





Kia manawa tītī

the epitome of perseverance and endurance anyone who has the heart of a tītī has the staying power to keep fighting past the point of discomfort to achieve their goal, reach their destination and complete their tasks



Who we are

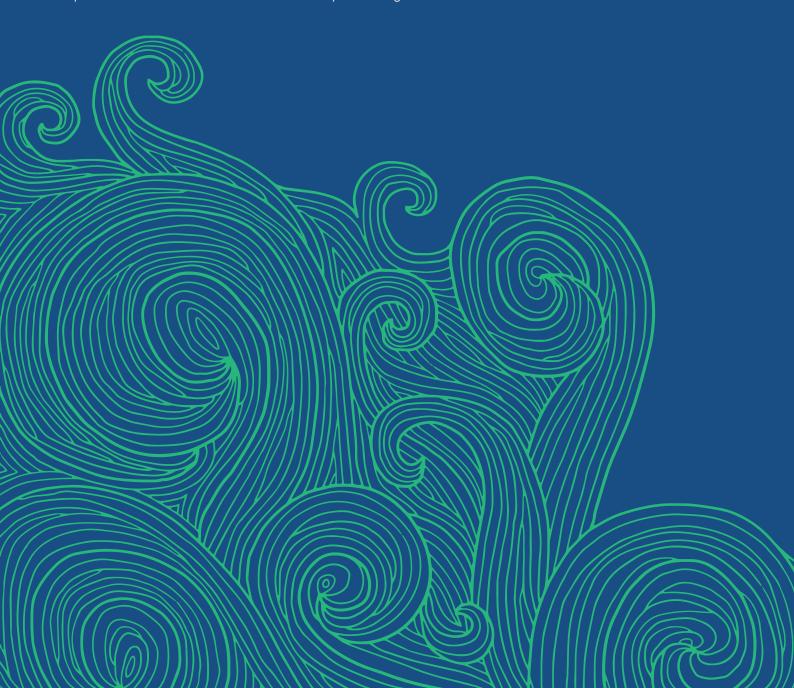
NZEI Te Riu Roa is the union of more than 48,000 principals, teachers and support staff and specialist staff working in primary, area and secondary schools, early childhood centres, Learning Support and school advisory services. We operate from a national office in Wellington and 12 regional offices across the country.

The NZEI Te Riu Roa vision is to be the most powerful education union in New Zealand. Our mission is to advocate for a strong, vibrant and well-resourced public education system where all tamariki can reach their full potential.

Mōkū te Ao

Mōkū te Ao is the way NZEI Te Riu Roa drives change in the education system to one based on Rangatiratanga so that it leads to success for tamariki Māori. What is good for Māori is good for everyone.

Mōkū te Ao is based around eight Pou and is a Māori-first approach. It is a part of how we empower our members and staff to work towards system change.



Ngā pou

The values that guide our work

Whakamana

Honouring identity, language and whenua to give power and authority to others by maintaining Mana

Whanaungatanga

Obligations based on relationships linking individuals to generations based on kin and non-kin and built on experience and place which is practice whakawhanaungatanga

Rangatiratanga

The right to autonomy by controlling your own aspirations and destiny

Whakapapa

Geneology, lineage, descent, kinship and status

Manaakitanga

Duty of care to support and uplift others with kindness, generosity and respect

Wairuatanga

The spiritual dimensions of thinking, being, doing and connecting through time and space

Kaitiakitanga

A connection between human kind and the natural world which is a role of guardianship

Tikanga

To follow tikanga is to follow processes that are right and based on rites





Above: NZEI Te Riu Roa Te Reo Areare, front row (L-R) Ripeka Lessels, O'Sonia Hotereni, Paeone Goonan, Te Aroha Hiko, Annie Te Moana; middle row (L-R) Winnifred Morris, Raewyn Himona, Virginia Heta, Kaareen Hotereni, Lisa Johnston, Tiraroa Toki; back row (L-R) Hoana Hati, Steven Heke, Barney Manaia, Gaylene Collier, Tiri Bailey

Top: NZEI Te Riu Roa National Executive, front row (L-R) Paeone Goonan, Winnifred Morris, Phonderly Siohane, Sandra Burn; middle row (L-R) Lynda Stuart, Julie-Anne Roberts, Virginia Oakly, Ripeka Lessels, Paul Johnson; back row (L-R) Liam Rutherford, Mark Potter, Barbara Curran, Tom Alesana, Alexandra Kemplen

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President's Report

The past 12 months has seen 'the tale of Covid-19' bring many sharp twists and turns, and there will be more to come. Throughout the stresses this pandemic has brought, educators have kept putting up their hands to be counted. This annual report reflects the hard graft of NZEI Te Riu Roa members.

