



● ***Te Hiringa i te Mahara***

101 Helpful Hints

A Quick Reference Guide

for

Secondary School Teachers

TABLE OF CONTENTS

INTRODUCTION

PART I: THE FIRST YEAR TEACHER'S SURVIVAL KIT

- 1. Accountability**
- 2. Advice & Guidance**
- 3. Alarms**
- 4. Buddy System**
- 5. Class Trips**
- 6. Classroom Management**
- 7. Committees**
- 8. Computers**
- 9. Duty Roster**
- 10. Employment Contract**
- 11. Extra Curricular Activities**
- 12. Filing Systems**
- 13. Gazettes**
- 14. Incident Reports**
- 15. Information Centres**
- 16. Job Descriptions**
- 17. Keys**
- 18. Library**
- 19. Lunch**
- 20. Mail/Pigeon Holes**
- 21. Maori Language Programme Funding**
- 22. Maori Language Resource Material from Learning Media**
- 23. Map of School**
- 24. Meetings**
- 25. Non-Contact Time**
- 26. Other Maori Staff**
- 27. Pay Details**
- 28. Pay Scale**
- 29. Phones**
- 30. Photocopying**
- 31. PPTA - Post Primary Teacher Association**
- 32. Registers**
- 33. Resources**
- 34. Roll Book**
- 35. Schemes**
- 36. School Calendar**
- 37. Seating Arrangements in the Staffroom**
- 38. Smoking**
- 39. Staff List**
- 40. Stationery**

41. Student Files
42. Support People - General
43. Support People - Administration
44. Teacher Planner
45. Teacher Registration
46. Teacher Work Load
47. Text
48. Time Management
49. Timetables
50. Transport
51. Truancy Officers

PART II: Accountability

52. Accountability
53. Applying for a Job
54. Behaviour Management
55. Board of Trustees
56. CAPNA
57. Career Plan
58. Charters
59. Communicating with the Community
60. Cultural Sensitivity - Expectations of the School
61. Cultural Sensitivity - Responsibilities of the School
62. Curriculum Vitae (CV)
63. Education Review Office (ERO) Visits
64. Encouraging Bonds with the Maori Community
65. Funding for Special Activities
66. Fundraising Index
67. Governance Vs Management
68. GST
69. Guidelines for Handling Money
70. Harassment
71. Health and Stress
72. How to Prepare a Budget
73. Maori Language Programme Funding - Rates
74. Home Contact
75. Meeting Formats
76. National Administration Guidelines
77. National Education Goals
78. National Education Guidelines
79. National Curriculum Statements
80. Performance Management System
81. Policy - Relevance to Maori
82. Policy - What is it?
83. Policies - Where are they kept?
84. Professional Development
85. Role Model

- 86. Scholarships and Grants**
- 87. Treaty of Waitangi**

PART III: CONTACT LISTS

- 88. Career Services**
- 89. Te Puni Kokiri**
- 90. Maori Trust Office**
- 91. Learning Media**
- 92. Ministry of Education**
- 93. Skill New Zealand**
- 94. Maori Education Trust**
- 95. New Zealand Council for Educational Research**
- 96. NZ Qualifications Authority**
- 97. PPTA**
- 98. School Trustees Association**
- 99. Teachers Refresher Course Committee**
- 100. Other Addresses of Interest**
- 101. Useful Websites**

INTRODUCTION

Kia ora!

This booklet has been designed to be a useful guide for Maori secondary school teachers and contains “helpful hints” on many of the issues that you face in the classroom.

We have organised the booklet into three parts – pre-registration, post registration and contact lists.

The First Year Teacher’s Survival Kit includes contributions from a second year teacher who still remembers vividly some of the lessons she learnt in her first year in a classroom. In this section we offer lots of practical tips for the first year teacher.

In the section entitled “Now You Are Registered” there are hints on issues which teachers will face a various times throughout their career. A number of teachers and principals have contributed to this section.

The third section contains contact details for some of the organisations that have relevance to Maori secondary school teachers.

PART I: A FIRST YEAR TEACHER'S SURVIVAL KIT

INTRODUCTION

So! Now you've got your first job as a teacher! You are all fired up and ready to go out and change the world; to work for the iwi; to awahi the children or to be great at your job.

Whatever your motivation, here are some tips from those who know the ropes!

ACCOUNTABILITY

As a teacher you live your life in a fish bowl. Your every move is noticed. What you eat, how you breathe – your every move. As far as people are concerned you are public property and viewed as “the teacher” inside and outside the school grounds. You are accountable for everything you do, for what you say, how you say it, whom you say it to, where you say it and why you say it.

The two areas you will be looked at most frequently are in your classroom and in your professional relationships. People will freely comment on your organisation, classroom management, student/teacher relationships and subject knowledge. These are all areas where expertise develops over a number of years. Your senior advice person should be working closely with you in all these areas.

ADVICE AND GUIDANCE

Advice and guidance must be given to first year teachers. Make sure there is a senior staff member with responsibility for providing you with advice and guidance. They should meet with you weekly as well as be available when you need help. You should also have a “buddy” who keeps a friendly eye out for you on a daily basis.

ALARMS

The school is riddled with them. You should be given a code to deactivate the school alarm system at the beginning of the year. Most buildings have alarms excluding a few prefabs. Usually the chief cleaner can help you if you forget how to use the system. Be organised and find out your code early, or suffer the embarrassment and get the “big spoon” award of the month for setting off the alarms.

BUDDY SYSTEM

You are not alone, I am here with you

In a school you should have a buddy teacher who is sometimes the first year teacher co-ordinator. As a first year teacher you have the right to be supported.

Clarify what actual support systems are in place at your school, who the buddy is and what their role is.

CLASS TRIPS

If you want to take children out of the school on an Education Outside the Classroom Trip or EOCT. Your school will require a proper set of procedures to be followed. The Board usually has to give approval so allow plenty of time for planning.

If you want to use the school van, you will need to book it. The booking sheet is usually hanging on one of the notice boards in the staffroom. You also need to seek permission from the teacher in charge (TIC) of the school van. The vans are usually charged at a rate per kilometre (for example 45c per kilometre). Again check your school's procedures and plan well in advance.

CLASSROOM MANAGEMENT

The skills needed to run effective classes take years to develop – so don't get down if you have difficulties. Make sure the person who provides advice and guidance is aware of difficulties and helps you access the school systems for dealing with them. Even the most experienced teachers have their moments so don't feel that it is your fault when things go wrong. Remember you probably see a particular student for one hour a day, four days a week for up to 40 weeks a year. There is a tremendous amount of other things going on in that student's life other than your class.

COMMITTEES

If there ever was a place for committees school is it!

There are all sorts of committees happening in the one school. Some you are invited to join, while others are solely for management such as Head of Faculties (HOFs), Deputy Principals (DP), Deans, Principals and sometimes the Guidance Counsellor. Some of the committees for management include the curriculum committee, the guidance committee and the middle management committee. These committees are involved with the 'bigger' issues of the school. As a first year teacher you may have the opportunity to be a part of some of the committees. The decision is yours. If you have a particular interest in something ask your first year teacher co-ordinator to point you in the right direction.

COMPUTERS

Schools make computers available to staff and students according to need.

Most schools have a computer available for staff use in the staffroom or in another suitable place.

If you want to take your class to the computer suite, you need to make a booking. Your staff manual should tell you who is responsible for booking out the computer room, or just head in the direction of the computer suite on a mission to find out.

If you're lucky you will have computers in your classroom!

DUTY ROSTER

Most schools operate a system of "duty". This usually involves all staff at rostered times to be present about the grounds before school, interval and lunch times as well as at bus departure times. The purpose is to provide safety for the students when timetabled classes are not in progress. It is advisable that staff operates a co-operative system to support one another in the event of a disturbance on the school grounds at these times.

EMPLOYMENT CONTRACT

Anything advertised in the gazette should be included in your contract. You usually have two contracts to choose from.

1. Collective Employment Contract (CEC)
You are covered by the contract negotiated by the PPTA.
(Please refer to the PPTA heading for more information.)
2. Individual Employment Contract (IEC)
You negotiate with your employer the terms and conditions of your employment.

Ask the school before you start for clarification on certain activities, responsibilities and so forth, that you are expected to fulfil. Your employment contract along with your job description and letter of appointment sets out the legal basis of your relationship with your school.

EXTRA CURRICULAR ACTIVITIES

Practice in the mirror ten times a day to say "NO".

As the first year teacher and being so enthusiastic to make a good impression on the school other staff can catch you at a vulnerable stage. They can approach you as early as your first day asking, "would you like to coach the hockey team, I'm sure you'll be great" or "I hear you can do Kapa Haka, you know we don't have a group would you"?

Think it through carefully. If time is spent on the activity, can you cope with your normal schedule? Outside school life? Family? You are not a super hero so stay within your capable workload.

The positive side of being involved in an extracurricular activity is that you get to know the students on an informal level. It can really change the relationship you have with students. They see you in a 'human' light rather than as just 'the teacher'. You also get the chance to see the students differently.

FILING SYSTEMS

Filing system – Get one fast!

Some good systems for filing are:

1. A filing cabinet
2. Cardboard boxes labelled to sit on a shelf
3. Manilla folders
4. Ring binders
5. Lids of Xerox paper boxes with your label on the front
6. Envelopes (A3) with the master copy cellotaped on the front

The school should provide you with basic equipment.

GAZETTES

Did you know that Gazettes are really good coffee cup coasters in the staffroom? Even better, they contain loads of valuable information. So pick up that coffee cup and read the Gazette!

Education Gazettes come into your school every two weeks with new teaching positions advertised nationally and internationally. It also contains information such as important events and dates, issues of national importance and professional development opportunities. You should have sufficient copies in the staff room for every teacher to have access to one. If not, approach your Principal to ensure you have the chance to read it. It is also posted on the Internet and can be found through the town library, Education Services and secondary teaching course providers. **Always glance through your current gazette.**

INCIDENT REPORTS

Those forms you love to / hate to (*delete one*) fill out.

WARNING: Never fill out while still in a rage. WHY?.....

Because you could write something you will later regret.

Incident reports are designed for the teacher to report and state factual information of a certain incident. The incident may involve you as the teacher or an incident between two or more students. Once filed they are up for review from the dean, the principal, the student, other teachers and parents.

INFORMATION CENTRES

You can get information on various topics from a wide range of different sources. Some are internal and others are external.

Some internal information centres:

1. Whiteboard year calendar
2. Notice boards in the staff room
3. Support staff – they know most things in your school
4. Staff manual (this has most things in it)
5. Other teachers (experience is their asset)

Some external information centres:

1. Education Gazette
2. Curriculum advisers
3. PPTA
4. Education Services
5. Special Education Services (SES)

JOB DESCRIPTIONS

The job description should contain a list of the things you are expected to do in the school in a particular year. For example “Teach Y9, Y10, Y11, Y12 Maori Language Classes; Teach one Y9 Social Studies Class; Assist with Kapa Haka; Responsibility for organising participation in Ngarimu Essays”.

Be wary of taking on responsibilities over and above those listed in your job description. The Gazette advertisement is a key statement about what you are expected to do.

KEYS

Unlock this door, let me out of here!!

Keys are power. Without them you are powerless. At the beginning of the year you will be given a few keys unlocking the way to:

1. The staffroom
2. Your classroom
3. The building that your classroom is in

You may also be given keys for various other rooms depending on your responsibilities. Look after your keys - they are priceless. Turning up to a staff meeting or briefing saying “has anyone seen my keys” is a sure way to upset the Principal.

LIBRARY

SShhh. It’s the library!

In a big school the library can be a major part of the school culture. In a smaller school or a school with little money the library can be quite limited. The library person can be very helpful if you don’t over use and abuse them. Regardless of your subject area you can book the library. The booking sheet is usually in the staffroom on one of the notice boards. Other features of the library are the photocopier for the students, at least one computer with access to the Internet and daily newspapers. You can also ask the library person to send away to the National Library for research on a certain topic or books on the unit you are studying. There is no cost but it does need to be done two to three weeks in advance of the lesson. Great research for assignments for senior students.

LUNCH

Are you eating on the run again Mr Jones?

Lunch? It is important that you do find time to relax, eat lunch and have a drink. Lunchtime is often seen, as ‘time’ to get what you need, done for then afternoon.

The staff room is a good place for relaxing and eating lunch.

The good points: it is usually quiet and spacious; it has all the facilities for a hot cup of tea or coffee and it is a place to get away from the students.

The not so good points: students or other staff can find you and, you could end up talking about students - especially the naughty stressful ones!

Lunch times can sometimes be spent on duty therefore you are eating on the run. The canteen usually lets teacher's book up food on an account. My suggestion is pay cash, or, if you book up food, then pay your account regularly otherwise you can end up with an 'expensive` account` at the end of the term.

MAIL/PIGEON HOLES

Starting at a school means you are a part of the school culture. Your own personalised mailbox in the staffroom is at first all so cool!! I’m known, I have an identity! As a new teacher, I loved going to my pigeon hole and finding all sorts of goodies in there, notes from other staff asking where is your?;

absentee sheets; letters; school journals and so forth. Well I got wise and realised 90% of the stuff coming in was extra work!

Enjoy your pigeon hole and remember to check it at least three times day - usually morning tea, lunchtime and after school.

MAORI LANGUAGE PROGRAMME FUNDING

He taonga te reo Maori – The Maori Language is a Treasure.

