed to declare it during negotiations for the kindergarten agreement last month, which NZEI believes was an act of bad faith. The result is that the Ministry will not provide an additional 4% funding for kindergarten associations on 1 July this year, even though the terms of the kindergarten agreement include this pay increase.

While kindergarten employers say they will fund the increase, many have signaled that it could impact on some of their planned spending. At this stage, indications are that the increases related to the Early Childhood Education Collective Agreement will go ahead. However, the Ministry's error will also impact on centres covered by this agreement.

## CELEBRATE JULY 1

From 1 July 2009, NZEI teacher and principal members get a 4% salary increase



Remember we're still fighting for a Fair Deal for Support Staff [www.fairdeal.org.nz](http://www.fairdeal.org.nz)

**NZEI · TE RĪU ROA**  
NEW ZEALAND EDUCATIONAL INSTITUTE

[www.nzei.org.nz](http://www.nzei.org.nz)

Valuing education, valuing you!

NZEI teacher and principal members will have something to celebrate on July 1. Primary school teachers and principals, and area school teachers and principals will receive a 4% increase in their pay packets as part of a significant package won through the settlement of their collective agreements in 2007.

## CELEBRATIONS AND ACTION ON SUPPORT STAFF DAY

The government may not be giving them anything to celebrate but that didn't stop support staff being celebrated in schools and communities around the country on Support Staff Day.

Thousands of support staff were treated to special breakfasts, morning teas, lunches and celebratory dinners in recognition of the work they do and the value they bring to schools.

They also used Support Staff Day to highlight their ongoing fight for a fair deal. The government seems unwilling to address their issues of low pay, in the current contract negotiations.

Support staff delivered thousands of postcards to MPs around the country to drive home the message that "the recession is not an excuse to ignore low pay."

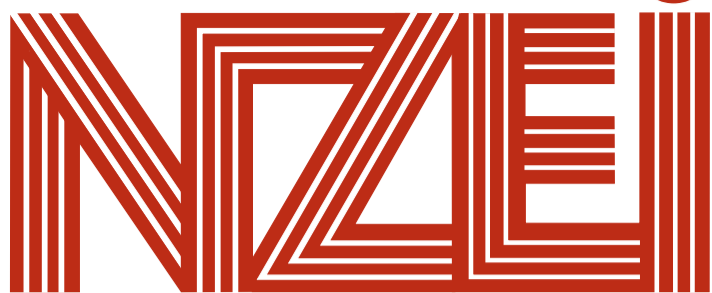
### Some of the messages on those postcards were

- ▶ Even with the economic climate people should not be treated like this, we are struggling now, put yourselves in our shoes.
- ▶ Support staff should be paid through payroll, not the operations grant, and pay should be equitable to other jobs of the same standard and value.
- ▶ Support staff need to be paid a fair wage for the work they do – often with very challenging children. Schools couldn't function without them!
- ▶ \$12.94 what sort of rate is that! My daughter has no responsibilities and is paid that for serving chips. How can that compare with a job as a teacher aide dealing with a child who has seizures?
- ▶ Get real!



Remember we're still fighting for a Fair Deal for Support Staff

[www.fairdeal.org.nz](http://www.fairdeal.org.nz)



# ROUROU

## HAERE RA ROUROU!



"Teachers roll out the banner" said Wellington's 'Evening Post' with its large photo of the Education House. The banner on NZEI's Education House, Wellington, brought the collective contract message to Wellington and the country. (Who said inside.)

Whether you just flick through it, or read it cover to cover, this is the final edition of NZEI Rourou. The first Rourou was published in February 1990. It took over from National Education and the Nat Ed Newsletter.

But watch this space! NZEI is launching a new quarterly magazine to replace Rourou. *Education Aotearoa* will make its debut at Annual Meeting in September.

It will be a high quality feature magazine which will look at issues in-depth and reflect and support your daily work at the "chalkface", whether you're a primary teacher, teacher aide, librarian, ECE teacher, GSE support worker, principal, or office administrator. We also see it as a flagship for ideas and discussion about teaching and learning.

For the more instant and timely news NZEI has begun a fortnightly electronic newsletter, NZEI News. NZEI News is sent free to all NZEI worksite reps and to any individual member wanting to subscribe to it.

It contains brief snippets of news, with links to more detailed information or action ideas. By making it more regular and briefer, we hope to meet the needs of many worksite reps.

As Andrew Turner, a worksite rep at Monrad School in Palmerston North says,

"The e-newsletter is a God-send – it works brilliantly for our worksite. It is so much easier to pass on news by email – either to forward email content or print off relevant content. Email is quick, people can read it at a time convenient to them and it saves paper (there is already enough of that in education!) More communications should be sent electronically!"