It has been through your work that we have won pay parity in ECE and pay equity for support staff. Both these wins have been vital system levers that will continue to shape the education sector as we move forward, ensuring fair wages, greater job security and access to professional learning and development.

Pūaotanga, the independent review of primary staff, has formed the basis of what primary and area teachers and principals have said they need through collective negotiations. At the time of writing members are out in their communities engaging with MPs.

While our daily lives have been interrupted, the sector has continued to reform and take new shape. Recommendations from the many reviews have started to roll out including the Early Learning Action Plan, Highest Needs Review, Tomorrow's Schools Review and the curriculum refresh.

As a union we rightly see our role as kaitiaki of the education system, which is why we are championing a system that is inclusive, connected and led with a sense of collective rangatiratanga. This has come through in the work we have done around ITE 2040 and rebuilding the Kahui Ako model.

We have entered the final year of Huiaruatia, our three-year campaign to highlight the lack of resourcing that plagues all parts of the sector, stifling our ability to attract and retain educators. A foundation of this campaign has been ensuring that tamariki have the support they need to flourish.

Climate change continues to transform our world and our weather. The challenge remains for us to reduce our emissions. It is heartening to see our Mātauranga Māui network growing; our communities play an invaluable role in pursuing a Just Transition as we adapt to change.

Next year brings a general election which will present fresh opportunities for campaigning. Together we will continue to work for the wins we need and build on the long-term changes required to ensure a quality education system for all.

Liam Rutherford

NZEI Te Riu Roa National President, Te Manukura







National Secretary's Report

He pai te tirohanga ki ngā mahara mō ngā rā pahemo engari ka puta te māramatanga i runga i te titiro whakamua.

It's good to have recollections of the past, but wisdom comes from being able to prepare opportunities for the future.

Matariki feels an appropriate time to write this text for the annual report, a time to reflect on the wins and challenges of yet another Covid-19 impacted year. Through the stress and exhaustion, illness and anxiety everyone has faced, it has been truly inspirational seeing members organising together to win. It's not hard to feel energised when - through collective action - members have won a 79% pay increase for kaiārahi i te reo, got hau ora funding for new principals, ensured relievers received emergency payments during lockdown, won better pandemic leave for support staff and seen the difference winning further pay parity funding has made for ECE teacher members.

The start of the Maramataka is also a time to look forward. As the whakataukī says, we need to acknowledge our whakapapa as a union but also set a course for the future. To me, thinking inter-generationally is a fundamental requirement for our union. That means 2040, the 200th anniversary of Te Tiriti, is a logical timeframe.

The five 'big ideas' I'm keen to embed in our future mahi are ideas that build on our strong foundations:

- 1. Become a bicultural and bilingual union by 2030 fit for purpose to lead and shape the education system to reflect a country where one third of tamariki will be Māori.
- 2. Build back better seize the Covid-19 crisis as an opportunity to change the system to one where tamariki and all kaimahi in education can thrive and succeed.
- 3. Double our size in power and members by 2040 when there are still tens of thousands of primary and ECE teachers and support staff not yet in the union, growing membership so that we all become stronger together across the education sector is a no-brainer!
- 4. Democratisation through digital organising being relevant and visible online and through social media is a key way to become an essential part of members' daily lives.
- 5. Build collective rangatiratanga through collaborative leadership, harnessing our collective intelligence to ensure we win on issues that members feel broadly and deeply about.

The first opportunity for members to contribute to a collaborative leadership process is to help co-create the union's vision to 2040 and three year strategic plan. We'll be launching this process online, through 'kai and kōrero' sessions and kanohi ki te kanohi at Hui-ā-Tau in Rotorua. Your thoughts and feedback, woven together with that of your colleagues, will give NZEI Te Riu Roa a powerful platform from which to grow and flourish over the next decades.

Stephanie Mills

NZEI Te Riu Roa National Secretary, Korimako Tangiata



2021

June

- Pūaotanga, an independent review of staffing in primary schools launches based on hundreds of NZEI Te Riu Roa member submissions about the need for more staffing to create smaller classes and provide more learning support.
- NZEI Te Riu Roa hosts five online wāhanga ahead of Matariki including speakers Stacey Morrison, Paraone Gloyne and Rereata Makiha on topics such as planning with the Maramataka, te ao Māori new year traditions and the future of education in Aotearoa.