Maori Language Programme Funding (MLP) is provided by the Ministry of Education (MOE). The primary focus is to enhance and promote Te Reo Maori (The Maori Language). It may be included within the Maori Department's budget to be used for Maori language and Maori study classes. The funding that your school receives depends on the amount of Maori language spoken in the classroom. MLP can be used for various things from resources to a kai awhina to field trips (Maori Kaupapa based) to professional development for teachers in your department.

MAORI LANGUAGE RESOURCE MATERIAL FROM LEARNING MEDIA

Learning Media Limited, Te Pou Taki Korero, produces learning materials under contract to the Ministry of Education. Current Maori series published are as follows:

He Purapura (The Seed) Over 50 titles are now available in this series of illustrated readers for five to eight year olds which commenced publication in 1978. Each of these booklets tells a single story. They are widely used in early and middle primary school classrooms.

He Kohikohinga (A Collection) These journals in Maori for middle and upper primary school classes were commenced in 1993 and the series is broadly equivalent to Parts 2 and 3 School Journals.

Te Tautoko (The Support) This series, published three times a year, has articles, stories, puzzles and poems designed for confident readers, usually in the lower secondary school.

Te Wharekura (The House of Knowledge). This series, like Te Tautoko, features articles, stories and puzzles, but is aimed at senior students. Three booklets are published in this series each year.

Nga Korero (The Stories). This is a series of articles and stories translated from the School Journals. The text of these is relatively lengthy and complex and is intended for more advanced readers of Maori.

Toi te Kupu A full colour newspaper produced six times a year for students with fluent Maori.

Kawenga Korero (Simultaneous Publications). Ready to Read titles published in both Maori and English.

Learning Media Limited, Te Pou Taki Korero, also produces audio cassettes, including read along tapes to accompany these books and journals, waiata tapes, and video cassettes in Maori. Hui are held to evaluate materials and suggest further titles and projects.

MAP OF SCHOOL

As a new teacher you will experience disorientation around the school just like a third former - trekking around with no clue of what's what or what's where. School maps can be found in your staff manual. Alternatively the main office has copies. A handy tip: get a guided tour with someone from the school when you start. It will make life easier and there will be one less thing to worry about. You could also keep a copy in your plan book just in case you have relief and you can't remember where the class is. Stay one step ahead of the rest. Good luck and happy travels.

P.S. Make sure your shoes have lots of tread on them.

MEETINGS

DO:

Turn up to meetings on time, read the agenda papers, listen carefully, make notes, ask questions, share your ideas. It's okay to sit back and observe for a while until you feel you know the protocol.

DO NOT:

Sit up in front of your first staff meeting, challenge the principal, comment on staff members clothes and make suggestions about changing the school structure! Remember schools are very complex organisations and you need to get an understanding of how everything fits together.

NON-CONTACT TIME

As a first year teacher you are entitled to five extra hours of non-contact time beyond what the school usually provides. A number of schools have been known to short change on this. Make sure you know exactly how many class contact hours are in your timetable and make sure you don't get talked into too many no matter how much pressure goes on you. A common excuse is "we're short staffed". The school is obligated to give you this time in your first twelve months of teaching.

OTHER MAORI STAFF

Ka patai mai ki au He aha te mea nui o te ao?
Maku e ki atu, He tangata, He tangata, He tangata

If you ask me “what is the greatest thing in the world?” I will reply, it is people it is people it is people.

PAY DETAILS

“Woo hoo, show me the money!”

Without being over keen, pay details are at the top of the list of things to find out about when starting at your new school. If you have been a poor university student or just haven’t had much money for a while getting that first pay slip is like Christmas coming all at once. Teaching is like being on section except that you get paid to do a job that you absolutely love.

But do make sure that your enthusiasm about starting teaching doesn’t cloud your mind about filling all the paper work in, such as the IRD form, the bank details and personal information. Make sure when you get your first pay slip back that all the details are correct. Check the current pay scale. Your first year teachers’ supervisor should help you with this.

Have fun and enjoy your money - and feel free to spend the first pay or two as a type of celebration!

PAY SCALE

This table has been taken from the PPTA negotiated Collective Employment Contract, section 4.1. The contract is valid from 16 June 1999 to 30 April 2001. A full copy of the contract can be viewed on the PPTA website at <http://www.ppta.org.nz>.

FORMER RATES			APPLICABLE RATES					
STEP			STEP	WEF 27-1-1999		STEP	WEF 19-4-2000	
1	22,000		1	22,500		1	23,000	*
2	23,000		2	23,500		2	24,000	
3	24,000	G1E	3	25,000	G1E	3	26,000	G1E
4	26,000	G2E+	4	27,000	G2E+	4	28,000	G2E+
			5	30,000		5	31,000	
5	29,000	G3E	6	33,000	G3E	6	34,000	G3E
6	31,000	G4E	7	34,000	G4E	7	35,000	G4E
7	34,000	G5E	8	35,000	G5E	8	36,500	G5E
8	37,000		9	38,000		9	38,500	
9	39,000	G1M	10	40,000	G1M	10	41,500	
10	42,000	G2M	11	43,000	G2M	11	44,500	
11	47,100	G3M	12	48,600	G3M	12	48,600	
						13	50,300	
UNITS	2350			2500			2750	

Notes:

- * Entry point for teachers who lack both recognised training and qualifications.
- + Maximum for teachers who lack both recognised training and qualifications.
- G Relates to the entry points and qualifications maximum for teachers who have undergone a recognised course of teachers training.
- G1 No degree or recognised equivalent.
- G2 Two thirds of a degree or recognised equivalent.
- G3 Three year Bachelors or recognised equivalent.

Untrained teachers with recognised qualifications start two steps behind trained teachers with equivalent qualifications.

PHONES

There are phones in the staffroom and usually in the departments' workroom from which you can make calls. If it is a toll call you will need to ask one of the support staff to put the call through and they will log it in a toll book.

PHOTOCOPYING

When it comes to photocopiers continual experimentation with the 'temperamental' photocopier ticks dollars on to your department budget. You get a number or a card to identify which department to charge the copying to.

There are typically two types of photocopiers in schools.

PHOTOCOPIER No 1

This photocopier is ace - it is fast, it is smooth and the quality oh unbeatable!! However it is most probably "hands off" to teachers. If you want the rewards you need to be organised and have your photocopying in no later than nine or ten o'clock the day before you want it. It's great because someone will do your photocopying for you and it saves you time in the long run. You need to fill in the little forms with your HOD's autograph of permission. Great idea for the perfectly organised teacher. Then there is the other one

PHOTOCOPIER No 2

This photocopier is okay sometimes, good other times or, technically speaking, it's from the Stone Age. It is really only for small photocopying jobs. The best time for a staff queue is in the morning just before staff briefing or at morning interval. Get into the school early if you need a little photocopying done.

PPTA – POST PRIMARY TEACHER ASSOCIATION

The PPTA is the union that runs alongside the secondary school system. The PPTA offers guidance and support to all those who wish to take advantage of their services. PPTA charges for a first year teacher are as little as four dollars per fortnight. If you choose to be employed under the conditions of the Collective Employment Contract you do not have to be a member of the PPTA however the PPTA have regional advisers who will support you in any difficulties you have in your school. They provide a huge range of information and it is well worthwhile researching the services of PPTA. See the contact lists in Part III for your field officer's contact details.

REGISTERS

Registers are a black and white issue. You are accountable for every mark made on the register. When in form class check and double check that a

student is present and mark present. No Twink or pencils are allowed in your register therefore you need to be accurate. They are legal documents and you are not to take them off school property. They can also be used in court whether in support of a case of a student being present or backing a case of chronic truancy. Your role in marking the register is so important, therefore, make sure you are doing it correctly from day one. Here are the codes:

- / - present am
- X - present all day
- a - absent all day
- @ - explained absence all day
- a/ - absent am
- /a - absent pm
- @/ - absent am (explained)
- /@ - absent p.m (explained)

RESOURCES

First check out what's available. Make life easy and put a system in place to manage resources. Resources are really important especially the ones that work for you. Let's define what resources we are talking about:

1. Teacher resources, that is, marking schedules, diary planner, curriculum documents, lesson plans, special bits and pieces to use in lessons, assessment items, term dates, school policies and procedures.
2. Student resources, that is, assignments and text books.
3. Department resources, that is, text books, curriculum information.

Keep an inventory of all resources and record, record, record.

ROLL BOOK

Teachers have their own little systems for monitoring students' attendance on a class by class basis. Some are really organised and systematic. Others are just simply marking the roll. The roll book is important and may be essential for deciding if a student has attended class often enough to be eligible for a qualification.

Hint No 1: Don't write students' names in the roll book for at least two weeks after the beginning of the year as students are still working out their options and changing classes. Keep records on paper but don't forget to transfer data to the permanent record.

Hint No 2: Put easy to turn labels at the top of each class list.

Hint No 3: Allow at least five to six pages for each class in your roll book to allow enough space to mark attendance over the whole year.

Hint No 4: Don't leave your roll book with a relief teacher. Provide a photocopied list.

Hint No 5: If you do your class roll on a spreadsheet, make sure you have a folder to hold all absentee records together.

Hint No 6: When you're having a dozy day, double check that students you marked present were actually there. This is important!

SCHEMES

The dusty little books that come out only when ERO comes? NO!

Schemes are the base of every department. Your units of work, lesson planning and learning outcomes should stem from your department scheme. Schemes are written to the curriculum documents, the New Zealand Qualifications Framework, NEG's (National Education Guidelines) and NAG's (National Administration Guidelines) assessment policies and so forth. As a first year teacher your main concerns with the scheme will be minimal as they are the Head of Department's responsibility. You can request to see your department's scheme from your HoD. Query everything. You need to understand it clearly to be able to plan lessons effectively as part of an ongoing programme.

SCHOOL CALENDER

Usually in the staffroom is a huge calendar on the wall (generally on a whiteboard). This calendar is important to remind you of up and coming events in the school like athletics, exams, the school ball and so forth. If you are organising an event within the school or taking students out of the school on an EOTC (Education Outside the Classroom Trip) it pays to write it on the school calendar. Also, keep an eye on this calendar because it does change from time to time.

SEATING ARRANGEMENTS IN THE STAFFROOM

WARNING! WARNING! WARNING!

There are two types of people:

1. The Floaters; and
2. The Overstayers.

Believe it or not, there are invisible tags on certain chairs in the staffroom not seen to the untrained eye. The Floaters have the untrained eye. The Overstayers on the other hand have staked their claim. The decision lies in your hands whether you will become a Floater or an Overstayer!

SMOKING

To smoke or not to smoke, that is the question?

True or False – you can smoke:

1. While on duty
2. In the staffroom
3. In the classroom – stressed out, needing a fix
4. Hiding in your car
5. In assembly
6. In the designated teacher smoking area – if there is one

If you scored true for all the above questions - you're wrong! Only number six is correct. The rest are false. The saying is "practice what you preach". Students have rules to obey, so do teachers! Also note that many schools are now smokefree.

STAFF LIST

All teachers should get a copy of regularly updated staff lists. This should include basic staff information such as names and departmental telephone numbers. Provided staff members agree, some schools will also publish a list of names and home phone numbers. Such lists must at all times be treated with respect as they are private to individuals and not school property. They should not be pinned on notice boards for the world to see.

STATIONERY

If you are a stationery freak like me, no worries you'll have heaps of pens!

Pens, equipment, whiteboard markers are either:

1. supplied by your department, that is, comes out of your department budget;
2. supplied by the office;
3. supplied by you.

HINT: Make sure you have your own equipment for the first day just in case!

Unfortunately in your classroom your pens, pencils, Twink (especially) do have a habit of disappearing.

If you want to keep your pen, here's a handy hint: get a four coloured pen attached to some string and hang it around your neck; you'll never be penless again, because your pen walks with you.

STUDENT FILES

Every school collects data on students' progress at school. This data is put into the student's file. Some files are 'fuller' than others. The student's file may include their progress reports, incident reports, special needs, suspension, letters sent home and individual detention slips. These files are highly confidential and for that reason only Deans, Deputy Principals and the Principal have the authority to uplift these files. You may view them, however you may not uplift them.

SUPPORT PEOPLE - GENERAL

Your support systems may be provided by the school or may be initiated by you.

Some support people include:

1. Your head of department, head of faculty
2. Year level deans
3. School guidance counsellor
4. Regional advisers
5. The administration crew / support staff
6. Teachers in your curriculum subject from within your region

SUPPORT PEOPLE - ADMINISTRATION

Now these are the people you want to be **really** nice to. Last minute, "I really need this so and so" is definitely tasteless to these people. The support people are the office staff, which includes the typist/s, the photocopy person, the main receptionist and so forth.

They are very busy people and the last thing they need is a stressed out teacher breathing down their neck for something.

As a teacher your relationship with the support staff is integral. They are there to help you with:

1. typing exams, reports, letters, department stuff, units;
2. photocopying booklets, O.H.P's general photocopying;

3. phone calls – putting calls through to you;
4. taking messages for you;
5. absentees – typing absences for the day;
6. student timetables – printing and distribution.

They are on the go all day. By being organised and letting them know early of anything you require you save them turning you down to do something.

As one support person once said to me, “Remember you’re not the only teacher in the school.” She was so right, therefore be sensitive and patient. Good Luck!!

TEACHER PLANNER

The Teacher Planner - sometimes known as a planning diary - is given to every teacher at the beginning of each year. It is not intended for lesson planning, detail by detail. It is there for writing your plan in for the week, including the classes you have each day. It has a space to write your timetable, name, address and phone numbers, a calendar, meetings, recording marks of students’ assessments and a year planner. It is a handy idea to include other bits and pieces to your teacher planner such as bell times, the school term calendar, names, addresses and phone numbers of students and the absentee system at your school. Guard it with your life, as it is your proof of planning. As mentioned before keep individual lesson planning separate.