NZEI encourages worksite reps to print out a copy to put on the staff noticeboard, but it can also be forwarded electronically to all your members on-site – or they can subscribe individually. You can subscribe online at [www.nzei.org.nz](http://www.nzei.org.nz) or send an email to [Shelley.struthers@nzei.org.nz](mailto:Shelley.struthers@nzei.org.nz), giving her your details.



### KINDERGARTEN CO

**What other people said**

April 30 was a grim day for education in New Zealand. It was a grim day for democracy in this country. The Government introduced the State Sector Amendment Bill to remove kindergarten teachers and associations from the state sector.



### Hikoi welcome for NZEI

**Hikoi of Hope the agenda**

- Real jobs
- Affordable housing
- A public health system we can trust

### SE 2000 unansw

Slow down and sort out Special Education 2000

### NATIONAL TESTING PUT ON HOLD

National testing has been deferred for a year, education ministers Wyatt Creech and Brian Donnelly announced on 23 July.

The announcement follows Brian Donnelly's visits to Canada and England where he has been looking at testing regimes similar to the New Zealand proposal.

"We want to talk further with teachers about the advantages of the assessment package and how best to ensure that the proposals for national testing can be used to add value to the education system," he said.

Liz Patara, who has been studying the Ontario testing model, said she was heartened by the news.

"Principals and teachers need to continue talking with parents about the limited usefulness of a national pencil and paper test. Instead we need to build on the robust, workable and effective assessment tools already in place in New Zealand.

"After being told about our National Education Monitoring Project, Ontario teachers said they didn't see the need for any other national testing programme in New Zealand."



### COMPULSORY NATIONAL TESTS: WILL THEY HELP?

This NZEI Campaign Information Kit contains excellent resources. Contact us if your school has not received a kit.



### SUPPORT STAFF - WHERE WOULD YOU BE WITHOUT US?

### Pay parity victory

**CONGRATULATIONS! NZEI TE HIRI PŌA**

"A brilliant outcome for the primary profession and women workers. We might even get an improved ratio of men!"  
Staff of Havelock North School

"This is one of the great negotiating victories in New Zealand trade union history."  
Angela Frazier, Secretary, Council of Trade Unions

"Every early childhood teacher and early childhood worker who only collaborates with you, but is frustrated by your success."  
Aimee Harvey, NZEI Early Childhood National Campaign Coordinator

"A victory for all women workers and for all unions."  
Angela Frazier, Secretary, Council of Trade Unions

"An example of how good union organising and campaigning makes a real difference."  
Aimee Harvey, National Secretary, Service and Food Workers' Union

Pay Parity Presidents - Helen Duncanson (left), Iria White, Bill Scobie and Liz Patara.

Helen Duncanson launched the pay parity for primary teachers, assistant principals and deputy principals after months of negotiations with the Government.

March 4<sup>th</sup>, NZEI to the Sea was a pay parity for primary teachers, assistant principals and deputy principals with the Government.



## Teacher Workplace Survey

### WHAT MAKES A GOOD WORKING ENVIRONMENT IN SCHOOLS?

The need for better communication within schools has been highlighted in a research-based survey that asks teachers about their workplace and working conditions.

Several hundred primary and secondary school teachers have done the Teacher Workplace Survey, which was developed by the New Zealand Council for Educational Research (NZCER) last year and is available again in the third term this year. It is an online, confidential survey that draws on the research literature about what makes for a good working environment in schools.

The research led to the survey questions being grouped under a number of key themes: the physical working environment and resources; satisfaction with school; school leadership; professional development; and school organisation.

For example, in the research, school conditions associated with job satisfaction include teachers having time to work together in ways that develop and expand their knowledge and skills. They include schools valuing and encouraging teachers' contributions to school issues that directly affect them and their students. Negative associations include the amount of time spent doing administration that teachers don't see as benefitting students, along with external pressures to do with the pace and management of education change.

Feeling stressed or burnt out has a significant effect on teachers, their schools and their students, according to the literature. They are less sympathetic to students, and less committed or engaged in the job. They may also be more resistant to change and they can have a chilling effect on the morale of new teachers.

NZCER organisational psychologist Lorraine Rowlands says new analysis of the data from the schools that did the survey in 2008 highlighted the need for better communication in the workplace, and she says the survey itself has already sparked more talk between teachers and school leaders.