July

New minimum pay rates for ECE teachers increase in line with kindergarten teachers - a win for ECE members.

August

- South Auckland early childhood teachers and their employer, Early Learning Counties Manukau, celebrate a bold new collective agreement that delivers significant progress toward pay parity with kindergarten and primary teachers.
- Auckland and several parts of the country go into Covid-19 lockdown from mid-August. NZEI Te Riu Roa successfully advocates for extension of emergency payments for relievers in schools.

September

- ECE teachers present a 5000 signature petition to Parliament, calling for better job security for an essential workforce, especially during Covid-19.
- Primary and area school teacher members agree on the most important recommendations made in the Pūaotanga report to be used in the draft claim for the Collective Agreement negotiations.

October

■ ECE migrant teachers win residency rights recognising their Covid-19 contribution after a campaign supported by NZEI Te Riu Roa.

November

- Eighty members and allies join an Emissions Reduction Zoom and Pasifika members organise an online Climate Talanoa, bringing in colleagues from sister unions in Samoa, the Cook Island, Niue, Tonga and Fiji.
- #LOUD4ECE events around the motu call on the Government to fulfil its pledge to fully fund pay parity.
- NZEI Te Riu Roa welcomes the win of \$10.3 million towards counselling in 141 schools across the country over this year and next.

December

- Another new ECE collective is agreed between ECE members and their employer in KINZ sites in Tāmaki Makaurau, progressing pay parity, and recognising centre manager leadership.
- ERO survey corroborates Pūaotanga report: over the course of the Covid-19 pandemic, teacher and principal wellbeing has markedly declined.

January

■ ECE members win higher funding rates from 1 January 2022. Services that opt in agree to pay teachers the first five steps of the Kindergarten Teachers Collective Agreement - some teachers gaining pay rises of more than \$10,000.

February

- Following NZEI Te Riu Roa requests for an urgent meeting, Ministry of Education instructs Education Payroll to improve sick leave accrual for the two groups most commonly disadvantaged by non-compliant payroll processes: teachers on parental leave and fixed term part time teachers with a teaching load below 0.8FTE.
- NZEI Te Riu Roa members and allies from around the country join the Ohu Ako online conference, part of Ngā Aukaha, our campaign for improving resourcing for learning support in primary schools and ECEs.

March

- Te Ao Kei Tua | Creating our future campaign launches to increase the number of teachers, administration and support staff working alongside principals to ensure they can provide the best possible environment for our tamariki to learn and flourish.
- Lynda Stuart, immediate past president of NZEI Te Riu Roa, speaks to media about the huge pressures principals and primary staff are under. "What is required of principals these days really does demonstrate the need for increased school staffing to share the load, which was also highlighted in last year's Pūaotanga report."
- NZEI Te Riu Roa welcomes the launch of the Aotearoa New Zealand histories curriculum, a move members have advocated for strongly.

April

- Wāwāhi Tahā | Time for Tamariki, our primary teacher campaign launches. Aligning closely with Te Ao Kei Tua, this campaign focuses on increasing primary staffing and addressing teacher work demands.
- Aotearoa New Zealand histories curriculum edition of *Ako* journal published. The Autumn issue 'I ngā wā o mua' explored the new curriculum with kōrero for kaiako about how to engage with ākonga on this important subject.
- NZEI Te Riu Roa takes pay equity claims for the recognition of historic undervaluation to the Employment Relations Authority and wins significant back pay for administration staff and kaiarahi I te reo.
- Wellington primary leaders work with MP Ibrahim Omer during a training session for Adopt an MP.

Pictured at right, (L-R): Carl Pynenburg, Penny Sinclair, Ibrahim Omer, Davida Marshall. Natasha McLean. Evelyn Perry

May

- NZEI Te Riu Roa welcomes a new equity funding system to replace decile funding for the school sector

 a change the union has long advocated for.
- ECE members win \$266m to fund a further six pay steps towards pay parity in Budget 2022.
- 200 members submit made on new Fair Pay Agreements legislation.

"The core value for Fair Pay Agreements is about unity and equity for all working in the sector and hear me when I say that ECE kaiako and staff desperately need this for our mahi."

— Member Imogen Held speaking to Minister of Workplace Relations, Michael Wood.