TEACHER REGISTRATION

In your first two years you teach with Interim Registration under the current Collective Employment Contract. You do not have to join PPTA although this does open up areas of extra support for you.

In your first year you are entitled to 0.2 Full Time Teacher Equivalent Time (five hours of non-classroom contact time) for advice and guidance. In your second year you are expected to take on a full time teaching load.

At the end of two years if your performance is satisfactory you will be fully registered as a competent teacher. If you do not reach the necessary standard you will be offered another year as a beginning teacher on Interim Registration. At the end of this year if all is not well Registration will be declined and you will have to leave teaching. The Senior Teacher should keep you fully informed if there is a possibility that your competence is in question and you should get PPTA advice immediately.

TEACHER WORK LOAD

First year teachers are usually noticed by their constant ‘surprised’ facial expression, especially in Term One. Juggling the meetings such as staff meetings, department meetings, PPTA meetings and extra curricular activities

can all be overwhelming in your first year. As the new kid on the block you are like a breath of fresh air. It is a year in which you wear a sign on your forehead “ask me, I’m new, I have some energy”. On a more serious note, it is important that you prioritise your involvement. **Lesson planning and being prepared for classes is your number one priority.** Be careful not to let administration use up your non-contact time. ‘Winging’ lessons can only take you so far, therefore, keep to a schedule so that you stay in the boat and achieve your objectives. One handy hint is to invest in a crate to carry books around in resealable plastic bags to keep important documents clean and safe (free of coffee stains and child proof). As the trusted saying goes ‘Keep the monkey off your back’!

TEXTS

Texts and books need to be accounted for. Count them before distribution to the class, write the number on the board and collect in after the lesson. When giving students texts to take home get students to sign an Allocation Sheet. The signature helps if students say they didn’t receive anything like, “Nah Miss, you didn’t give me one”. You just pull out your allocation sheet. Keep your eyes on the texts because before you know it you only have half of a set left. Truly it happens.

TIME MANAGEMENT

Do keep a diary with you at all times and refer to it every time someone asks you to do something. Keep it up to date as events with which you are involved come up. Continuously check out the next few weeks and make sure that you are well prepared ahead of time.

TIMETABLES

There are three types of timetables that you need to be familiar with:

1. Your own timetable of classes for the teaching year.

At the end of each year a timetable of all the classes and subjects offered will come out for the following year. If your timetable has clashes or is unsuitable for whatever reason, you need to get in touch with the Teacher in Charge (TIC) of timetables and communicate your concerns.

2. The timetables of students from your form class.

If you are ‘blessed’ with a form class you will need to keep a copy of the class’s individual timetables – for checking absences and for those ‘wagging’ periods. As a whanau teacher you are also responsible for giving out their timetables.

3. All students' timetables.

These are kept on the computer system and the only way of accessing these to find out where a student is at a certain time is through the office crew (support staff) or the deputy principal in charge of absences.

TRANSPORT

Taking your own vehicle to school is at your own risk. Staff car parks are provided however any damage done to your car or motorcycle is not the responsibility of the school.

TRUANCY OFFICERS

Every school should have at least one truancy officer working. Truancy Officers ensure students enrolled are attending school on a regular basis. Their position is to work alongside the whanau or form teacher, deans, the guidance counsellor, the deputy principal, the principal and the absentee administrator (if your school has one). If a student has been absent for three consecutive days and the absence is unexplained it is the form teacher's responsibility to refer him or her to the truancy officer. The truancy officer will ring home for extra information from the student's caregivers. The truancy officer will also do random checks looking for the 'waggers' on the streets. It is a legal requirement of caregivers to ensure their child is at school. The truancy officer will work in stages. If the same student continues to skip school, he or she and the family could suffer prosecution.

PART II - NOW YOU'RE REGISTERED!

INTRODUCTION

Your career as a teacher is underway! Many of the helpful hints mentioned above are still applicable.

In this section we cover issues that may affect teachers at any stage of their career – issues of professional development, policy, governance, funding and employment.

ACCOUNTABILITY

Caldwell and Spinks (1993, p.139) define accountability as a “process of providing information to others, enabling judgements to be made about a particular phenomenon”.

In self-managing schools (schools became self-managing in 1989 with the introduction by David Lange of the “Tomorrow’s Schools” concept) there is accountability when processes have been established to provide information internally, to the local community and externally to the school system and others, to enable judgements to be made about the extent to which the school is responsive to the needs of the students, the local community and society at large (Caldwell and Spinks, 1993, p.139).¹

The Board of Trustees is accountable to the stakeholders of the school and the government through the Ministry of Education, Education Review Office (ERO) and the Audit Office (for financial management).

The Principal is accountable to the Board through his or her job description and performance agreement which is monitored by the Board Chairperson annually. **Staff are accountable, ultimately to the Principal, through their job descriptions and the agreed outcomes of their positions.** The agreed outcomes are examined each year in the appraisal process, which has a developmental focus as well as an accountability function. There is also a certain accountability via the PPTA who publish a code of conduct for members and will act if teachers bring discredit onto the teaching profession.

APPLYING FOR A JOB

This is one of the most important things you are going to do as a beginning teacher and as you follow your career plan and advance through the school system. Jobs are advertised through the Education Gazette published once per fortnight and sent to all schools in New Zealand. The Gazette is also ‘on

¹ Caldwell, B & Spinks, J (1993) *Leading the Self-Managing School*, pp.139 – 145. London: The Falmer Press.

line' at www.edgazette.govt.nz. The Education Weekly also contains advertisements for teaching positions.

You should have a current CV kept on a computer disk for easy updating. Send for an information pack for a position that interests you and thoroughly read the information to gain an impression of the school and the scope of the position you are anticipating applying for. Following this, telephone the principal and discuss the position and if possible arrange to visit the school prior to putting your application in. Ask questions to clarify the nature of the position, the type of school and staff make up. Appear interested!

When you visit the school, dress as if you want the job. You do not get a second chance to make a first impression with a principal! First impressions can be very important. Have a list, either written down or in your mind, of questions that you want answered. Listen to the responses to clarify your understanding of the job. Thank the principal for his or her time in showing you around the school.

Some schools have an application form to be completed and submitted along with your CV. Follow the instructions carefully on the application form and provide all of the information asked for. You should also give a brief outline of your educational philosophy and match it if possible to the values or culture of the school gained from reading the literature with the application package or from your visit to the school. Most application forms ask you to sign giving permission for the principal or appointments committee to contact previous employers to seek information about you. A signature is required under the provisions of the Privacy Act.

If you are applying for a position with management units attached you may need to provide independent referees' reports. You should fill out the details of the position and pass to your referee as soon as possible and in good time to meet the school's deadline for return. Give your referee a copy of the job description so that they can match your skills with the position you are applying for.

If you are interviewed, attend the interview on time and be well presented. Get a colleague to put you through a mock interview before the real one and seek feedback from them about your performance. Try to avoid appearing nervous, sell yourself, smile, be prepared for an impromptu question such as a role play, admit if you do not understand a question or if you do not know an answer, do not waffle on or speak off the subject and thank the interview panel at the end of the interview. Have some relevant questions to ask the panel – however do not ask, "How much will I get paid?"!

Follow up an offer of appointment with a written response. Negotiate the final job description with the principal, ensure you are covered by either the unions Collective Employment Contract (CEC) or an Individual Employment Contract (IEC) signed with the principal on behalf of the Board of Trustees.

BEHAVIOUR MANAGEMENT

Every school has Discipline and Guidance policies and procedures. Make sure you can access the key people in the system that your school operates. Every teacher can expect help and advice in carrying out their duties and there are times when every teacher needs help and advice.

Try not to take incidents of difficult behaviour personally. Remember we see students for only a few hours a week and there are lots of other things going on in their lives than just school.

However where a whole class is unsettled you may need help to look carefully at your teaching strategies.

BOARD OF TRUSTEES

Boards of Trustees are responsible for the overall governance of the school. Governance is defined as a concern for the basic purpose of the school or the “large picture” rather than the details of its parts. It is concerned with the *ends* rather than the *means* of the school’s operation.

The Board establishes the school goals, ensures there are policies in place for the effective running of the school and reviews policy in conjunction with the principal and the community. The Board supports the principal and provides the authority to allow the principal to manage the school effectively within policy guidelines. The Board selects the principal, approves the appointment of staff and ensures that the school communicates effectively with its community. The final level of accountability now rests with the Board of Trustees.

CAPNA

CAPNA stands for Curriculum and Pastoral Needs Analysis. This process is required when a school has a falling roll and has to reduce permanently appointed staff. Staffing reductions are closely monitored by PPTA. If there is any suggestion that your position may be affected by a reduction in staffing contact your PPTA field officer immediately.

CAREER PLAN

In his book “The 7 Habits of Highly Effective People”, Stephen Covey encourages people to write their personal mission statement. He states that it focuses on what you want to be (character) and to do (achievements, career plans) and on the values or principles upon which being and doing are based (p.106). Writing such a mission statement or having medium and long term goals in mind helps to focus you on what you want to achieve in your teaching career.

Write down your current position, for example are you a first year teacher, head of department, deputy principal, syndicate leader or assistant teacher. Now write down where you would like to be in two, five and eight year's time. Having written that, you are now in a position to determine how best you are going to achieve your employment goal(s). If you are not sure of the pathway to your goal, ask a colleague, your head of department, deputy principal, or principal.

The pathway may require you to undertake a course such as bi-lingual education, educational management, information technology, behaviour management, financial management or curriculum management. Be strategic in your planning, talk to senior teachers or managers, visit towns or cities where you would like to be employed, gain expertise that will make you invaluable to a school. Check the Education Gazette for movement of staff at different schools, contact principals of schools in which you would like to work to discuss employment opportunities and distribute a 2-3 page resume about yourself.

Do not sit back and wait for positions to drop out of the sky. Be proactive in pursuing your career goals, write yourself a mission statement, be prepared to rethink your plans as circumstances change.

CHARTERS

The Charter is an undertaking between the Board of Trustees and the Minister of Education that the Board will administer the school to ensure that the school's operation takes into account all the National Education Guidelines. This includes meeting the 10 National Education Goals for education in New Zealand and for the provision of a balanced curriculum, addressing barriers to learning, assessing students, providing career guidance, being a good employer, managing the school's finances and property matters efficiently, providing a safe environment for students and regularly reviewing the school's operation.

The bulk of the Charter is prescribed by the Ministry of Education in the National Education Goals (NEGs) and the National Administration Guidelines (NAGs). There is scope for schools to write their own local goals for the education of its students. The Charter will contain a Mission Statement which encapsulates the school's aims for its students and the community it serves.

Policies are statements that say how the school intends to implement its Charter.

Procedures are statements that say how a policy is put into action.

Your staff handbook should include details of your school's Charter, Policies and Procedures.

COMMUNICATING WITH THE COMMUNITY

Schools are required to communicate with the community but this is usually done through particular channels as prescribed by your school's policy.

For example often the Principal or the Board Chairperson is the only people to speak to the media.

Communications with families are usually done through set procedures. Check your school's policy about notes home or phone calls. This avoids having six different people from the school contacting the same family – or no one contacting a family at all when six people need to and should.

If you are planning an event make sure you have gained full approval within the school before you start involving the community.

CULTURAL SENSITIVITY – EXPECTATIONS OF THE SCHOOL

The increasing cultural diversity of our society makes it more and more important to check out the appropriateness of class materials and school activities. For example many students practice religions other than Christianity. Male and female behaviour may be defined differently to what we are used to.

Keep your cultural antennae out and ask if in doubt. Most people are happy to explain cultural practices that are important to them. Find people who have the authority – usually older people – to discuss cultural details.

CULTURAL SENSITIVITY – RESPONSIBILITIES OF THE SCHOOL

The Education Act 1989, Part VII, Section 63 is as follows:

Every charter and proposed charter is deemed to contain –

- (a) *The aim of developing for the school concerned, policies and practices that reflect New Zealand's cultural diversity, and the unique position of the Maori culture; and*
- (b) *The aim of taking all reasonable steps to ensure that instruction in tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) are provided for full-time students whose parents ask for it.*

CURRICULUM VITAE (CV)

Typical headings for a CV include:

- Full name
- Postal address
- Contact details for telephone / fax / e-mail

- Date of birth
- Sex (you may include this in your title, for example “Ms...”)
- Self description (that is, three words you would use to describe yourself)
- Education history, from most current qualification back
- Work history, from present back (include job title, employer and a summary of duties)
- Hobbies
- Referees (don't forget to contact your referees each time you submit your CV, give them a description of the job you are applying for so they can match you skills with the application if they are consulted)

EDUCATION REVIEW OFFICE VISITS

The following evaluative criteria are used by Review Officers during their investigations and in forming judgements about the quality of schools' education services. The criteria have been derived from published Ministry of Education guidelines, ERO Education Evaluation Reports and ERO's own findings about good practice after consultation over several years with education sector groups. These criteria are not a checklist. They inform evaluative opinion.

Several dimensions in school management and students' education have been identified for this purpose, as follows.

Financial Management

The board of trustees:

- allocates funds to reflect documented priorities
- systematically monitors and controls expenditure
- prepares and audits annual accounts
- reports annually to the Secretary of Education
- at the end of each financial year prepares financial statements for the Crown.