**The mere fact of doing a survey sometimes opens up the doors of communication. Though the survey itself is confidential – and teachers can do it from home if they want – it has tended to get teachers talking about their workplace and their workplace conditions, and talking perhaps more with principals and other school leaders. That's very positive.**

NZCER director Robyn Baker says she sees the survey as a development tool to enable principals and senior managers to talk about improvements, particularly if they are able to track teachers' perceptions over time, and make comparisons with other schools. It is intended to provide school management with hard data that they can use for future planning.

But she agrees the conversation the survey generates with teachers about the kind of workplace that they collectively want to create may be just as important.

NZCER developed the survey because of research which shows teachers who are positive and engaged in their work are more likely to stay in their jobs and to teach more effectively. Schools with a positive workforce experience less absenteeism, lower turnover, and higher levels of teacher motivation, engagement and commitment. [www.nzcer.org.nz/surveys](http://www.nzcer.org.nz/surveys)

#### Putiputi Temara is one NZEI member who has stepped up to the Pay and Employment Equity Challenge.

The Kaiārahi i te Reo from Pukeatua School in Wainuiomata has collected more than 600 signatures in support of Labour MP Sue Moroney's Pay and Employment Equity petition. NZEI has been



encouraging members to get behind the petition which calls on the government to reinstate pay equity investigations in the public sector and to honour the results of those already completed.

If you haven't already signed the petition you can download a copy here [www.nzei.org.nz](http://www.nzei.org.nz)

## NZEI PUTS THE SPOTLIGHT ON EARLY CHILDHOOD TEACHER SUPPLY

**In a worst case scenario, the early childhood sector could be short as many as 2,600 teachers next year. That was just one of the startling statistics presented at the recent NZEI-organised Early Childhood Teacher Supply Symposium.**

In a show of leadership in the sector, NZEI identified teacher supply as a key issue and organised the symposium around the theme of "Right People Right Place Right Time". It was held in Auckland and involved about 60 people including private and public providers of early childhood education, teachers and teacher education providers as well as government and local authorities.

Those who attended agreed it provided a unique opportunity to share ideas and look at issues around teacher supply from a range of perspectives.

The challenge is that New Zealand is moving towards a fully qualified early childhood workforce, at a time when demand for early childhood education services is skyrocketing and the current baby boom is about to hit. The number of services has also grown steadily.

The Ministry of Education told the symposium that there has been a significant increase in the number of early childhood teachers and those in training but they can't keep up with demand. According to projections next year, when a target of 80 percent qualified teachers is due to take effect, the sector will be at best 1500 teachers short and at worst 2600.

Targets are due to increase again in 2012 but the overwhelming response from the symposium was that those targets should not be deferred or watered down.

Concern was voiced that many centres are already having difficulty reaching the 50% qualified teacher target, particularly a number of Pasifika centres in Auckland which are raising participation levels within their communities.

Other issues canvassed included recognising a broader range of qualifications, allowing primary teachers to move straight into early childhood, and the government's initiative to allow English-speaking, foreign-trained teachers to qualify after a six week intensive programme.

The symposium was also told that in some areas teacher education providers are hampered by the caps on student numbers. Some universities have hundreds of people wanting to enrol in early childhood teacher education, but due to funding caps, they only have a very limited number of places.

NZEI member Christine Taare who is head teacher at Te Puna Reo o Puhī Kaiti in Gisborne found the symposium "fascinating". She says it was an important forum and while she felt Māori were under-represented, it was a good beginning for more discussions. "The more we collaborate together, the more we'll be able to be a collective voice to take our issues to government," she says.

Waimauku early childhood teacher Simon Easton, who is also involved with ECMenz (the men in early childhood group), says the symposium brought together groups and people who have not sat down together for years, if ever. "It was great to come together and focus on a common problem," he says. "It was interesting hearing all the statistics and what is achievable and what is not. I believe most of the answers to the challenges facing early childhood should come from local communities."



Simon Easton and Christine Taare enjoyed sharing ideas at the Symposium

## Step up to the pay equity challenge

**Should your work be valued on the skills, experience and responsibilities required for the job or on whether you are a man or a woman?**

There are still many women-dominated occupational groups earning less than male-dominated groups whose work requires similar skills and responsibility. One such group is school support staff members who earn as little as \$12.94 an hour, just above the minimum wage.

New Zealand's gender pay gap of around 12% is caused by the low pay of large occupational groups of women, general undervaluing of women's work, and the fact that more men have higher paid jobs.

On 30 June union members and community organisations will rally at Parliament to put pay equity back on the radar. The lunchtime rally is timed to mark the closure of the Pay and Employment Equity Unit, set up by the last Labour government to address pay equity in the state sector, with the aim of ultimately achieving pay equity in the private sector.

