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Editor:  
Bruce Owen



# ISTANZ NEWS

# From the President

At the moment I am enjoying the luxury of long service leave. It is great to have time to do things for oneself for a change. Among other things it has allowed me to catch up on some reading, for leisure and for professional development.

One of the current issues in education is 'boys' education'. Of course the education of boys is not new. It was Plato who wrote in despair of modern youth, and others have continued to despair over the centuries!! It goes with the territory. But in recent years there has been a growing awareness that boys are not performing well in education. The recent difference is that comment is being quantified by research, particularly from Australia.

I am currently reading 'Boy oh Boy' by Dr Tim Hawkes, Headmaster of King's School, Parramatta, and a leading authority on educating boys in Australia. For those who teach boys, and for those who teach in boys' schools, will find themselves agreeing with most, if not all, of his comments.

When I was at Training College, the emphasis was on individual difference. However there was no discussion about the differences in the ways that boys learn or that girls learn, let alone about the differences between the ways in which men teach and women teach.

I was reminded of these differences when I was

out walking recently. Ahead of me was a mother with two children aged somewhere about four to six, a girl and a boy. The mother and the girl were walking side-by-side, holding hands deep in conversation. The boy, like Tigger, was all over the place. He was up the tree, round the tree, running ahead, jumping up and down, full of animated conversation. It is no different ten years later. At lunchtime the girls will sit around and chat interspersed with the more than occasional shriek or squeal. The boys on the other hand will be out on the field, irrespective of the weather or the state of the field, playing touch. It will be physical; it will be intensive and coloured with guttural grunts, yells and unprintable expletives. But then I am not telling you anything am I.

However, there is one issue that I am reminded of that we, and our politicians, need to note. The number of men in teaching is decreasing alarmingly. Boys need good male role models to be involved in their teaching. Somehow we need to attract men back into the profession, particularly at primary level.

Talking of politics it is amazing what a little bit of real competition can do. It is interesting to watch the government respond to a change in their fortunes in the polls. I am sure we have not heard the end of it!

Bruce Owen.

## N C E A survey - 2004

Shortly we will be distributing a survey form to all independent secondary schools. We did a survey last year to see how the N C E A Level One process was perceived to be progressing. The results were published in the middle of last year. The survey also produces feedback, which we can pass on to N Z Q A.. This year's survey is based on last year's format, but with additional questions covering Level Two implementation, the moderation process and the suitability of exemplars. We look forward to your responses.

## Subscription 2004 An apology

There was confusion in the February Newsletter stating that the subscription was \$135.00, when it should have stated \$130.00. The Editor [and proof reader] apologise for any confusion!



## **STATE SECTOR RETIREMENT SCHEME**

The details of the State Sector Retirement Scheme have been announced. It is anticipated that up to 100,000 state sector workers will be able to save for their retirement through the new scheme, which will be up, and running from July 2004.

State employees, which will include teachers, can choose their own level of contribution, and the government will match that up to a maximum of 1.5% of salary in the first year and 3% from the second year.

Unlike the old government employees superannuation scheme scrapped in the early 90's it will offer members more choice, even though it is not as generous.

The scheme is said to be portable, but we have yet to determine whether that means between government department, or can be transferred to another scheme on leaving the state service.

The scheme has implications for independent schools. There could be the potential for prospective teachers in our schools to be discouraged from applying if their super scheme is prejudiced. Further, it must encourage all independent schools to offer attractive retirement scheme packages. We are encouraged by those schools who do, but there are still schools who don't.

This is an issue that ISTANZ will be exploring on your behalf.



## **DISCUSSION ON INTEGRATED SCHOOLS**

Last year the Minister of Education circulated a discussion document seeking input into consolidating the Private Schools Conditional Integration Act 1975, and the Education Act 1989.

The 1975 Integration Act evolved as a response to a crisis in the Catholic Schools education system. There were unable to sustain the rapid escalation of costs in the early 70's. Initially, they sought to increase state aid, but for the Kirk Labour government this was ideologically impossible. As a consequence the Catholic Schools negotiated an integration into the state system based on the model established by an agreement with St Stephen's School a few years before.

The integration Act allowed for a school to apply to be integrated into the state system, where the state would be responsible for the funding and resourcing of the education under the management of a Board of Trustees. The school

would have to establish a special character, which once agreed to, would be accepted by the government. The proprietors, who would also be responsible for the boarding hostel, if any, would manage the school property. An integrated school is allowed to charge fees.

There seem to be two issues that have prompted this discussion. One is that it is currently possible for a school to be established and immediately become integrated. The second, and probably main issue for the Ministry, is that they do not have the same control as they do with state schools.

Understandably the discussion paper has drawn much comment. Bill English, National Party spokesman on education says that the Government wants to bring Catholic Schools under the Education Act so it can get more control over them. Joy Quigley, Executive Direct of Independent Schools of New Zealand argues that greater state control does not equal better education. She confirms the strong belief in the importance of the preservation of integrated schools' special characters.

The Integration Act is not perfect, but it is appropriate after nearly 30 years for there to be a review. Like the Independent Schools of New Zealand ISTANZ would argue for a tidying up of legislation, but without abolishing the intent of the Act, and the protection it gives to the special character of integrated schools.