Management of Staff Performance

The school has implemented a performance management system in which:

- performance expectations have been documented for all staff
- appraisers are identified
- professional development goals are systematically identified
- links with inservice training are specified
- expectations for self-appraisal are stated
- confidentiality is ensured
- feedback is provided

- poor performance is addressed
- excellent performance is encouraged
- incentives and sanctions are clear and lawful.

Self-review

The school's ongoing programme of self-review is based on a reliable and valid information base in which:

- self-review information is gathered using appropriate techniques
- appropriate tool and techniques for analysing information have been used
- the purpose of the self-review is clear and explicit
- there is a close match between the data gathered and objectives being assessed.

The school's ongoing programme of self-review is significant in that it:

- has a broad long term strategic and/or a specific short term operational focus
- follow-up findings with planning, implementation of improvements, further monitoring and an evaluation of effectiveness of both the process and the programme

The school's ongoing programme of self-review is comprehensive in that:

- the scope of the self-review fits the purpose for which the information is used
- there is evidence of a planned and systematic approach to the gathering of self-review data
- cultural expectations are taken into account
- findings have been reported and presented in a format and manner appropriate to the school's clients.

Innovation

In managed innovation:

- leaders expressly encourage innovation
- published research informs practice
- there is a focus on good internal and external communications and information sharing
- *different and better* longer term strategies are sought
- self-review findings are starting points for improvements
- benchmarking and specific targets are used to encourage innovation for improvement.

Innovative practices are:

- planned and documented
- informed by regular self-review processes
- adjusted enhanced or abandoned according to findings
- undertaken in response to identified student needs and student expectations of school-based learning
- responsive to the expressed preferences of parents.

Principal Performance

As school manager, the principal:

- demonstrates informed awareness of the school's social and educational context
- demonstrates informed awareness of bicultural and multicultural considerations
- takes an informed broad long term view of the school's direction
- plans and organises tasks to achieve objectives
- makes and contributes to balanced decisions
- ensures decisions are acted upon
- makes decisions about difficult issues
- establishes builds and maintains relationships with the community
- develops a positive school climate
- maintains ongoing consultation
- has taken the role of leader
- responds to community aspirations
- manages the school's relationship with the community
- promotes the school's image.

As educational leader, the principal:

- has the current professional knowledge base necessary to conduct the role
- is up to date with the curriculum and pedagogy
- provides board and staff with professional perspective on issues
- leads curriculum development
- leads in the development of assessment
- expects high levels of student achievement
- manages student achievement through others
- leads and motivates staff.

Teacher Performance

The capable teacher demonstrates informed professional knowledge of:

- current curricula subjects being taught and current learning theory
- the characteristics and progress of their students
- appropriate teaching objectives
- appropriate technology and resources
- appropriate learning activities programmes and assessment.

In professional practice, the capable teacher:

- behaves lawfully
- creates a learning environment of respect and understanding
- establishes high expectations that value and promote learning
- manages student learning processes effectively
- manages student behaviour positively
- organises a safe physical and emotional environment
- uses a range of appropriate, up to date and valid teaching approaches
- engages students in learning
- provides feedback to students and assesses learning
- demonstrates flexibility and responsiveness.

In professional relationships, the capable teacher:

- reflects on teaching with a view to improvement
- maintains accurate records
- communicates appropriately with parents whanau and caregivers
- contributes actively to the life of the school
- develops professionally
- maintains confidentiality, trust and respect.

Professional leadership is shown when the teacher:

- demonstrates flexibility and adaptability
- focuses on improving teaching and learning
- supports and compliments the effective practices of other teachers
- displays ethical behaviour and responsibility
- recognises and supports diversity among groups and individuals
- encourages others and participates in professional development
- manages resources safely and effectively.

The capable New Zealand teacher:

- demonstrates knowledge of the Treaty of Waitangi and te reo Māori me ona tikanga
- communicates clearly and accurately in either or both of the official languages of New Zealand
- demonstrates an understanding of cultural and ethnic minorities in New Zealand.

Balanced Curriculum: Years 1 to 10

Completeness:

- all seven essential learning areas have a specific allocation of teaching and learning time for all students

- all eight essential skills are incorporated in delivery of programmes for all students
- there is evidence that all nine underlying principles have been incorporated
- the attitudes and values of the New Zealand Curriculum Framework are evident in teaching and learning programmes
- all programmes are demonstrably aimed at the achievement objectives of the national curriculum statements.

Management and planning:

- there is a whole school curriculum management and delivery scheme that includes every essential learning area
- the school scheme in each essential learning area includes the eight skills
- the planning of individual classroom programmes is in accordance with the school scheme and with the *New Zealand Curriculum Framework*
- classroom timetables, planning and school schemes are faithfully implemented.

Quality:

- all individual students' learning levels are catered for
- all individual students are challenged appropriately by the levels delivered
- all individual students achieve objectives of the national curriculum statements
- student achievement is systematically monitored
- barriers to achievement are identified
- barriers to learning are systematically addressed.

ENCOURAGING BONDS WITH THE MAORI COMMUNITY

The Education Act 1989, Part VII, Section 62 is as follows:

- (1) *Before preparing a proposed charter for a school, or a proposed amendment to a school's charter, the Board shall take all reasonable steps to discover and consider the views and concerns of Maori communities living in the geographical area the school serves.*
- (2) *The Board of a correspondence school shall comply with subsection (1) of this section by consulting the Minister of Maori Affairs.*

FUNDING FOR SPECIAL ACTIVITIES

It is important to consult with your syndicate leader, head of department or principal regarding funds for extra-curricular activities. Schools will (should) have a policy on fundraising that outlines such issues as seeking approval from the Board of Trustees (via the principal), where and when fundraising activities can take place, accounting for the funds raised, who can be involved in fundraising and what happens to the funds raised.

The policy may include charging students for the activity, using the “school fee” (actually a voluntary donation to the school) or making application to outside organisations for special “one-off” funding.

FUNDRAISING IDEAS

Raising funds for school activities is never ending! In the present economic climate it is becoming harder for some families to afford to provide their children with extra-curricular activities and schools are unable to bear the full cost. Schools are finding it increasingly difficult to fund such items as information communications technology, minibuses, new buildings, sun shades, trips away and tours by sports or cultural groups. Fundraising is the only way in which some schools can offer students these “extras”.

Organisations such as REAP, Lions and Rotary clubs, the Community Funding Agency, tribal trusts and local companies may be a source of funds. Be mindful that businesses prefer partnerships with schools rather than straight sponsorship.

Commercial fundraising companies bombard schools with their promotional information. Speak to the person in charge or the person who receives such mail and peruse the information. Be careful – some companies require you to purchase goods before you on-sell them to your community. You need to be sure to cover your costs and make a profit.

The scale of fundraising activities varies considerably from the sausage sizzle outside The Warehouse on a Saturday morning to a car raffle. Ideas include: sausage sizzle, cake stall (selling to students and staff), “athons” such as a read-athon or walk-athon where students get sponsorship from parents or the community to undertake certain tasks, raffles, selling confectionery, selling firewood (generally an on-going venture established by a school), organising a dinner or social event – particularly using a well-known personality as a draw card, auctions, gala days, food fairs, selling sun block or other commodities or running a canteen (the PTA may do this in a school on a permanent basis).

It is important to check with the principal or senior staff member before you start fundraising in the school and community. A coordinated approach will ensure that the local community is not swamped with fundraising requests.

GOVERNANCE VS MANAGEMENT

Governance can be described as “eyes-on” and “hands-off” while the Principal as the Board’s Chief Executive is concerned with *means* policies and therefore has a “hands-on” function as the manager of the school. **Management**, while always concerned about organisational ends, is responsible for the ways or means by which these are achieved. Management is concerned with the day

to day operation of the school, co-ordinating, motivating, supervising and resourcing the school.

The Principal is the educational or instructional leader of the school responsible for establishing the educational objectives of the school in conjunction with staff, community and the Trustees. The Principal implements policies, plans and programmes to enable the school to achieve its goals. Staff appraisal, professional development of staff and recommending staff appointments are other functions of the Principal.

GST

The Goods and Services Tax is levied at 12.5%. Wages are exempt GST as are donations. The school will pay GST to the Inland Revenue Department on all its income and will claim GST back on all purchases. A GST invoice is therefore required for accounting purposes when you make a purchase. Budgets are usually prepared exclusive of GST.

If a donation is made to your department you do not have to pay GST.

A simple way to calculate a cost exclusive of GST, if a book costs \$49.50 (including GST) divide by 9 to get the GST amount – that is, \$5.50. Subtract this from \$49.50. The cost of the book less GST is \$44.00.

GUIDELINES FOR HANDLING MONEY

The best advice for teachers: do not handle (students') money! In most schools office staff collect money from students and issue receipts. If the school policy is for staff to collect money, such as for a class trip, photographs and mufti money then it is important that you have a list with the names of all students in your class. Carefully check off names as you receive their money and immediately forward to the school office. Likewise, make it clear who has not paid their money. Teachers should **not** have to write out receipts.

Do not leave any money in your desk, on your table or take students' money home. It is usual that if you are taking a class on a trip outside the school you pay for such items as transport, entry fees and lunch by a school cheque. It is not advisable to pay cash. The school office may require a receipt for payments. Remember to ask for one.

The school may give you permission to pay an account with your personal cheque or credit card. Always get permission to do this as a refusal to reimburse you will leave you out of pocket!

Audit Office requirements do not allow for teachers to open up separate bank accounts containing the school name, for example the Aotearoa High School Netball Club account. All funds must be lodged in the school's account.

HARASSMENT

Every school is expected to have policies and procedures for dealing with all forms of harassment from racist or sexist remarks, to physical intimidation or sexual overtures. You are entitled to protection from any behaviours which make you feel uncomfortable.

If the school is slow to respond contact the field officer for PPTA. They will help even if you are not a member or if you are not employed under the collective employment contract.

HEALTH AND STRESS

(With acknowledgement to the web site <http://www.chic.org.uk/stress>)

Teaching is a very demanding occupation! The changes in education over the past decade and the changing behaviour of students requires a teacher to be in the best possible health to perform the many functions inherent in the job. Being in contact with many children during the course of the day exposes teachers to all manner of bugs, colds and 'flu going around, particularly in winter time.

Some schools either provide or subsidise flu injections for staff. These can prevent you from falling ill during the middle terms. It is important, however, to recognise the times when you are ill and stay at home! Teachers are reluctant to take time off school as they worry about their students. However, a day off at the initial signs of a cold or ill health can prevent longer periods of sick leave later on.

Teaching is a peculiar profession! When you are away you are expected to prepare lessons for your classes. You can bet that when a doctor is home ill he or she doesn't have to rush into the office and get patient records out or prepare work for the locum! Therefore it is an excellent idea for you to prepare, when you are feeling well, sets of emergency lessons. These should be one-off lessons, preferably a range related to the work you are doing in class, kept in a central place with instructions that any reliever can follow. This saves the problem of crawling out of bed to set lessons. Also check out the Te Hiringa i te Mahara website (<http://www.thm.ac.nz/>) for relief lessons for Te Reo Maori classes.

Stress is a fact of life and has been with us since the beginning of time. The word stress comes from the Latin word meaning to 'draw tight'. "If you tighten strings too much they will snap, and if you leave them too slack they won't play, but if they are tuned to the right point, then, and only then does the music start" (Siddhartha Gautama). So it is that sometimes stress is good for us as it stimulates excitement or action. Going through a full, natural cycle of stress, release and relaxation enables us to cope with any temporary stressful situations and come out feeling fine.

When this cycle is not completed, tiredness, irritability, headaches, digestive problems, insomnia, skin problems and a general increase in the frequency of minor illnesses are all potential results of not de-stressing our stress.

Stress is brought about by chemicals in the blood called hormones. When we are stressed the following may occur in the body:

- muscles are tensed
- blood sugar is raised
- pulse rate and blood pressure increase
- our pupils dilate (get bigger)
- blood is diverted from “unnecessary areas” such as the stomach
- sweating increases.

Stress is often a result of our fears or anxieties, thinking the worst of each situation rather than realistic anticipation of actual happenings. We need to recognise what causes us to start to worry and learn to deal with them. That is we need to **de-stress** and not to distress!

One of the most important steps in combating stress is recognising the early warning signs and taking steps to avoid “stressors”, before the pressure becomes overwhelming. Some hints on avoiding stress:

Get organised at home for work. Prepare lessons, mark and meet deadlines for such activities as report writing, assessment of students, and other deadlines. Lack of organisation is the most common cause of self-generated stress. Make lists, prioritise. Establish classroom behaviour patterns and expectations with students. Ill-disciplined classes are very stressful!

Time management – it is vital to balance a time between home, work and play. Delegate where possible, don’t over commit yourself, prioritise. Say “No” when people ask you to take on extra responsibilities that someone else could do or if you feel you do not have enough time to do. Relinquish other responsibilities following discussion with your line manager, if necessary.

Diet – a well-balanced diet is essential in ensuring that the mind and body operate at their optimum. Caffeine, found in coffee, tea and Coke, and nicotine are stimulants and too much can make you feel more stressed. Avoid excessive amounts of alcohol, consider vitamin and mineral supplements, visit your health professional for advice if necessary.

Exercise – this is a key element in beating stress. Regular exercise can relieve anxiety and depression by encouraging a refreshing sleep and taking your mind off your problems.