Above: Member Imogen Held delivering member submissions in support of Fair Pay Agreements to the Minister of Workplace Relations, Michael Wood on 1 May 2022. ■ Primary teachers speak to Q&A, TVNZ 1 News, about the brutal impact of Covid-19 disruptions.

"It's been a struggle remaining consistently upbeat and positive when you are consistently pulled in so many different directions."

- Rob Wheatley, intermediate teacher, Taranaki.
- Support staff members present a 10,000 signature petition for fair access to pandemic leave to the Ministry of Education.
- 180 members make submissions to the Government's Highest Needs Review as part of our *Ngā Aukaha* campaign.

June

- ECE membership shows steady growth since June 2021, with 463 new ECE kaiako and kaimahi members.
- NZEI Te Riu Roa seeks member responses on a proposal to negotiate a unified pay agreement between public sector unions and the Government.
- Mātauranga Māui Climate Action for Educators foundation climate training launches.
- Primary teacher paid union meetings proceed online.



How we support our members

Manaakitanga

Our support centre answered 19,930 calls from members in the past 12 months. 16% of those were Covid-19 related, 10% were queries about holidays and leave.

"Thank you so much for sorting out my sick leave entitlement. Today I received my payslip with 44.1 days sick leave on it! I've spent several years trying to convince Novopay that I was entitled to more than 5 days every 2 years and had no luck at all. I really appreciate you taking this up for us."



Member education

We run hui to support members on important issues such as Ohu Ako, Organising to Win, Te Kupenga Rangatahi activist hui, and Climate Action for Educators training.

Campaigning

We organise campaigns such as Wāwāhi Tahā, Te Ao Kei Tua and Ngā Aukaha that support quality education and better working conditions for our members.

Covid-19 communications

We advocate for members' rights and provide regular updates to support our members with guidance around changing rules for managing Covid-19 in education settings.

Whanaungatanga

Our extensive networks help connect members through regional networks, reference groups and social networks as well as occupational leadership groups. Our Miro Māori network, Te Kupenga Rangatahi (New Educators Network), Rainbow Community and Pasifika Network create points of connection in a time of Covid-19 disruption.

Having Our Say

NZEI Te Riu Roa made a total of 21 submissions in the past 12 months on behalf of members on important issues such as the Highest Needs Review, Emissions Reduction Plan, Fair Pay Agreements and the Pacific Languages Strategy.

Kaitiakitanga

Our Mātauranga Māui work is building a network of educators with a solid understanding of climate change and the role of education unionists in a Just Transition.

Member Benefits -Healthcare Plus

Members of NZEI Te Riu Roa can access member only discounts and benefits with Healthcare Plus, a union owned cooperative, set up to support the financial, physical and mental wellbeing of union members.