The unit had developed tools to investigate gender pay gaps and had completed two pay investigations, including one into GSE support workers, which showed these mainly women workers are significantly underpaid compared to those in male dominated occupations requiring similar skills and responsibility.

State Services Minister Tony Ryall axed the unit, saying the investigations would "generate an additional form of remuneration pressure that is unaffordable in the current economic and fiscal environment".

Now government has announced \$2 million funding over four years for the Ministry of Women's Affairs to do policy work on the gender pay gap. But as NZEI National Secretary Paul Goulter said: "More research in other sectors is welcome but the government needs to urgently address the gaps that have already been identified. What these women want is action now to remedy their issues of low pay and to close those gaps. The government needs to be funding pay rises not put money into more research to prove what we've been telling them for years."

That's what 30 June is all about – union members and community organisations challenging government to close the pay gap. Step up to the pay equity challenge. If you live in Wellington, come along to the rally. If you live elsewhere, contact 0800 NZEI HELP (0800 693 443) about events in your area.





Fiji Teachers Association President  
Tevita Koroi

## Older teachers forced out

**Around 10 percent of Fiji's teaching workforce have been compulsorily retired at the age of 55 by the military government, and student teachers only part-way through their training have been deployed to fill staffing gaps, the Fiji Teachers' Association says.**

The Association won a Supreme Court ruling on April 2 to keep civil servants' retirement age at 60, but the abrogation of Fiji's Constitution and the introduction of emergency regulations by the Bainimarama military regime a week later means 900 of the 9000-strong teacher workforce are being told they are surplus to requirements.

FTA President Tevita Koroi, who was sacked by the regime from his job as principal of Naisinu Secondary School in May for calling for a return to democracy, says the impact on quality learning for Fijian children is serious.

"Schools are struggling to find replacement teachers. About 150 student teachers due to graduate this November have already been deployed into classrooms before they even graduate. A lot of our mostly female senior teachers are infant class teachers, and losing such experienced teachers half way through the year all of a sudden is going to impact on our youngest students."

"Meanwhile, there's a lot of concern about the impact on the quality of school leadership – senior management and key decision-makers are being forced to retire and are being replaced by much less experienced people."

Tevita Koroi says Fiji is facing very unusual times, with those in charge making increasingly unreasonable decisions. For example, the regime has banned the annual conference of the largely indigenous Methodist Church later this year, but did allow the FTA to hold its annual meeting in May.

"However, we were under very strict supervision, with police attending sessions and members at the meeting being told to leave venues or having times of sessions changed arbitrarily.

"With the government's media restrictions, the media have been told very firmly what news to publish, and what not to publish, so there is no coverage of trade union statements. The government told the local radio station transmitting Radio Australia to stop broadcasts, so most people go to the RNZ International website or blogs like <http://rawfijineews.wordpress.com> to get real information.

## BUDGET 09 – Cuts dressed up as savings

### Briefly

- teacher staffing budgets to be slashed
- inflation adjusted increase to operational funding
- no new money to fund support staff pay rises
- more money for private schools
- cash injection for building and maintenance
- extra funding for national standards
- cuts to many professional development programmes

### Not surprisingly the National government's first Budget in almost a decade refocuses and reshapes Vote Education money to meet its own goals and priorities.

Overall new initiatives, combined with a forecast rise in the number of students, mean total Vote Education spending will rise from \$10.5 billion in 2008/2009 to \$10.8 billion in 2009/2010.

Given the bleak picture the Finance Minister painted of the economic landscape, education did not fare too badly, and along with health was considered one of the big winners. But buried in the fine print are some unsettling figures.

Firstly, the government has revealed plans to make "efficiencies" and "save" millions of dollars on teacher staffing by taking \$45 million out of teacher staffing budgets in 2011 and \$50 million from 2012. NZEI is currently seeking more detail from the Education Minister on this issue and clarity over whether the staffing cuts are focused on the primary or secondary schooling sectors.

NZEI National Secretary Paul Goulter makes the point that it's difficult to see how those so-called savings can be achieved without pushing up teacher:student ratios.

"The sector has fought hard to bring ratios down because of the clear benefits to teaching and learning. There is a baby boom which is expected to hit schools in the next four to five years, so any reduction in teacher numbers would have a huge impact in classrooms throughout the country," he says.