Communicate – if people are aware of your needs, stressful situations can be avoided. Tell your head of department or syndicate leader about the class or students that cause you to suffer from stress, indicate problems in time management and seek their assistance. What you do not talk about is trapped as pent-up energy in your muscles which leaves you feeling drained. Talking to people can help you find solutions to some of your worries.

Relax – de-stressing yourself is within your power. Walk, read, practise yoga, listen to music, go for a run, meditate, get a massage. This will occupy your mind so that you do not dwell on your problem.

Sleep – getting a good night’s sleep is crucial to thinking clearly and behaving rationally.

Seek medical assistance if stress is ruling your life. Let your principal know, seek assistance from a PPTA counsellor. A short or long period of leave may assist in relieving and controlling stress.

HOW TO PREPARE A BUDGET

Budgeting is a skill that you develop with experience. The National Administration Guideline (NAG) 3 states that:

According to legislation on financial and property matters, each Board of Trustees is required to (i) allocate funds to reflect the schools’ priorities as stated in the charter and (ii) monitor and control school expenditure, and ensure that the annual accounts are prepared and audited as required by the Public Finances Act 1989 and the Education Act 1989.

This NAG requires all schools to establish principles and procedures to ensure prudent financial management, which enables Boards of Trustees to meet stated goals for the education of its students.

Budgets for departments or syndicates must be linked to a plan, whether it is an operational, development or strategic plan. This will give a direction to budgeting that links with the overall direction or goals of the school, which are contained in the charter. Often to save time in preparing a budget, the previous year’s one is resubmitted to the principal with a few minor changes. While this may meet a deadline, does it reflect the department’s or syndicate’s goals or direction for the coming year?

Budgeting by means of programme planning allocates funds according to need, within an agreed set of priorities. It requires that programmes for the year are planned and costed, either before, or as part of, the budgeting process. There are five stages in the programme planning:

1. description of the purposes to be achieved in the programme
2. identification of broad guidelines of how the purposes are to be achieved
3. implementation plan
4. costing the resources needed
5. evaluation plan.

Once a development plan is established for a department (this should reflect both strands in the school’s strategic plan and your department’s/syndicate’s annual development plan) you can then look at budgeting to meet the goals in your plan. The principal will usually ask for budget requests in October and

give you a sheet to complete. Items in a budget may include: consumables, photocopying, minor and major capital, textbooks, affiliation fees, teacher release days for professional development, repairs and maintenance of equipment, field trips, and support staff costs (for example teacher aide or secretarial staff).

If your department collects fees from students, historically what percentage of the fees are collected? This conservative amount can be included as department income. Remember, budgets are usually prepared **exclusive** of GST.

Do not be unrealistic in what you request in a budget. There is only a certain amount of funding that the Board can distribute each year. Once your budget figures have been approved by the Board of Trustees, usually in November for the following year, you may need to reallocate funds if the amount you requested is not forthcoming. **You must operate within your budget.** Boards of Trustees will not allow departments to over-spend budgets. If circumstances change within your department or syndicate or unforeseen circumstances arise that necessitate further expenditure, you must seek the Board's approval (via the principal) for additional funding.

MAORI LANGUAGE PROGRAMME FUNDING

The Ministry of Education funds schools based on the numbers of students taking Maori language programmes or who are taught the curriculum (other than Te Reo Maori) via the medium of Te Reo Maori only or Te Reo Maori and English (bilingual). There are 4 levels of immersion identified by the Ministry. The current (2000) rate for funding these different levels is:

Level 1	(81% to 100% immersion)	\$853.93 per student
Level 2	(51% to 80% immersion)	\$426.96 per student
Level 3	(30% to 50% immersion)	\$213.48 per student
Level 4	(less than 30% immersion)	\$51.82 per student

Funding is determined in any year by the 1 March return of the numbers of students in these categories. Final figures are determined following the school's 1 July return.

Some years ago schools were allocated funds based on the number of Maori students in the school. There was no requirement for the Board to expend these funds on Maori students or programmes. The MLP funding targets Maori students being taught through the medium of Te Reo Maori. Maori language classes attract the lowest rate of funding.

HOME CONTACT

In principle keep home contacts positive. Family's get very sick of being told how "bad" their student is. Tell them about the "good" things as much as possible.

"Kanohi ki te kanohi" is more effective than letters or phone calls. If you go about tea time there's usually someone home.

Keep to the rules of the house. Cue in carefully to whether to come in, where and when to sit and who to talk to.

Listen, listen, listen.

MEETING FORMATS

School meetings may vary in the formality in which they are run depending on the situation. Usually full staff meetings are more formal than department meetings. An agenda is essential to give direction to a meeting and any items staff wish to discuss should be added to the agenda before the meeting starts. Avoid a "General Business" section of a meeting.

A basic agenda for most meetings would be:

- apologies
- minutes of the previous meeting / matters arising
- finance report
- issues to be discussed

Meeting procedures are outlined in a number of publications. Standing orders or terms of reference indicate how formal meetings are run. An excellent publication called *Members' Meetings in New Zealand* by Mark van Dadelszen, published by Per Ardua Surgam Publications (1995) and available through the School Trustees Association (STA) gives very clear detail on how meetings are conducted. *Model Standing Orders for Meetings of Public Bodies* published by Standards New Zealand (1993, P9204) is another publication that outlines meeting procedures. The STA Handbook (check the Principal's book shelf) also outlines basic meeting procedure.

A chairperson should be appointed for staff meetings well in advance. This provides an opportunity for staff to develop their chairing skills and relieves the Principal or Deputy Principal from the task. It is essential to take minutes of the meeting and display a copy prominently. This is a good starting point for the next meeting.

Only have meetings if there is sufficient material on the agenda. Be agenda-driven, not meeting-driven.

NATIONAL ADMINISTRATION GUIDELINES

In order to ensure that the National Education Goals are met, Board of Trustees and Principals respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment and, from time to time, guidelines promulgated by the Secretary for Education.

1. Board of Trustees must foster student achievement by providing a balanced curriculum in accordance with the national curriculum statements (i.e., the New Zealand Curriculum Framework and other documents based upon it).

In order to provide a balanced programme, each Board, through the Principal and staff, will be required to:

- i) implement learning programmes based upon the underlying principles, stated essential learning areas and skills, and the national achievement objectives; and
 - ii) monitor student progress against the national achievement objectives; and
 - iii) analyse barriers to learning and achievement, and
 - iv) develop and implement strategies which address identified learning needs in order to overcome barriers to students' learning, and
 - v) assess student achievement, maintain individual records and report on student progress.
2. According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:
 - i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
 - ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
 3. According to legislation on financial and property matters, each Board of Trustees is also required in particular to:
 - i) allocate funds to reflect the school's priorities as stated in the charter;
 - ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
 - iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme

to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

4. Each Board of Trustees is also required to:
 - i) document how the national education guidelines are being implemented
 - ii) maintain an ongoing programme of self-review.
5. Each Board of Trustees is also required to:
 - i) provide a safe physical and emotional environment for students;
 - ii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
6. Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 1

What is the balanced curriculum of the school?
Is the curriculum based on the 8 essential skills and 7 learning areas, and the National Achievement Objectives?

communication skills
numeracy skills
information skills
problem-solving skills
self-management and competitive skills
social and co-operative skills
physical skills
work and study skills

language and languages
mathematics
science
technology
social sciences
the arts
health and physical well-being

How does the school monitor a student's progress against the published National Achievement Objectives?

What assessments and procedures are in place to identify barriers to learning?

What barriers and groups of students have been identified?

What actions and strategies have been put in place to address these barriers?

What programmes of assessment are in place to measure students' achievement?

How are records of student achievement stored?

How are student achievements reported?

NAG 2

How does the school identify and recognise the needs of students?

What monitoring and evaluating systems has the school in place to check on the use of its resources, to ensure that they are being used effectively?

Has the school an appraisal system to identify in-service training needs?

Has the school a programme of staff development, are records kept?

Have you read the State Sector Act 1988?

Have you read the Employment Contracts Act?

Have you read the Collective and Individual Employment Contracts of the teaching and non-teaching staff?

Have you read the teacher unions' Code of Ethics?

Do all the staff have an employment contract?

Has the school an E.E.O. Policy?

Has the school a Staff Discipline Policy that is known by all staff?

Has the school a complaints procedure that is known by all staff?

NAG 3

Have you read the Pueblos Finance Act 1989?

Have you read the Education Act 1989?

Does the school have a monitoring and evaluating procedure to check that funds are allocated according to charter priorities?

Is there an accounting system and a monthly reporting system that provides an audit trail and minimises the opportunity for mismanagement of funds?

Does the school have a buildings and grounds maintenance policy and procedures to keep the learning environment safe and healthy?

NAG 4 Is there a procedure by which the school documents how it is implementing the N.E.G.'s?

Does the school have a programme of Self Review that is inclusive of all the staff? Does it facilitate change and improvement?

NAG 5 Does the school have someone responsible for ensuring that the environment is safe for students and employees, c.f. N.A.G. 3?

Have you read the Health and Safety in Employment Act 1992?

Does the school have in place health and safety procedures?
Does the school have hazard identification procedures and take all reasonable steps to eliminate them?
Is an accident register kept?

Is there guidance and counselling support for students and staff?

NAG 6 Have you read the section in the Education Act 1989 relevant to attendance, the length of the school day, and the length of the school year?

Are records of attendance kept?

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NEG 1 What potentials does your school recognise?

What values does your school embrace?

NEG 2 What barriers have you identified and removed, are attempting to remove?

NEG 3 What i) knowledge
 ii) understandings
 iii) skills
 does your school assist students in learning?

NEG 4 How does your school include your parents in the schools teaching and learning activities?

NEG 5 How does your school balance its curriculum ensuring students follow a core of essential learning?

How does your school ensure all students have basic literacy and numeracy skills?

How does your school ensure all students have basic “science” skills?

How does your school ensure basic technology skills?

NEG 6 Have all your staff defined the learning objectives of their courses, lessons?

Are your students aware of the learning objectives of the courses they take?

How are the needs of individual students assessed?

How is the progress of students against the statements of NEG 5 monitored, recorded and stored?

NEG 7 What special needs does your school recognise?

How does your school identify these special needs students?

How does your school make provision for students with these special needs?

How does your school monitor their progress?

NEG 8 What National qualifications do you prepare your students for?

What International qualifications do you prepare students for?

NEG 9 What aspects of your school are established to meet the Treaty of Waitangi obligations?

How do you make everyone aware of the “taonga tuku iho”, the New Zealand heritage of the first settlers in New Zealand?

Is the Maori language available to all students?

What initiatives does your school take to enhance Maori students learning?

NEG 10 What programmes of teaching and learning assist all New Zealanders in respecting the diverse ethnic and cultural heritage of the country?

What aspects of the school and school life acknowledge our ethnic and cultural heritage?

How is the unique place of Maori recognised by the school and taught to the student?

How is the country's roll as a Pacific nation acknowledged and taught?

NATIONAL EDUCATION GUIDELINES

The National Education Guidelines have three parts:

- The National Education Goals

These have been articulated by the Ministry of Education to guide the work of the education system.

- The National Administration Guidelines

The NAGS are six statements that Boards of Trustees and Principals are required to follow.

- The National Curriculum Statements

These books define what teachers are expected to teach. They relate to the Essential Learning Areas. Check the MOE web site for details.

In relation to the Board's own performance, Boards, through their Principal and staff, are required to document how the National Education Guidelines are being implemented and to maintain an ongoing programme of self-review.

NATIONAL CURRICULUM STATEMENTS

The National Curriculum Statements are based on "The New Zealand Curriculum Framework" which was published in 1993. This document states the principles that give direction to all teaching and learning, identifies essential learning areas and essential skills for all students, and indicates the place of attitudes and values in the school curriculum.

The seven essential learning areas:

- Language and Languages
- Mathematics
- Science
- Technology
- Social Sciences

- The Arts
- Health and Physical Well-being

PERFORMANCE MANAGEMENT SYSTEM

Performance management systems are based on a Position Description, your Employment Contract, the Professional Standards and an annual Appraisal Process.

Check the whole system out with your school. If you have any concerns contact PPTA.

POLICY – RELEVANCE TO MAORI

Policy development should involve the stakeholders of the school, that is students, staff, parents and the community. As such, Maori should have input into policy development to ensure the needs of Maori students and staff are catered for. In reality, policy development usually involves one person or a small group of staff writing a draft policy as the need arises and then seeking feedback from other groups before the Board approves it.

Policies such as the Treaty of Waitangi, curriculum, financial management, assessment of students, the school environment and behaviour management must have a Maori input and dimension to reflect the bi-cultural nature of New Zealand. Policies determine how the school operates as a self-managing institution within the bounds of the Charter, the Acts of Parliament and local body regulations. As such, all teachers must be familiar with operational policies and consult them if they are unsure of the school's stance or procedures on certain matters.

POLICY – WHAT IS IT?

A policy is a set of guidelines, which provides a course of action to be taken to achieve a particular purpose. Examples of policies are: Delivery of the Curriculum, Assessment, Appraisal, Treaty of Waitangi, Equal Employment Opportunities, Outdoor Education, Fundraising, Teacher Recruitment and Selection, Playground Duty, Behaviour Management, Smoking in the Workplace, Homework, Financial Management and Suspensions. Once approved by the Board of Trustees they become Board by-laws and inform the operation of the school. School policies must not contravene the various Acts of Parliament or local government regulations or breach the principles of natural justice.

Policies are usually kept centrally in a school and staff must adhere to the policy guidelines at all times. Policies are usually reviewed on an annual or biennial basis.