## **MINISTERIAL TASK FORCE ON SECONDARY TEACHERS' REMUNERATION**

After nine months of meetings, submissions presentations and visits the Taskforce presented its proposals at the end of last year. It is hoped that they will be presented to Cabinet shortly. The Taskforce was set up to address recruitment and retention concerns in secondary schools.

The Taskforce main recommendations in brief:

- Establish new career pathways
- Develop postgraduate practice based secondary teaching qualifications
- Establish a working group of stakeholders to develop a qualification remuneration model for consideration in the 2007 collective agreement negotiations
- The government consider extending a student loan abatement to target groups as the need arises
- The government consider implementation of a paid sabbatical

*(Continued on page 3)*

(Continued from page 2)

- Undertake a study to consider how the work of teachers, and particularly middle managers could be better structured, resourced and organised
- The government consider a provision in the collective agreement for medical retirement.

Whilst these issues apply more specifically to state schools, there will be implications for our schools. We await any outcomes with interest.

## MAKING A BIGGER DIFFERENCE

The Minister of Education, the Hon Trevor Mallard, recently launched a new initiative called "Making a bigger difference for all students". ISTANZ executive member, Steve Girvan of Wellesley College represented us at the launching function.

The aim of this "schooling strategy" is to help everyone involved in schooling to focus efforts over the next five years to improve outcomes for all students. The document notes that the gap between the highest achievers and the lowest achievers is very wide by international standards. We are rated as doing very poorly for the underachieving minority, particularly from those of a Maori or Pacific Island background.

We are asked to complete the questionnaire by 31<sup>st</sup> May 2004. The responses to the questions will help the development of a draft strategy, which will be published for consultation in the middle of 2004. ISTANZ encourages our schools to contribute and to ensure that the independent school perspective is emphasised.

## FREE LIFE INSURANCE

ISTANZ is currently negotiating an insurance package, which will provide free life insurance for financial members, spouses and children. The free insurance is nominal, but it can be increased by paying a very small premium. This contract will allow the insurance company to make contact with you to provide other insurance benefits e.g for \$12.00 a month benefits include:

- Funeral benefit of \$10,000.00
- Accidental death benefit of \$30,000.00 to \$60,000.00 depending on the circumstances of the death

- Hospital benefits of at least \$200.00 per day if caused by accident

These benefits are in addition to ACC payments and any other policy payout.

The insurance company will not have access to our membership database. Any contact you have with them will be as a consequence of any contact you may make.

## DEDUCTION OF SUBSCRIPTIONS FROM SALARIES

The Employment Relations Act specifically provides for the payment of subscriptions, whether full subscription, or associate subscription by salary deduction. On this basis an employing authority **CANNOT** refuse. Please advise us if you have any problems in this regard.

## MEMBERSHIP

Our membership has grown in leaps and bounds. It is currently hovering around 430, which is already about 40 members more than this time last year. It would be great to break the 500 mark this year. Remember the more members we have, the greater service we can provide at a competitive subscription.

Membership details are at the end of the newsletter.

## SALARY ENTITLEMENTS FOR PART-TIME TEACHERS

This subject is often a confused and difficult issue, and a recent query has highlighted some confusion as to how part-time teachers qualify for an increment on the salary scale. What system your school operates to establish suitability is of course, a variable. However, more schools are now following the state requirement for some form of attestation before moving on to the next step.

(Continued on page 4)

(Continued from page 3)

The state teachers' position is this:

A full-time week is seen as 25 hours – this would roughly represent face-to-face teaching time. If a teacher is timetabled for 0.9 or more of a fulltime programme, that is considered to be fulltime.

Teachers employed for 0.8 of a fulltime programme (that is 20 hours out of 25) are entitled to an annual increment, as their fulltime colleagues are.

Teachers employed at less than 0.8 of a fulltime programme are entitled to an increment after 1,000 hours of teaching time. This is calculated only on classroom teaching time, and does not include other duties, staff meetings, parent interviews or anything else. It also does not include the 11% loading normally added to part-time teachers' salary.

Some pointers therefore to you if you are working part-time. Calculate your teaching hours as a percentage of a fulltime load. [This may not be 25 hours – it might be less.] At this point it is quite good to check whether your calculation agrees with the school's, and to ask them for an explanation of their calculations if you can't work out how they arrived at your salary rate. Take care – we are talking about actual hours here, not periods!

If you believe you are working 90% or more of a full-time programme, than you should ask the school to justify keeping

you on part-time rates.

Remember after the first year of part-time one year contracts, you are considered to have a permanent position, even if the hours vary from year to year.

# G S T

We have become a victim of our own success as our membership has increased and so has our income. As we have now passed the G S T threshold we have to pay G S T on all subscriptions. We can of course claim some refunds on expenses but not in all cases. We are seeking professional advice on how we can reduce our G S T obligations!

# PROBLEMS

If you have any employment related problems don't hesitate to contact Mairi Ferguson, our Employment Officer, for advice and assistance. Mairi's contact details are at the bottom of the page.

**Membership [Renewal ] Subscription form 2004**  
 Do not use this form if you have your subscription deducted from your salary.

Title: ..... Initials: ..... Surname: ..... First Name: .....

School: .....

PLEASE TICK: Full Membership \$130.00

Associate Membership \$65.00

Part time teacher  Non teaching staff

Position held .....

Please post your cheque to the Administrator at the address below. A receipt will be issued.

**EMPLOYMENT OFFICER CONTACT DETAILS:**

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