One of the biggest disappointments for NZEI members out of the 09 Budget is the minimal inflation-only adjusted

### In Brief

#### Primary rolls to peak in 2019

Latest figures from the Ministry of Education show the baby boom of the last two years will start to impact on primary schools from 2012 onwards, and will reach a peak in 2019 with 520,000 students. The figures are part of the National School Roll Projections (2008 Update) which are for financial forecasting and other planning, including training and hiring the appropriate number of teachers. The birth rate for the year to March was at its highest level in more than 20 years, following on from similarly high levels the previous year.

#### Are special schools better?

New research has challenged the view that special schools are better at teaching children with intellectual disabilities. In her just released book, Learning better together, education researcher Dr Jude MacArthur makes a powerful case for including disabled students in regular classrooms. Her book examines current thinking about inclusive education. The research was commissioned by IHC to argue the case for inclusive education in New Zealand. Dr MacArthur says that an examination of research here and overseas shows school students do better when they learn together.

#### Not enough pools to stay afloat

Concern has been expressed by the New Zealand Recreation Association about the lack of available access to swimming pools for schoolchildren to attend water safety and swimming lessons. A survey of learn-to-swim providers by Water Safety New Zealand showed New Zealand children's basic swimming ability is declining. The Association says school pools have been closing because of the government's bulk funding approach to the provision of swimming pools, and public pools have been expected to fill the void. It is calling on the Ministry of Education to change the funding model and to investigate opportunities for strategic development of new school pools to enable more children to learn what is a core life skill.

#### Nationwide science project brings students to their knees

"Meet a Metre" is a nationwide science project in which schoolchildren get down and dirty and explore lifeforms in their own playgrounds and under their feet. The joint project between the New Zealand International Science Festival and the Department of Conservation aims to engage children in science at the grass roots level and give them the unique opportunity to communicate online with scientists. It involves investigating a square metre section of ground, identifying and recording species of flora and fauna, collating and presenting findings and then formulating a plan to enhance the area. Project moderator Monika Fry says many schools are using it to improve areas of their school and it has the potential to encourage a new generation of scientists.

#### Getting tough on cyber bullies

Across the Tasman – school principals will be able to refer cyber-bullying cases to police under powers being introduced by the South Australian Government. The state Education Minister says mobile phones and social networking websites have created a new means of bullying. Principals will also be able to take action when bullying occurs outside school hours or outside school boundaries and confiscate students' mobile phones and hand them over to police if there's a reasonable suspicion that those phones have been used to record a crime.

#### Reunion

The Wellington Kindergarten and Early Childhood Graduates Association is holding a reunion on 16, 17 and 18 October 2009 for teachers who trained or taught in Wellington.

For more information please contact: Jan Jones, phone: 04 478 3024 or Barbara Gordon, phone: 04 477 3236, write to: Wellington Kindergarten and ECH Graduates Association, c/- 10 Ellwood Place, Churton Park, Wellington 6037, or email: [kgtn.ech.grads@gmail.com](mailto:kgtn.ech.grads@gmail.com)

1.95% increase to school operational funding. It sends a clear message that the government is not prepared to fund a long overdue pay rise for support staff.

Paul Goulter says that is ironic, given that the Finance Minister said in his Budget speech that it is those on low incomes who need security when times are uncertain.

\$70 million dollars over four years has been budgeted to fund the pay rise school cleaners and caretakers secured last year.

There is also disappointment that the government has chosen to keep a large chunk of taxpayer money out of public education and sink it into private schooling, particularly in times of recession.

Private schools are set to get a funding injection of \$35 million.

#### The Quality Public Education Coalition has done the comparative maths:

- ▶ \$35 million for 3.5% of children who attend private schools
- ▶ \$170 million for 96.5% of children who attend public schools

The axe has fallen on a number of professional development programmes, and funding for some positions such as physiotherapists and occupational therapists has been cut.

Much of the extra money in the Budget is targeted at building and maintenance work, truancy initiatives, and improving literacy and numeracy through national standards – all of which meet the government's stated priorities.

## The fruits of their labour

Each year NZEI awards two scholarships – one for a support staff member and one for a member in early childhood education. Scholarships for 2007 went to Nelson support staff member Gilly English and Rosemary Searle, who works for the Auckland Kindergarten Association.

Both women have now completed and submitted their reports. Below they give a brief outline of what they used their scholarship for, and what they got out of the experience.

**GILLY ENGLISH** – Support Staff Scholarship Recipient

**ROSEMARY SEARLE** – Early Childhood Scholarship Recipient

### Why did you apply for a scholarship?

**Gilly:** I applied for the scholarship because I remembered a quote from Irene Cooper, President of NZEI in 2007, where she referred to support staff as the 'invisible army' and I wanted to find out how the role of the teacher aide was perceived by those who work with them.