As an example:

AOTEAROA HIGH SCHOOL

Policy on the Curriculum

Rationale

Aotearoa High School will offer students a balanced curriculum that will comply with the National Curriculum Statements in the seven Essential Learning Areas and National Certificate and Diploma courses recognised by the New Zealand Qualifications Authority. The curriculum offered will take into account local needs, priorities and resources. It sets out the learning experiences through which students develop the knowledge, attitudes and values defined in these statements and courses.

Purposes

1. To ensure curriculum delivery conforms with National Administration Guideline 1 (i) – (vi)
2. To implement, where resources permit, the curriculum needs of the local community.
3. To attempt to meet the needs of every student, including those with special needs.
4. To inform stakeholders of the subjects/courses available including the level of study, the qualifications available and the progression of subjects through the school.

Guidelines

1. Within the National Curriculum Guidelines the respective Heads of Department/Teachers in Charge of subjects will develop management documents (schemes) appropriate to their curriculum areas that conform with NAG 1 (i) – (vi). The HOD/TIC must ensure that staff adhere to these schemes and provide the relevant resources.
2. A master file of all schemes of work will be maintained by the Principal and will be regularly reviewed and updated.
3. The wider school community including parents/caregivers, businesses and organisations will be consulted regarding the curriculum offered at Aotearoa High School.
4. In the delivery of the curriculum to students, the school will make the optimum use of timetable allocations, resources and staffing to ensure option availability and progression throughout the school.
5. Following option counselling. Y9 to 12 students will be surveyed for their subject choices in Term 3 and an option structure developed that best accommodates the option choices of the majority of students.
6. Module booklets for Y9, 10 and Y11 – 13 will be produced each year outlining the subjects offered, subject and course content, associated costs and pre-requisites and subject progression throughout the school.

7. Students and parents/caregivers will be provided with an outline of the work to be covered for each subject level at the beginning of each course of study.
8. The curriculum committee, consisting of a DP and co-opted staff will ensure guidelines 3 to 7 are followed and reviewed annually.

Approved

Board of Trustees Chairman

Principal

Date

Review Date

POLICIES – WHERE ARE THEY KEPT?

This will vary from school to school. In secondary schools policies are grouped to form the school's Accreditation Document approved by the New Zealand Qualifications Authority. As such it should be available in the staffroom, main office, Principal's office and staff work room as it describes the school's operation procedures and ensures consistency of curriculum delivery.

Individual departments may have copies of school-wide policies (such as the policy on homework, behaviour management, curriculum and assessment) upon which they build their departmental procedures.

PROFESSIONAL DEVELOPMENT

Professional development (PD) is a dynamic process involving teacher input and the school's support to assist teachers and administrators to continue to learn and grow in-service (Cardno, 1990, p.48).²

National Administration Guideline (NAG) 2 states that the Board of Trustees is required to develop and implement personnel and industrial policies that promote high levels of staff performance. Professional development is therefore compulsory and funded by the Board of Trustees.

Some suggestions are:

- keep up to date with professional development (PD) opportunities the school may offer;
- read the PD notice board for courses offered;
- make application to the PD committee;
- identify appraisal areas for PD;

² Cardno, Carol EM. (1990) *Collaborative Management in New Zealand Schools*. New Zealand: Longman Paul.

- request that your head of department or line manager authorises you to attend PD opportunities;
- use PD opportunities as part of your personal career plan;
- branch out into new curriculum or management areas.

The Education Gazette is a very important source of information.

Types of professional development include: classroom observation of another teacher, mentoring by another staff member, professional reading, visiting another school, attending short courses such as offered for the new curriculum documents, courses of on-going professional education such as a certificate, diploma or master's course and teacher only days. Departmental and staff meetings should always have a professional development section. You can try being a member of a task group or a focus group charged with a specific responsibility. Ask if you can do certain jobs you see need doing. Become the staff trustee on the Board of Trustees. Attend conferences. Present something at a staff meeting for example an overview of the new Art curriculum document.

ROLE MODEL

Teachers are role models to students and to the local committees of the school. There is an expectation that teachers' behaviour in and out of school does not bring discredit to the profession. The PPTA have a code of conduct outlining the agreed expectations of teachers. This is available in the union's CECs or from branch office holders of the union. Factors such as standard of dress, behaviour, language, values and expectations are all important features of being role a model. Teachers should aim to be positive role models for students and the wider community.

SCHOLARSHIPS AND GRANTS

There are many funding avenues available for Maori students to further their education, both at the secondary and tertiary levels. In secondary schools the Careers Department, Guidance Counsellor or Maori Department staff would hold up-to-date information on scholarships and funding opportunities for Maori students.

The Specialist Education Service manages two funding programmes for the Ministry of Education. These are the Manaaki Akonga Rua and Manaaki Tauira grants. The Manaaki Akonga Rua grants are for senior secondary school students (Years 12 or 13) while the Manaaki Tauira grants are for students at university, colleges of education, polytechnics, whare wananga or private training establishments.

Applications for Akonga Rua grants close in the November for the following year while Tauira applications close in March for the first semester of the year. Criteria for eligibility are financial need, the student's commitment to their

educational programme and their commitment to and involvement in things Maori. Students can expect up to \$500 from a Manaaki Akonga Rua grant.

Funds are paid to the school and refunds made to recipients as required.

Maori Media Limited (93 The Strand, Parnell, Auckland. Ph (09) 377 9735) in association with the Ministry of Education, the Maori Education Trust and the Health Sponsorship Council publish *Te Mātauranga Māori*, a directory of Māori education and scholarships for tertiary study. This contains information about tertiary education providers and the scholarships available as well as comprehensive scholarship listings with the names and addresses of institutions and closing dates for application.

The weekly newspaper *Education Review* also publishes a comprehensive list of scholarships and grants available.

It is essential that students are made aware of scholarships well in advance of the closing date. Some applications require birth certificates, detailed whakapapa certified by kaumatua or kuia and details of parents' income that may take time to obtain.

Iwi authorities or Māori land trusts also offer financial assistance to secondary students for both secondary and tertiary study. It is important to ask students and whanau about the availability of such funding sources. Local marae committees or kaumatua may be able to assist in locating funding sources.

Keep in touch with the Careers teacher/department and the Guidance Counsellor for information on scholarships and allowances through Work and Income New Zealand (student services division) for which students may be eligible.

Some of the scholarships available:

The Transpower & Princess Te Puea Scholarships available to people wishing to undertake the 3-year Parks and Recreation degree at Lincoln University. Each scholarship is worth \$5,000 per year or \$15,000 in total.

The John Tapiata Scholarship is for individuals to undertake the Physical Education degree at the University of Otago. This is worth \$5,000 per year, or a total value of \$20,000.

One of the first recipients of a Hillary Commission scholarship was Farah Palmer, captain of the 1998 world champion women's rugby union team.

Some of the grants available:

Tamua / Tomuri Grant:

A role model programme encouraging rangatahi (youth) between the ages of 15 to 19 to participate in sport and active leisure.

Value: \$500.00

Iwi Grant:

An event-focused grant encouraging Marae-based activities. The grant assists with the administration costs involved in organising an event.

Value: Up to \$1,000.00

Administration Cadestship:

Funding to upskill sport administrators. Priority is given to applicants involved in short courses, i.e. 1-year polytechnic courses.

Value: Up to \$1,000.00

TREATY OF WAITANGI

(http://www.govt.nz/nz_info/treaty.shtml)

The Treaty of Waitangi is the founding document of New Zealand.

THE TREATY OF WAITANGI 1840

[English text of the Treaty]

Her Majesty Victoria Queen of the United Kingdom of Great Britain and Ireland regarding with Her Royal Favour the Native Chiefs and Tribes of New Zealand and anxious to protect their just Rights and Property and to secure to them the enjoyment of Peace and Good Order has deemed it necessary in consequence of the great number of Her Majesty's Subjects who have already settled in New Zealand and the rapid extension of Emigration both from Europe and Australia which is still in progress to constitute and appoint a functionary properly authorized to treat with the Aborigines of New Zealand for the recognition of Her Majesty's Sovereign authority over the whole or any part of those islands.

Her Majesty therefore being desirous to establish a settled form of Civil Government with a view to avert the evil consequences which must result from the absence of the necessary Laws and Institutions alike to the native population and to Her subjects has been graciously pleased to empower and to authorize "me William Hobson a Captain" in Her Majesty's Royal Navy Consul and Lieutenant Governor of such parts of New Zealand as may be or hereafter shall be ceded to Her Majesty to invite the confederated and independent Chiefs of New Zealand to concur in the following Articles and Conditions.

ARTICLE THE FIRST

The Chiefs of the Confederation of the United Tribes of New Zealand and the separate and independent Chiefs who have not become members of the Confederation cede to Her Majesty the Queen of England absolutely and without reservation all the rights and powers of Sovereignty which the said Confederation or Individual Chiefs respectively exercise or possess, or may be supposed to exercise or to possess, over their respective Territories as the sole Sovereigns thereof.

ARTICLE THE SECOND

Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full exclusive and undisturbed possession of their Lands and Estates Forests Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession; but the Chiefs of the United Tribes and the individual Chiefs yield to Her Majesty the exclusive right of Preemption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective Proprietors and persons appointed by Her Majesty to treat with them in that behalf.

ARTICLE THE THIRD

In consideration thereof Her Majesty the Queen of England extends to the Natives of New Zealand Her royal protection and imparts to them all the Rights and Privileges of British Subjects.
[Signed] W Hobson Lieutenant Governor

Now therefore We the Chiefs of the Confederation of the United Tribes of New Zealand being assembled in Congress at Victoria in Waitangi and We the Separate and Independent Chiefs of New Zealand claiming authority over the Tribes and Territories which are specified after our respective names, having been made fully to understand the Provisions of the foregoing Treaty, accept and enter into the same in the full spirit and meaning thereof in witness of which we have attached our signatures or marks at the places and the dates respectively specified

Done at Waitangi this Sixth day of February in the year of Our Lord one thousand eight hundred and forty.

TIRITI O WAITANGI 1840

[Maori text of the Treaty]

Ko Wikitoria te Kuini o Ingarani i tana mahara atawai ki nga Rangatira me nga Hapu o Nu Tirani i tana hiahia hoki kia tohungia ki a ratou o ratou rangatiratanga me to ratou wenua, a kia mau tonu hoki te Rongo ki a ratou me te Atanoho hoki kua wakaaro ia he mea tika kia tukua mai tetahi Rangatira--hei kai wakarite ki nga Tangata maori o Nu Tirani--kia wakaaetia e nga Rangatira maori te Kawanatanga o te Kuini ki nga wahikatoa o te Wenua nei me nga Motu--na te mea hoki he tokomaha ke nga tangata o tona Iwi Kua noho ki tenei wenua, a e haere mai nei.

Na ko te Kuini e hiahia ana kia wakaritea te Kawanatanga kia kua ai nga kino e puta mai ki te tangata Maori ki te Pakeha e noho ture kore ana.

Na, kua pai te Kuini kia tukua a hau a Wiremu Hopihona he Kapitana i te Roiara Nawi hei Kawana mo nga wahi katoa o Nu Tirani e tukua aiane, amoa atu ki te Kuini, e mea atu ana ia ki nga Rangatira o te wakaminenga o nga hapu o Nu Tirani me era Rangatira atu enei ture ka korerotia nei.

KO TE TUATAHI

Ko nga Rangatira o te wakaminenga me nga Rangatira katoa hoki ki hai i uru ki taua wakaminenga ka tuku rawa atu ki te Kuini o Ingarani ake tonu atu--te Kawanatanga katoa o ratou wenua.

KO TE TUARUA

Ko te Kuini o Ingarani ka wakarite ka wakaae ki nga Rangatira ki nga hapu--ki nga tangata katoa o Nu Tirani te tino rangatiratanga o ratou wenua o ratou kainga me o ratou taonga katoa. Otiia ko nga Rangatira o te wakaminenga me nga Rangatira katoa atu ka tuku ki te Kuini te hokonga o era wahi wenua e pai ai te tangata nona te Wenua--ki te ritenga o te utu e wakaritea ai e ratou ko te kai hoko e meatia nei e te Kuini hei kai hoko mona.

KO TE TUATORU

Hei wakaritenga mai hoki tenei mo te wakaaetanga ki te Kawanatanga o te Kuini--Ka tiakina e te Kuini o Ingarani nga tangata Maori katoa o Nu Tirani ka tukua ki a ratou nga tikanga katoa rite tahi ki ana mea ki nga tangata o Ingarani.

[signed] William Hobson Consul & Lieutenant Governor

Na ko matou ko nga Rangatira o te Wakaminenga o nga hapu o Nu Tirani ka huihui nei ki Waitangi ko matou hoki ko nga Rangatira o Nu Tirani ka kite nei i te ritenga o enei kupu, ka tangohia ka wakaaetia katoatia e matou, koia ka tohungia ai o matou ingoa o matou tohu.

Ka meatia tenei ki Waitangi i te ono o nga ra o Pepueri i te tau kotahi mano, e waru rau e wa te kau o to tatou
Ariki.

