

# \$359,000,000 INVESTMENT IN EDUCATION

How the government plans to spend the **\$359 million**



THE GOVERNMENT PLANS TO INVEST **\$359 MILLION** OVER FOUR YEARS IN A HIGHLY PAID CADRE OF NEW MANAGEMENT ROLES IN SCHOOLS.

**Change principals** will be paid **\$50,000** a year to turn around "failing" schools.

Executive principals will oversee 10 schools and get paid an extra \$40,000 a year.

**Expert teachers** will also work across schools and get **\$20,000** extra a year.

**Lead teachers** will work within their own school and be paid an additional **\$10,000**.



Parents and teachers have a **better plan** to make a **real difference** for our kids



## SMALLER CLASS SIZES TO ENSURE INDIVIDUALISED LEARNING

A phased in programme of improved teacher:student ratios, starting with years 4-8, is estimated to cost from **\$50 million** a year.

## ENSURE ALL CHILDREN GET THE BEST START IN LIFE ATTENDING ECE SERVICES WITH 100% QUALIFIED AND REGISTERED TEACHERS

Increasing funding for **100% qualified** and registered ECE teachers from the current 50% is estimated to cost **\$32 million** a year.

## BETTER FUNDING FOR CHILDREN WITH SPECIAL NEEDS TO SUPPORT 20,000 MORE KIDS

Around 3% of school learners (30,000 children) have high special education needs but ORS funding is rationed to 1%. Increasing the **ORS fund to 3%** is estimated to cost **\$180 million** a year to **support 20,000 more kids**.

## SUSTAINABLE FUNDING FOR SUPPORT STAFF SO TEACHERS CAN FOCUS ON TEACHING AND LEARNING

Teachers aides and other school support staff are funded through schools' operations grants which means they have insecure work and low wages. Central funding of a **living wage for school support staff** is estimated to cost approximately **\$58 million** a year.

## SUPPORT INITIATIVES THAT MAKE A REAL DIFFERENCE FOR MĀORI AND PASIFIKA STUDENTS

Children who can access their own culture and language do better at school. We need **more resources for recruitment, training and retention of teachers of te reo Māori and for bi-lingual education for Pasifika students**.



NZEI TE RIUROA

# \$359,000,000 INVESTMENT IN EDUCATION

## How the government plans to spend the \$359 million

The Government plans to invest \$359 million over four years in a highly paid cadre of new management roles in schools. The roles will work across "communities of schools" of up to ten schools.

The Government's Cabinet paper proposes **250 Executive principals** would be appointed to spend two days a week overseeing 10 schools. They would be based in their current schools and get paid an extra **\$40,000** a year. **Expert teachers** would also work across schools two days a week and get **\$20,000** extra a year, while **lead teachers** would work within their own school and be paid an additional **\$10,000**. **Change principals** would be paid a **\$50,000** a year allowance to turn around "failing" schools.

## Parents and teachers have a better plan to make a real difference for our kids<sup>1</sup>

### SMALLER CLASS SIZES TO ENSURE INDIVIDUALISED LEARNING

Research shows that smaller classes, particularly in the first years of schooling, are beneficial for teaching and learning because they make it easier for teachers to give individualised attention and feedback to students.

The Government estimated its plans to increase class sizes in 2012 in Years 2 to 10 would have saved an estimated \$43 million a year from teacher staffing budgets.<sup>2</sup> The Government backed down on the proposals in the face of parent and teacher opposition.

The introduction of a 1:15 ratio for 5 year olds by the then-Labour Government in 2005 cost an estimated \$80 million a year.<sup>3</sup> Depending on how quickly student:teacher ratios were improved, a programme of **reducing class sizes** is estimated to cost upwards from **\$50 million** a year.

### ENSURE ALL CHILDREN GET THE BEST START IN LIFE ATTENDING ECE SERVICES WITH 100% QUALIFIED AND REGISTERED TEACHERS

The Government dropped the target of 100 percent qualified and registered ECE teachers and associated funding in 2010. ECE services are currently only required to have 50% of teachers qualified and registered.

Restoring funding for **100% qualified** and registered ECE teachers is estimated to cost **\$32 million** a year.<sup>4</sup>

### BETTER FUNDING FOR CHILDREN WITH SPECIAL NEEDS TO SUPPORT 20,000 MORE KIDS

Most students with special education needs attend regular schools and kura, with only around 2,400 learners attending the 28 special day schools across the country. Around 3% of school learners (30,000 children) have high special education needs but ORS funding (funding for children with high special needs) is rationed to 1%. There are also a further 40,000-60,000 learners with moderate special education needs.

Including students with special needs in mainstream schools is the best option for most students, but it is essential both students and teachers are well supported.

Increasing the **ORS fund to 3%** is estimated to cost **\$180 million** a year to **support 20,000 more kids**.

### SUSTAINABLE FUNDING FOR SUPPORT STAFF SO TEACHERS CAN FOCUS ON TEACHING AND LEARNING

Teachers aides and other school support staff are funded through schools' operations grants which means they have insecure work and low wages.

Sustainable funding is needed to ensure there are enough teachers aides to support children with learning needs and enough administrative support so teachers can focus on teaching and learning.

Central funding of a **living wage for school support staff** is estimated to cost approximately **\$58 million** a year.

### SUPPORT INITIATIVES THAT MAKE A REAL DIFFERENCE FOR MĀORI AND PASIFIKA STUDENTS

To "live as Māori, actively participate as a citizen of the world and enjoy good health and a high standard of living" were goals set by Professor Mason Durie for tamariki Māori 13 years ago that are still relevant today. Research shows that children who are affirmed in their identity as Māori and can access their own culture and language are more likely to succeed at school.

Bilingual and rumaki units in schools are under pressure because of the limited numbers of teachers with te reo Māori fluency. We need to **better resource the recruiting training and retention of people with te reo Māori fluency to teach and support children**.

Resourcing for bi-lingual education for Pasifika students has been cut in the past five years. **Resourcing needs to be restored and increased to support success for Pasifika students**.

#### Footnotes:

- 1 EMC survey of 400 people, April 2014 and surveys of NZEI members, February 2014
- 2 [www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10806228](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10806228)
- 3 [www.scoop.co.nz/stories/PA0508/S00655/smaller-class-sizes-questions-and-answers.htm](http://www.scoop.co.nz/stories/PA0508/S00655/smaller-class-sizes-questions-and-answers.htm)
- 4 [www.labour.org.nz/sites/default/files/issues/labour\\_best\\_start\\_-\\_fiscal\\_impact\\_factsheet.pdf](http://www.labour.org.nz/sites/default/files/issues/labour_best_start_-_fiscal_impact_factsheet.pdf)