**Rosemary:** I applied for the NZEI scholarship initially to help offset course costs, transcription services, and dissemination costs. However the flexibility of the scholarship allowed me to use the funds to purchase a digital recorder, take time off work to transcribe the interviews and pay for publishing costs as well.

### What was the focus of your project?

**Gilly:** The project was a study of what is currently expected of teacher aides in New Zealand and the training schemes available to them.

**Rosemary:** Perceptions and use of non-contact time in early education and care services.

### What conclusions did you reach?

**Gilly:** The advancement of a career pathway for teacher aides was not a foregone conclusion and the current position and expectations within the New Zealand education system made it difficult to suggest a way forward.

**Rosemary:** The perceptions and use of non-contact time were contingent on a number of factors and manifested themselves in different ways. Conditions, such as workspace and funding for teacher release, were basic elements in the provision of non-contact time. The frequency, length and regularity of non-contact time were also significant factors. Early childhood teachers must voice their call for funding to access non-contact time with greater clarity, fostering public appreciation of how non-contact time contributes to the development of quality teachers through regular opportunities to engage in dialogue.

### What did you get out of the whole experience?

**Gilly:** One of the main skills I learnt while working on the project was how to research effectively. Managing my time proved the most difficult area to control as well as keeping the purpose of the project as the main priority and not allowing myself to get side-tracked.

**Rosemary:** The experience of writing a thesis was challenging and illuminating! The process confirmed for me the wide range of energy and skill, passion and commitment in the early childhood sector. It also enabled me to engage with others in the compulsory and tertiary sectors and, in doing so, raise the profile of early childhood professional issues.

The scholarship recipients for 2009 will be announced at Annual Meeting, while the reports from the 2008 recipients are due in December this year.



Gilly English



Rosemary Searle

## Rural and teaching principals get down to some serious networking and professional learning



More than 170 rural and teaching principals attended NZEI's annual Rural and Teaching Principals Conference for a spell of professional learning and networking.

The introduction of national standards was a hot topic at the conference, with a strong response to NZEI President Frances Nelson's call for action if the government set up any centralised system that would allow the media to create league tables.

Peter Witana, principal at Kawakawa School and a New Zealand Principals' Federation executive member, told the conference that the experience of other countries was that centralised data led to league tables. "Nowhere in the world has it been shown that national tests or national standards improve achievement – and yet these standards could change the education landscape over time and create winner and loser students," he said.

Principals took advantage of Education Minister Anne Tolley's presence immediately following Budget Day to grill her about her priorities for education.

Flemington School principal Phil Bourke asked how she defined "productivity" in the education sector, and how that related to her government's plans to cut \$45 million from teacher staffing budgets in 2011 and \$50 million from 2012. Ms Tolley said she was concerned about an increase in the salaries and numbers of teachers in the last eight to nine years, and claimed there had been no commensurate increase in student achievement. "Productivity in our sector means what goes in, comes out," she said. Treasury had identified increasing teacher staffing costs as a fiscal risk and she had to drive some costs out of the education budget, she said.

Rural principals were quick to identify that that might result in enforced school closures and increase the problems of recruiting and retaining teachers at hard-to-staff schools.

In answer to questions about national standards, Ms Tolley said her aim was to have information shared with parents in a meaningful way, not create more reporting to the Ministry that would require more paper to wade through. She said schools would need to report their students' achievement against the standards to their community and the Ministry annually as at present.

And in between white water rafting, blueberry wine tasting, and bovine adventures at Rotorua's Agrodome, principals attended a host of sessions such as advancing primary science, driving the new curriculum forward, improving literacy, leadership effectiveness and enhancing connectivity, creativity and continuous change through ICT.

## International warning bells on league tables and national testing

After more than 15 years of national tests (SATS) and school league tables, teachers and principals in England have voted overwhelmingly to boycott them next year.

Dr Chris Howard, the President of the National Association of Head Teachers, says the 98% vote at his association's conference was surprising even to him.

People feel very strongly about it and there is consistent support for the boycott across all the teacher unions and associations. It's a system of mistrust that damages the professional nature of conversations between external assessors and professional leaders.

Since 1991, English children have sat national tests at 7, 11 and 14 years and league tables are published based on those results.

Last year schools which failed to get more than 30% of children passing the tests were told they had 18 months to get it right or be closed. Ironically says Dr Howard, many of them had had recent glowing reports from their inspectorates about the work they were doing but that information is not publicly conveyed.

"For example, maths and English SATS testing is done with one test on one day of the year. Schools are not judged on anything else, even though there's an inspection system. Our members are put under huge professional pressure and in some cases are losing their jobs simply because of this one test at 11 years."