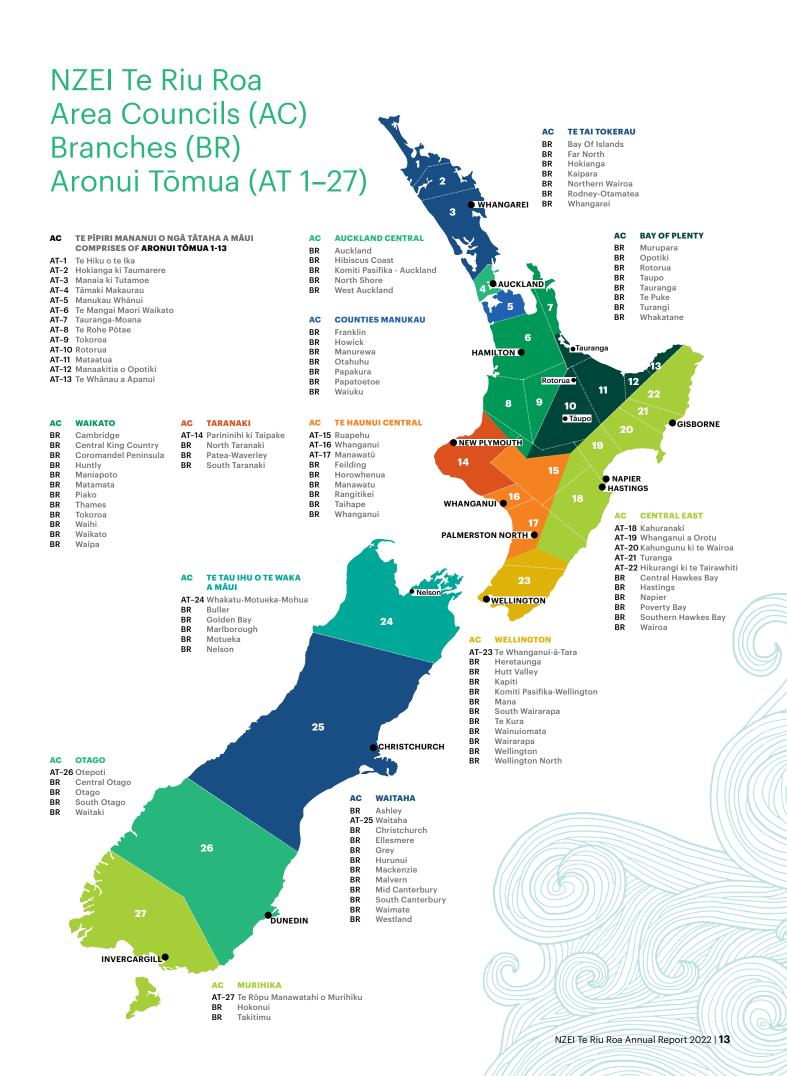
Ako

Our journal Ako covers important issues like the new histories curriculum, hauora for education professionals and tamariki, attachment theory, fostering identity and belonging in early childhood education. Ako is available in print and online.



Connections

NZEI Te Riu Roa is affiliated to the New Zealand Council of Trade Unions (CTU) and is a member of Education International: we also work with Council of Pacific Education. Our members' views are represented on a day-to-day basis by elected member leaders and staff who engage with the Ministry of Education, the PPTA, the Teaching Council, ERO, the Principals Federation and the School Trustees Association.







Te Tiriti o Waitangi

NZEI Te Riu Roa is a Tiriti-based organisation that provides pathways for member participation through its structures. These structures have been premised on Te Tiriti o Waitangi and the tongi:

Kotahi te kōhao o te ngira e kuhuna ai Te miro ma, te miro pango me te miro whero (Potatau Te Wherowhero)

There is but one eye of the needle through which all must pass

The white, the black and the red thread

A Tiriti-based organisation demands that parties work closely together for one purpose based on respect and trust. (Part 2 NZEI Te Riu Roa Rules)



The World is Mine - The Future is Ours

The current education system is racist, and does not work for many New Zealand children as is manifested in the experiences of multiple, marginalised, and minority groups. Under Te Tiriti o Waitangi there are obligations to make an education system that recognises and uplifts the identity of tangata whenua.

NZEI Te Riu Roa believes that an education system based on Rangatiratanga centres children with rights to control their own aspirations and destiny through values of mutual benefit to society.

After years of the very best efforts from educators and parents to improve achievement levels for mokopuna Māori, the changes have been limited with dire consequences for whānau, hapu and iwi Māori. To turn these achievement statistics around, NZEI Te Riu Roa, through Mōkū te Ao, aims to systematically change the perspective of people in Aotearoa so that they view every situation, every policy, every whakaaro from a Mātauranga Māori perspective. We ask:

- Will "this" work for mokopuna Māori?
- Is this mahi centred on Rangatiratanga?
- How will this activity benefit Māori?
- What is the Mātauranga Māori perspective of this korero?

Using Ngā Pou as the non-negotiables, progress has varied in intensity across all fields but we are now in a place where we

must ask difficult questions of ourselves and get more than an 'I don't know' response.

- What is your understanding of Mökū te Ao?
- How is Mōkū te Ao working for you?
- How is Mokū te Ao working for you, in your workplace?
- How is Mökū te Ao working for you, in NZEI Te Riu Roa?

The Mōkū te Ao approach is one of convincing Aotearoa that our nation's future is dependent on everyone supporting and promoting Māori and mokopuna Māori i te tuatahi. With this whakaaro in mind regular efforts are made across various agencies and organisations to promote the perspective of Mōkū te Ao with varying success.

Ngā Ingoa Māori o NZEI Te Riu Roa

Te Riu Roa

The long valley where cliffs, waterfalls, and streams are challenges just as new knowledge and experiences are challenges. The flow of water is symbolic of education being an ongoing, lifelong process and the valley allows for the information to roll down the valley and echo back up.

(Andy Sarich, Taitokerau Kaumatua)

Miro Heretangata

miro: strand/thread here: to tie/join tangata: people

The tying or joining together of the threads, the members of NZEI Te Riu Roa.