TREATY OF WAITANGI 1840

[Translation of the Maori text of the Treaty, by Prof. Sir Hugh Kawharu, used with permission]

Victoria, the Queen of England, in her concern to protect the chiefs and the subtribes of New Zealand and in her desire to preserve their chieftainship and their lands to them and to maintain peace and good order considers it just to appoint an administrator one who will negotiate with the people of New Zealand to the end that their chiefs will agree to the Queen's Government being established over all parts of this land and (adjoining) islands and also because there are many of her subjects already living on this land and others yet to come. So the Queen desires to establish a government so that no evil will come to Maori and European living in a state of lawlessness. So the Queen has appointed "me, William Hobson a Captain" in the Royal Navy to be Governor for all parts of New Zealand (both those) shortly to be received by the Queen and (those) to be received hereafter and presents to the chiefs of the Confederation chiefs of the subtribes of New Zealand and other chiefs these laws set out here.

The first

The Chiefs of the Confederation and all the Chiefs who have not joined that Confederation give absolutely to the Queen of England for ever the complete government over their land.

The second

The Queen of England agrees to protect the chiefs, the subtribes and all the people of New Zealand in the unqualified exercise of their chieftainship over their lands, villages and all their treasures. But on the other hand the Chiefs of the Confederation and all the Chiefs will sell land to the Queen at a price agreed

to by the person owning it and by the person buying it (the latter being) appointed by the Queen as her purchase agent.

The third

For this agreed arrangement therefore concerning the Government of the Queen, the Queen of England will protect all the ordinary people of New Zealand and will give them the same rights and duties of citizenship as the people of England

[signed] William Hobson Consul & Lieut. Governor

So we, the Chiefs of the Confederation of the subtribes of New Zealand meeting here at Waitangi having seen the shape of these words which we accept and agree to record our names and our marks thus.

Was done at Waitangi on the sixth of February in the year of our Lord 1840.

Footnotes

"Chieftainship": this concept has to be understood in the context of Maori social and political organization as at 1840. The accepted approximation today is "trusteeship".

"Peace": Maori "Rongo", seemingly a missionary usage (rongo - to hear i.e. hear the "Word" - the "message" of peace and goodwill, etc).

Literally "Chief" ("Rangatira") here is of course ambiguous. Clearly a European could not be a Maori, but the word could well have implied a trustee-like role rather than that of a mere "functionary". Maori speeches at Waitangi in 1840 refer to Hobson being or becoming a "father" for the Maori people. Certainly this attitude has been held towards the person of the Crown down to the present day - hence the continued expectations and commitments entailed in the Treaty.

"Islands" i.e. coastal, not of the Pacific.

Literally "making" i.e. "offering" or "saying" - but not "inviting to concur".

"Government": "kawanatanga". There could be no possibility of the Maori signatories having any understanding of government in the sense of "sovereignty" i.e. any understanding on the basis of experience or cultural precedent.

"Unqualified exercise" of the chieftainship - would emphasise to a chief the Queen's intention to give them complete control according to *their* customs. "Tino" has the connotation of "quintessential".

"Treasures": "taonga". As submissions to the Waitangi Tribunal concerning the Maori language have made clear, "taonga" refers to all dimensions of a tribal group's estate, material and non-material - heirlooms and wahi tapu (sacred places), ancestral lore and whakapapa (genealogies), etc.

Maori "hokonga", literally "sale and purchase". Hoko means to buy or sell.

"Rights and duties": Maori "tikanga". While tika means right, correct, (eg "e tika hoke" means "that is right"), "tikanga" most commonly refers to custom(s), for example of the marae (ritual forum); and custom(s) clearly includes the notion of duty and obligation.

There is, however, a more profound problem about "tikanga". There is a real sense here of the Queen "protecting" (i.e. allowing the preservation of) the Maori people's tikanga (i.e. customs) since no Maori could have had any understanding whatever of *British* tikanga (i.e. rights and duties of British subjects.) This, then, reinforces the guarantees in Article 2.

PART III: CONTACT LISTS

CAREER SERVICES

Career Services is a provider of career advice, planning and information. Career Services is “dedicated to creating a climate where all New Zealanders can access the best careers information and guidance to achieve their life goals”.

Offices

NATIONAL

4th floor, CMC Building, 89 Courtenay Place, Te Aro
PO Box 9446, Wellington
Ph: (04) 801 5177 Fax: (04) 801 5161

Career Information Resources Unit
Ph: (04) 810 5177 Fax: (04) 801 5745

MANAGEMENT

Chief Executive
Corporate Services Manager
National Branch Operations Manager
Manager Career Information Resources
Manager Media Team
Quesne
Te Pouarahi
Manager Finance

Lester Oakes
Graham Baker
Doris Cuthell
Tam Dobie
Victoria Battyany / Craig Le
Raukura Love
Terry Hughes

REGIONAL

Whangarei

4 Vinery Lane,
PO Box 5065
Streets
Whangarei
Ph: (09) 438 8875
Fax: (09) 430 0893

Palmerston North

5th floor, Sun Alliance Building,
Cnr Grey and Rangitikei
PO Box 646
Palmerston North
Ph: (06) 358 7413
Fax: (06) 358 7537

Takapuna

Level 2, 1-7 The Strand
PO Box 33 1647
Street
Takapuna
Ph: (09) 489 2299
Fax: (09) 489 2212

Wellington

Booth House, 202-206 Cuba
PO Box 27 263
Ph: (04) 801 5429
Fax: (04) 801 5403

Manukau City

1st floor, AMI Building, 15 Osterley Way
 PO Box 76 306
 Manukau City
 Ph: (09) 262 4250
 Fax: (09) 262 4251

Nelson

69 Selwyn Place
 PO Box 1041
 Nelson
 Ph: (03) 548 1630
 Fax: (03) 548 1625

Hamilton

15 Clifton Road
 PO Box 1100
 Hamilton
 Ph: (07) 839 4181
 Fax: (07) 834 0111

Greymouth

141 Tainui Street
 PO Box 306
 Greymouth
 Ph: (03) 768 0068
 Fax: (03) 768 0068

Rotorua

1231 Haupapa Street
 Rotorua
 Ph: (07) 349 0680
 Fax: (07) 349 0710

Christchurch

1st floor, AMP Centre,
 47 Cathedral Square
 PO Box 4441
 Christchurch
 Ph: (03) 377 0530

New Plymouth

2nd floor, Devon Centre
 Cnr Devon and Liardet Streets
 PO Box 8016
 New Plymouth
 Ph: (06) 757 8868
 Fax: (06) 758 2320

Dunedin

7th floor, Parry House
 Princess Street
 PO Box 859
 Dunedin
 Ph: (03) 477 5395
 Fax: (03) 477 5300

Napier

1st floor, Civic Court
 Dickens Street
 PO Box 545
 Napier
 Ph: (06) 835 8569
 Fax: (06) 825 1741

Te Puni Kokiri		
<p>Te Puni Kokiri Corporate Office</p> <p>Te Puni Kokiri House 143 Lambton Quay Wellington New Zealand Tel: 64-4-922-6000 Fax: 64-6-922-6299 Chief Executive: Dr Ngatata Love</p>	<p><u>Auckland</u></p> <p>Te Puni Kokiri 114-116 Ponsonby Road Auckland Tel: 64-9-376-7650 Fax: 64-9-360-1656 Director: Pauline Kingi</p>	<p><u>Christchurch</u></p> <p>Te Waipounamu House 4th Floor 158 Hereford Street Christchurch Ngai Tahu Maori Trust Board PO Box 13-546 Christchurch Tel: 64-3-379-5680 Fax: 64-3-365-3641 Director: Pura Parata</p>

<p>Counties/Manukau Unit 8 586 Great South Road Papatoetoe South Auckland Mail Centre Auckland Private Bag 94010 South Auckland Mail Centre Auckland Tel: 64-9-274-9148 Fax: 64-9-274-0592 Director: Sonia Hawea</p>	<p>Gisborne Nga Wai E Rua Lowe Street Gisborne PO Box 140 Gisborne Tel: 64-6-868-0208 Fax: 64-6-868-0217 Director: Mere Pohatu</p>	<p><u>Hamilton</u> Level 4 Deka Building Garden Place Hamilton Private Bag 3020 Hamilton Tel: 64-7-839-2572 Fax: 64-7-839-2579 Director: Maehe Maniapoto</p>
<p>Hastings Fruit Federation Building 405 North King Street Hastings PO Box 1440 Hastings Tel: 64-6-878-0750 Fax: 64-6-878-0756 Director: Peter MacGregor</p>	<p>Picton 14 Auckland Street Picton PO Box 182 Picton Tel: 64-3-520-3050 Fax: 64-3-520-3053 Director: Jim Elkington</p>	<p><u>Rotorua</u> Ngati Whakaue Building 40-46 Hinemoa Street Rotorua Private Bag Rotorua Tel: 64-7-349-7810 Fax: 64-7-349-0950 Director: Maria Tini</p>
<p>Taranaki Old Guardsman Building 250 Devon Street East New Plymouth PO Box 744 New Plymouth Tel: 64-6-759-5450 Fax: 64-6-758-4646 Director: Mahara Okeroa</p>	<p>Tauranga Harrington House Level 7 cnr of Harrington & Willow Streets Tauranga PO Box 69 Tauranga Tel: 64-7-577-6254 Fax: 64-7-577-6155 Director: Mita Ririnui</p>	<p><u>Wellington</u> Bloomfield House Level 1 46-50 Bloomfield Terrace Lower Hutt PO Box 31520 Lower Hutt Tel: 64-4-570-3180 Fax: 64-4-570-3181 Director: Harry Eruera</p>
<p>Whakatane Louvain House 4-10 Louvain Street Whakatane PO Box 26 Whakatane Tel: 64-7-307-1030 Fax: 64-7-307-1033 Director: Kay Withers</p>	<p>Whanganui Te Taurawhiri Building 357 Victoria Avenue Whanganui PO Box 436 Whanganui Tel: 64-6-348-1400 Fax: 64-6-348-9400 Director: Brendon Puketapu</p>	<p><u>Whangarei</u> Rural Bank Building 3-5 Hunt Street Whangarei Private Bag 9004 Whangarei Tel: 64-9-430-3731 Fax: 64-9-438-9088 Director: Pita Paraone</p>

MAORI TRUST OFFICES		
<p>Wellington Te Puni Kokiri House 143 Lambton Quay PO Box 5038 Wellington New Zealand Tel: 64-4-922-9200 Fax: 64-4-922-9210 General Manager: John Paki</p>	<p>Gisborne Nga Wai E Rua Lowe Street PO Box 140 Gisborne Tel: 64-6-868-9035 Fax: 64-6-868-0207 Trust Manager: Maui Tangohau</p>	<p><u>Hamilton</u> Level 4 Deka Building Private Bag 3020 Hamilton Tel: 64-7-839-2572 Fax: 64-7-839-2579 Trust Manager: John Hutcheson</p>
<p>Rotorua Ngati Whakaue Building 40-46 Hinemoa Street Private Bag Rotorua Tel: 64-7-349-0350 Fax: 64-7-348-5019 Trust Manager: Timi Wi-Rutene</p>	<p>Whanganui Te Taurawhiri Building 357 Victoria Avenue PO Box 436 Whanganui Tel: 64-6-348-0099 Fax: 64-6-348-0070 Trust Manager: Frank James</p>	<p><u>Whangarei</u> Rural Bank Building 3-5 Hunt Street Private Bag 9004 Whangarei Tel: 64-9-438-4519 Fax: 64-9-438-2412 Trust Manager: Pita Paraone</p>

LEARNING MEDIA

Aims to equip children to become independent life-long learners. They specialize in developing and publishing literacy, numeracy, and curriculum programmes for children, and professional resources and support services for teacher.

Learning Media Limited
Level 3, State Services Commission Building
100 Molesworth Street
PO Box 3293
Wellington
New Zealand 6015
Ph: (04) 472 5522
Fax: (04) 472 6444
E-Mail: info@learningmedia.co.nz
Web (NZ): www.learningmedia.co.nz
Web (US): www.learningmedia.com

MINISTRY OF EDUCATION (MOE)

Their role is facilitative rather than directive. The local office and the national office are very willing to answer questions. The Ministry's influence on education outcomes is indirect. They are not a provider of education, and their purpose reflects this:

“Te Ihi, Te Mana, Te Maturanga – Empowering Education”

**“Education enables people to gain knowledge, skills, and attitudes
so they can participate fully, socially and economically in the community”**

National Office

45-47 Pipitea Street
Private Box 1666
Wellington
Ph: (04) 473 5544

Facsimile Numbers

Ministry of Education main Fax (Level 2, Administration)
Fax: (04) 499 1327

Divisions' Faxes:

▪ Administration	- (04) 471 6053
▪ Communications	- (04) 471 6181
▪ Contracts Management	- (04) 471 4496
▪ Curriculum Division	- (04) 471 6193
▪ Data Management and Analysis	- (04) 471 4412
▪ Schools Resourcing	- (04) 471 4445
▪ Education Management Policy	- (04) 473 6539
▪ Group Manager Maori	- (04) 472 7479
▪ Group Manager Services	- (04) 471 6111
▪ Learning & Evaluation Policy	- (04) 471 4409
▪ Ongoing Resourcing Scheme	- (04) 474 1587
▪ Student Loans and Allowances	- (04) 473 2219
▪ Systems Technology	- (04) 471 6152
▪ TeachNZ	- (04) 471 4432

Management Centres**Auckland**

39-45 College Hill
Ponsonby
Private Bag 47 911
Auckland
Ph: (09) 377 7655
Fax: (09) 302 3020

Hamilton

Cnr Grey & Bridge Street
Private Bag 3011
Hamilton
Ph: (07) 838 3705
Fax: (07) 838 3710