Dr Howard says he's "rather horrified" that New Zealand may be going down the same route as England has been with national standards data.

"If the route you're going down is to get more data, to inform local conversations and improve school practice, then it may be okay. But if data is used to establish central government benchmarks that all schools have to jump over, I would have significant

worries about that – New Zealand would be taking a step backwards."

Wales and Scotland have both rejected national testing.

"My message would be - don't go where the English government has gone, go where the Scots and Welsh have gone," he says.

### Advance Australia Fair?

The Australian Education Union is battling against national tests for students in Years 3, 5, 7 and 9 and the publication of the testing data. The government says it wants to publish the data to "enable comparisons of each school with other schools serving similar student populations around the nation and with the best-performing school in each cohort of 'like schools'.

While Education Minister Julia Gillard has said she rejects simplistic league tables, federal and state authorities have failed to stop their creation and publication. The publication of league tables in May in newspapers in Tasmania and Queensland has prompted the AEU to call for a legislative response to prohibit their creation.

However, the New South Wales government has announced it is looking at repealing 1997 legislation preventing the publication of school league tables and Australian education ministers have decided to remove a key ethical principle from the protocols developed around the release of school performance data. The principle deleted reads: "The avoidance of harm to members of the community: this could occur where the privacy of individuals would be compromised or where the reputation of an institution or group of people would be damaged through the publication of misleading information or stereotyping."

"This is an admission on the part of the education ministers that there will be 'harm' as a result of their actions and there's nothing they can do to avoid 'harm' caused by the creation and publication of league tables," AEU President Angelo Gavrielatos says.



# Ask Kevin

**Kevin Burrows, at NZEI National Office, answers your questions on support staff issues.**

**Support staff at my school were invited to a meeting at lunchtime, and told that due to the announcements in the Budget and the economic recession, our hours will have to be reduced from the beginning of Term 3. We are all permanently employed so how can the school do this? We are all very concerned for our livelihoods.**

You do have reason to be concerned. Schools and boards of trustees have been aware of the 3.1% increase to the operational funding for 2009 since May 2008.

Clause 2.5.1 of the Support Staff in Schools Collective Agreement explains the process to be used if a variation to hours of work and/or weeks per year needs to be made. This clause states that hours shall be fixed by written advice for a minimum of 12 months so your school cannot vary your hours of work or the weeks you work each year during the agreed 12 month period, without your agreement.

Once you have worked those fixed hours for a 12 month period, your employer does have the ability to vary hours as outlined in clause 2.5.2. Again, these new hours must be provided to you in writing and are set for a minimum of twelve months.

Should an extraordinary event arise where a reduction in hours needs to be considered within this 12 month period then I suggest you contact people in our Membership Support Centre on 0800 NZEIHHELP (0800 693 443). They can assist you with some options to take back to your employer so that an agreement can be reached.

## Get in behind UnionAID

A monastery turns out to be the best place to deliver union training on the Thai-Burmese border, a new union-funded aid organisation has found.



UnionAID, launched on May Day this year by the New Zealand Council of Trade Unions, has already funded training for more than 1100 seasonal plantation workers who are refugees from the Burmese military regime. They work scattered in fields with no stable place to live. At the request of these Phawphra area workers, training on labour rights, union organising, improving living standards and how to stop human trafficking, has been held in monasteries and schools.

As a result, workers have become more aware of their rights. For example, in January, Thai authorities raided a plantation workers' area in Phawphra district, where a couple of training courses had been run, in order to "clear out" unregistered workers after crops are harvested. The authorities planned to burn down all the buildings, but although huts were destroyed, the school was left untouched, relief was able to reach the workers and there was ongoing advocacy provided. They also got media attention. The Phawphra township, previously known as a remote and dangerous place for migrants now runs more cooperatively and with a reduced crime rate. The training has also received the support of the Thai Department of Labour Protection and Welfare and the local abbot of Huay Nu Kler monastery.

UnionAID has also funded training for Dalit ("untouchable" caste) workers in India, employed in poorly paid jobs such as scavengers, sweepers and quarry workers.

UnionAID has been set up specifically to fund training and education for union members in the Asia-Pacific region. It's a very direct way of practically supporting working people who share NZEI's philosophy of working together collectively to get a fair deal.

NZEI President Frances Nelson is encouraging members to get behind it. "Your regular support for UnionAID can help build a sense of collective action and give people a chance to move beyond poverty and become self-reliant. I know there are a lot of competing demands on our time and money as educators, but I urge you to think about supporting this initiative."

You can find out more about UnionAID and how to donate at [www.unionaid.org.nz](http://www.unionaid.org.nz)

## BUILDING TE REO

### PRONUNCIATION

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

**"He Tirohanga Poto Ki Roto i te Ao o Tāngata Whenua"**

*"A Brief Look into the World of People of the Land"*

**Nā Hapimana Toby Rikihana.**

#### Pūrongo

[a report]

Pū as in poo  
ro as in raw  
ngo as in nang

#### Maramataka

[calendar]

Ma as in mar  
ra as in rah  
Ma as in mar  
ta as in tar  
ka as in car

#### Hōtaka

[timetable/schedule]

Hō as in horse  
ta as in tar  
ka as in car

#### marautanga

[curriculum]

ma as in mar  
rau as in row  
ta as in tar  
nga as in singa

#### Tikanga a iwi

[social studies]

Ti as in tea  
ka as in car  
nga as in singa  
a as in ah  
i as in ee  
wi as in we

#### papawhenua

[geography]

Pa as in pah  
pa as in pah  
whe as on fair  
nu as on noon  
a as in ahh

#### kaipara

[athletics]

kai as in kite  
pa as in pah  
ra as in rah

#### Whakatauaki

**He urunga tangata, he urunga panekeneke**

A human pillow, a slippery pillow

[Dependency on others can be fatal, self reliance would be better]

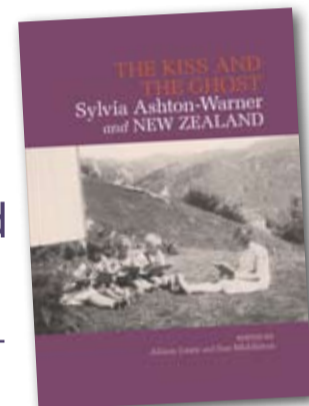
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## The Kiss and the Ghost, Sylvia Ashton-Warner and New Zealand

Edited by Alison Jones and Sue Middleton - Reviewed by Ruth Mansell



Sylvia's ambivalent relationship with New Zealand is the central focus of this fascinating new book. The eleven chapters include analyses of her place as an educational theorist and as a novelist, and brief reminiscences from people who worked or lived with her. Sylvia's "Creative Teaching Scheme" published by National Education and later incorporated into her 1963 book, *Teacher*, forms one important chapter of this book. Kiss and ghost in the title are among the words Sylvia found were powerful for the children, forming a basis for their first reading. Many teachers today will identify with her efforts to establish with the children "organic writing" and a "key vocabulary".

Although NZEI's National Education published Sylvia Ashton-Warner's account of her teaching in Māori schools in 1955-56, Sylvia claimed she had been rejected by publishers and persecuted by educationalists in her own country before her work and teaching methods were celebrated in North America.

During the 1930s, 40s and 50s, progressive approaches to teaching and learning were being explored by many New Zealand primary school teachers, stimulated and informed by a wide range of overseas and national influences. The Playcentre movement in New Zealand from the 1940s was in this tradition too. Teachers were encouraged by the Department of Education to prepare creative learning materials which connected with the lives of their own children, expressing their passions and their fears. Sylvia stood out because she wrote eloquently about what she was doing and caught the imagination of a wider public. She does not appear to have recognised that other teachers were making their own discoveries about how their children could best learn. Nor does she acknowledge that she received considerable encouragement from the professional inspectorate, from NZEI, and a great deal of practical and emotional support from local families and communities.

This collection of reflective essays/chapters adds greatly to our knowledge of Sylvia Ashton-Warner and presents a realistic picture on one of New Zealand's most well known educators, without undermining her contribution to New Zealand's early literacy history.

Ruth Mansell has been a primary teacher, teacher educator and policymaker, and now works independently on research and professional development contracts. Ruth's mother, also a creative teacher of rural children, told her about the several spells when Sylvia was very ill and came from the East Cape to be cared for by Ruth's family in Gisborne.

## GET PLUGGED IN

Make sure you get the latest NZEI news. Please update your details online:

[www.nzei.org.nz/update](http://www.nzei.org.nz/update)



## Education Aotearoa

The first issue of NZEI's new flagship journal, *Education Aotearoa*, will be sent to all members at the end of September. *Education Aotearoa* welcomes letters to the editor on current issues facing members, as well as other ideas or comments, contact us now!  
Editor: Jane Blaikie  
Email: [educationaotearoa@nzei.org.nz](mailto:educationaotearoa@nzei.org.nz)  
The Editor, Education Aotearoa, PO Box 466, Wellington. Phone (04) 382 2729 Fax (04) 385 1772.

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