Wanganui

116 Victoria Avenue
Private Bag
Wanganui
Ph: (06) 345 5707
Fax: (06) 345 5817

Lower Hutt

2nd Floor
65 Waterloo Road
Lower Hutt
Ph: (04) 566 1219
Fax: (04) 566 1944

Christchurch

123 Victoria Street
Private Box 2522
Christchurch
Ph: (03) 365 7386
Fax: (03) 364 1631

Otago / Southland

John Wickliffe House
Princess Street
PO Box 1225
Dunedin
Ph: (03) 474 0152
Fax: (03) 479 0250

SKILL NEW ZEALAND – PUKENGA AOTEAROA

Postal Address: PO Box 27 048, Wellington
Street Address: Level 3 and 4, Rural Bank Building
34-42 Manners Street, Wellington
Ph: (04) 801 5588
Fax: (04) 801 5599

MAORI EDUCATION TRUST

Postal Address: PO Box 3745, Wellington
Street Address: Ground Floor, Education Board Building
65 Abel Smith Street, Wellington
Ph: (04) 801 8041
Fax: (04) 801 8046

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH (NZCER)

Postal Address: PO Box 3237, Wellington
Street Address: 4th, 5th and 6th Floors
East Block, Education House
178-182 Willis Street, Wellington
Ph: (04) 384 7939
Fax: (04) 384 7933

NZ QUALIFICATIONS AUTHORITY – (NZQA)

Postal Address: Box 160, Wellington
Street Address: Ubix Centre, 79 Taranaki Street, Wellington
Ph: (04) 802 3000
Fax: (04) 802 3112

PPTA

National Office

The General Secretary, NZPPTA
1 Edward Street, Wellington
Ph: (04) 384 9964
Fax: (04) 382 8763
E-Mail: gensec@ppta.org.nz

Auckland Field Office

(Auckland, Counties-Manukau, Upper, Central & Lower Northland)

Field Officers: Guy Allen, Barbara Hill, Helen Pearce

PPTA Field Office
2 Western Springs Road, Morningside
PO Box 56 006 Auckland
Ph: 09 815 8610
Fax: 09 815 8612
E-Mail: auckland@ppta.org.nz

Christchurch Field Office

(Nelson, Marlborough, West Coast, Canterbury, Aoraki)

PPTA Field Office
Latimer View House, 214 Gloucester Street
PO Box 13 005, Christchurch
Ph: 03 366 524
Fax: 03 379 4011
E-Mail: christchurch@ppta.org.nz

Dunedin Office
(*Otago, Southland*)

Field Officer: Richard Good

PPTA Field Office
Queens Court, cnr Rattray and Crawford Streets
PO Box 1561, Dunedin
Ph: 03 477 1311
Fax: 03 477 1804
E-Mail: dunedin@ppta.org.nz

Hamilton Office
(*King Country, Waikato Thames Valley, Western Bay of Plenty, East Coast*)

Field Officers: Bill Harris, Kingi Houkamau

PPTA Field Office
Cnr Te Rapa and Bryant Road, Te Rapa
PO Box 20 294, Hamilton
Ph: 07 848 0168
Fax: 07 849 1794
E-Mail: hamilton@ppta.org.nz

Palmerston North Office
(*Taranaki, Hawkes Bay, Manawatu-Wanganui, Hutt Valley, Wellington, Wairarapa*)

Field Officers: Paul Benefield, Derek Morris, Lynn Robson

PPTA Field Office
18-20 King Street
PO Box 168 Palmerston North
Ph: 06 358 3046
Fax: 06 358 4055
E-Mail: palmerston@ppta.org.nz

SCHOOL TRUSTEES ASSOCIATION

Postal Address: PO Box 5123, Wellington
Street Address: 3rd Floor, Aurora Chambers
66-68 The Terrace, Wellington
Ph: (04) 473 4955
Fax: (04) 473 4706

TEACHERS REFRESHER COURSE COMMITTEE

Postal Address: PO Box 12381, Wellington
Street Address: 113 Molesworth Street, Wellington
Ph: (04) 495 2300 and (04) 495 2301
Fax: (04) 495 2299

TEACHER REGISTRATION BOARD – (TRB)

Postal Address: PO Box 5326, Wellington
Street Address: Level 7, 93 The Terrace (aka 14 Woodward Street),
Wellington
Ph: (04) 471 0852
Fax: (04) 471 0870

HE ORANGA POUTAMA

A programme to encourage healthy active lifestyles at the grassroots level using an holistic approach. He Oranga Poutama promotes Maori development through the marae and through local Maori communities.

The project is establishing key personnel – co-ordinators or kaiwhakahaere. These act as catalysts, creating awareness of health and employment opportunities among Maori communities.

Contact List For He Oranga Poutama

Gerard Ngawati
Sport Waitakere
P.O. Box 21241
Henderson
09-836 6635
09-837 4699 Fax
025-277 5124
spwaitak@ihug.co.nz

Nicole Presland
Sport Auckland
P.O. Box 8163
Symonds Street
Auckland
09-306 0804
09-358 1913 Fax
025-372 095
sportauck@xtra.co.nz
www.sportauck.co.nz

Jack Thatcher
Te Roopu Manaaki
Tauranga Moana
P.O. Box 13180
Tauranga
07-577 3303
07-578 5485 Fax
te.kapene@xtra.co.nz

Bailey Mackey
Te Runanga o Ngati Porou
P.O. box 226
Ruatoria
06-864 8121
06-864 8115 Fax

Audine Grace-Kutia
Te Runanga o Turanganui-a-Kiwa
P.O. Box 847
Gisborne
06-867 8109
06-867 8208 Fax
audine.grace-kutia@clear.net.nz

Rose Tuhiwai
Sport Hawkes Bay
P.O. Box 984
Napier
06-835 5470
06-835 5549 Fax
roset@clear.net.nz

Ray Noble
Sports Taranaki
P.O. Box 5049
New Plymouth
06-757 9049
06-758 6070

Olive Morgan
P.O. Box 6158
Rotorua
07-348 4125
07-348 8101 Fax
025-279 9677

Dallas Hibbs
Ngai Tahu Development
P.O. Box 13046
03-371 2653
03-374 9264 Fax

Hinemaui Rikirangi-Thomas
Te Arawa Sports Foundation
P.O. Box 6158
Rotorua
07-348 3377
07-348 0877 Fax
025-279 9677

Noel Horlock
Mataata Sports Trust
P.O. Box 2134
Whakatane
07-308 4510
07-307 1033 Fax

SPECIAL EDUCATION SERVICES

Area Office Contacts

Area	Contact	Location	Phone
Tai Tokerau / Northland	Jim Craig	PO Box 911, Whangarei	Ph: (09) 438 7677 Fax: (09) 438 2134
North Shore and West Auckland	Dave Bullock	PO Box 33 137, Takapuna, Auckland	Ph: (09) 489 9433 Fax: (09) 846 2238
Auckland Central	Vivienne Knowles	PO Box 26 408, Epsom, Auckland	Ph: (09) 623 3970 Fax: (09) 623 3981
Manukau	Andrew Clark	PO Box 51 435 Pakuranga Auckland	Ph: (09) 572 0515 Fax: (09) 572 0520
Waikato	Warwick Phillips	PO Box 774 Hamilton	Ph: (07) 856 0940 Fax: (07) 856 0949
Rotorua / Taupo / Tokoroa	Grant Gunning	PO Box 701 Rotorua	Ph: (07) 348 1338 Fax: (07) 349 2560
Tauranga / Whakatane	John Miles	Wharf Street Tauranga	Ph: (07) 578 9438 Fax: (07) 571 0455
Hawkes Bay / Tairāwhiti	Rosalie Phillips	PO Box 664 Napier	Ph: (06) 835 5047 Fax: (06) 835 1155
Taranaki / Manawatu/ Horowhenua	Glenice Malcolm	PO Box 758 Palmerston North	Ph: (06) 358 3026 Fax: (06) 355 0503
Wellington / Porirua / Kapiti	Jack Austin	PO Box 27 382 Wellington	Ph: (04) 384 7644 Fax: (04) 385 1204
Hutt Valley / Wairarapa	Brian Coffey	PO Box 30 177 Lower Hutt	Ph: (04) 566 5566 Fax: (04) 566 5291
Nelson / Marlborough / Westland	Judith Bond	PO Box 282 Nelson	Ph: (03) 548 2344 Fax: (03) 546 8448
Canterbury	Murray Roberts	PO Box 46 299 Christchurch	Ph: (03) 379 5383 Fax: (03) 379 5381
Otago	Patrick Crowley	PO Box 5147 Dunedin	Ph: (03) 477 8610 Fax:

			(03) 479 0541
Southland	Murray Witheford	PO Box 887 Invercargill	Ph: (03) 218 6726 Fax: (03) 218 2171

National Office

PO Box 12 188
Thorndon
Wellington
Ph: (04) 499 2599
Fax: (04) 499 2591

National Office Contacts

Peter Cowley, Chief Executive
Hone Kawai, Kaiwhakahaere
Roimata Kirikiri, Kaiwhakahaere
Wai Harawira, He Kairaranga

EDUCATION REVIEW OFFICE - TE TARI AROTAKE MATAURANGA

Corporate Office

Level 12, Mayfair House,
22 The Terrace,
PO Box 2799,
Wellington
Ph: (04) 499 2489
Fax: (04) 499 2482

E-mail (Please include a postal address. A contact phone number can also be helpful. Thank you): info@ero.govt.nz

For publications email: jenny.clark@ero.govt.nz

Te Uepu-a-Motu (Maori Education Unit)

c/o Corporate Office
Ph: (04) 499 2489
Fax: (04) 499 2482
Email: erotu@ero.govt.nz
erotu@ero.govt.nz

Auckland (Area One)

Level 5 College Plaza
13-15 College Hill
Ponsonby
Auckland
PO Box 7219
Wellesley Street
Auckland
Ph: (09) 377 1331
Fax: (09) 373 3421
Email: auckland@ero.govt.nz

Hamilton (Area Two)

3rd Floor, ASB Building
214 Collingwood Street
Private Bag 3095 WMC
Hamilton
Ph: (07) 838 1898
Fax: (07) 838 1893
Email: hamilton@ero.govt.nz

Rotorua (Area Two)

Floor 5, Zens Centre
41 Arawa Street
Rotorua
Ph: (07) 348 2228
Fax: (07) 348 1498
Email: rotorua@ero.govt.nz

Napier (Area Three)

Floor 4, Dalton House
Dalton Street
PO Box 742
Napier
Ph: (06) 835 8143
Fax: (06) 835 8578
Email: napier@ero.govt.nz

Wanganui (Area Three)

249 Victoria Ave
PO Box 4023
Wanganui
Ph: (06) 345 4091
Fax: (06) 345 7207
Email: wanganui@ero.govt.nz

Wellington (Area Four)

Level 8, Southmark Building
203-209 Willis Street
PO Box 27 002
Wellington
Ph: (04) 801 9730
Fax: (04) 381 6801
Email: wellington@ero.govt.nz

Nelson (Area Four)

Floor 2
241 Hardy Street
PO Box 169
Nelson
Ph: (03) 546 8513
Fax: (03) 546 8521
Email: nelson@ero.govt.nz

Christchurch (Area Four)

4th Floor, Pyne Could Corp Building
233 Cambridge Terrace
PO Box 25 102
Christchurch
Ph: (03) 365 5860
Fax: (03) 366 7524
Email: christchurch@ero.govt.nz

Dunedin (Area Five)

Floor 9, John Wickliffe House
Princess Street
PO Box 902
Dunedin
Ph: (03) 479 2619

Fax: (03) 479 2614
 Email: dunedin@ero.govt.nz

WEBSITES

Aotearoa Traditional Maori Performing Arts	http://www.atmpas.org.nz/
CWA EducationWEB	http://www.cwa.co.nz/eduweb/
Education Gazette	http://www.edgazette.govt.nz/
Education Index	http://www.eductionindex.com/
Education International	http://www.ei-ie.org
Hokomaha Maori Shopping Site	http://www.hokomaha.co.nz/main.asp
Kimikupu Hou	http://www.nzcer.org.nz/kimikupu/
Kiwi Careers	http://www.careers.co.nz/
Kupenga Maori – Maori Web Designers	http://www.kupenga-maori.co.nz
Learning Media	http://www.learningmedia.co.nz/
Maori Electronic Resources	http://www.auckland.ac.nz/lbr/maori/maorigate.html
Maori for the Office: Nga Wheturangi	http://ourworld.compuserve.com/homepages/rhimona/Amapof.htm
Maori Online	http://www.maori-online.co.nz/
Maori Programmes	http://tvone.co.nz/programmes/maori_programmes/overview.html
Maori.org.nz	http://www.maori.org.nz/
Ministry of Education	http://www.minedu.govt.nz/
New Zealand History Teachers Association	http://www.chch.school.nz/nzhta/
Nga Korero o te Wa	http://nzcom/webnz/tekorero/korero-p1.html
Ngata Dictionary	http://www.learningmedia.co.nz/nz/nd/ndindex.htm
Policy on the Use of Maori for Assessment – Te Whare Wananga o Waikato	http://www.waikato.ac.nz/academic/calendar99/exams/maori/index.html
PPTA	http://www.ppta.org.nz
Rogets Thesaurus	http://web.cs.city.ac.uk/text/roget/thesuarus.html
Te Hiringa i te Mahara	http://www.thm.ac.nz/
Telecom Education Foundation	http://www.tef.telecom.co.nz/
The New Zealand Council for Education Research	http://www.nzcer.org.nz/index.htm
The Quotations Page	http://www.starlington.com/quotes/