(Iria Whiu, Ngai Te Rangi, Past President of NZEI Te Riu Roa)

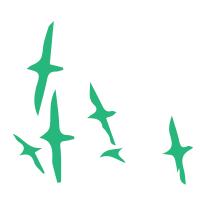
Miro Māori

The Māori strand/ Māori membership of NZEI Te Riu Roa.

Mātauranga Tūhāhā

Mātauranga: Māori knowledge
Tū: the development of the tamaiti
hā: the growth of the tamaiti
hā: the development and interaction of the tamaiti with others within their environment

Mātauranga Tūhāhā is an indigenous framework developed by Miro Māori members.





Ngā Tātaha a Māui

The Northern Region of NZEI Te Riu Roa. The many waka, iwi, maunga and rohe within the Northern Region of Te Ika-ā-Māui/North Island, from Taupo in the South to Kaitaia in the North.

(Jim Perry Takawaenga for Ngā Tātaha a Māui)

Te Ngaio Tū

The Central region of NZEI Te Riu Roa.

Ngāti Toa Rangatira waiata - Hoki atū, tiro atū ki te tonga ki te ngaio | Turn your face to the south, to the ngaio tree standing in the south.

Apanui Ringamutu (Te Whānau a Apanui) presented a kakahu named Te Ngaio Tū ki Rarotonga to the tohunga, Te Hingangaroa, who was based at Uawa at the Whare Wānanga, Te Ra Wheoro. The ngaio tree was always seen as strength and shelter as happened for Rona.

(Paetahi Park, Te Whānau a Apanui)

Te Waipounamū

The Southern region of NZEI Te Riu Roa. The waters of pounamū/greenstone.

Aronui Tōmua

Māori Branch of NZEI Te Riu Roa. Strands or threads woven together provide strength and unity as we move forward together. The local meeting point for Māori members and whānau who support Māori education.

Te Reo Areare

The National Māori Council for NZEI Te Riu Roa. The messages or voices that echo down the valley are compared to consultation and directions from Aronui Tōmua and Te Riu Roa members who are representatives of their rohe, sector and guided by pakeke.

Te Kāhui Whetū

An assembly of stars Te Kāhui Whetū is the annual hui and decision-making forum for Miro Māori. Policy development, planning and prioritising work around Māori education for Te Reo Areare and Aronui Tomua happens at this hui.

(Hapimana Toby Rikihana, Te Arawa Kaumatua)



Te Pipiri Mananui

A forum for members from several Aronui Tōmua to organise, debate, plan and develop around current issues as happens in Ngā Tātaha a Māui, and Te Waipounamu.

Hui ā Rohe

A meeting for members of a region to organise, debate, plan and develop around current issues as happens in Te Ngaio Tū.

Te Manukura

Of chiefly status, the leader of council.

He tākoha mai Miro Māori ki te tunga o NZEI Te Riu Roa, National President.

(Hapimana Toby Rikihana, Te Arawa Kaumatua)

Te Korimako Tangiata

The bell bird that heralds the dawn.

He tākoha mai Miro Māori ki te tunga o NZEI Te Riu Roa, National Secretary.

(Andy Sarich, Taitokerau Kaumatua)

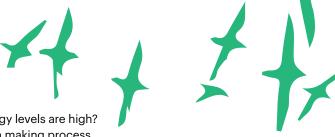
Te Maramataka

The Māori lunar calendar begins in June/July (Pīpiri) with the reappearance of the Matariki star cluster (Pleiades) and is the traditional Māori method of marking time.

Each phase of the moon is named, and a typical year is covered by the passage of 12 or 13 lunar months depending on the location.

The Maramataka is consulted for almost every iwi activity because some days or nights are better to do certain activities like planting, harvesting, fishing, convening important hui or conducting particular ceremonies.

The Maramataka also marks significant annual events like Matariki. The appearance of Matariki signals the Māori New Year and is a time for rest, renewal and celebration.



Building understanding and applying a Mōkū te Ao approach

An initial survey about racism in the workplace was conducted in 2021. It examined the extent of racism in the NZEI Te Riu Roa national office, and to understand the extent of this issue for Māori staff.

At that stage, the organisation had no data or information on the prevalence of racism for Māori staff. This research project provided up to date information for NZEI Te Riu Roa leadership to consider.

A second survey conducted in May 2022 aimed to evaluate any change since our original survey in 2021. Participants were asked questions such as: what they perceive as racist behaviour, what sort of actions people take when they are victims of racism or when they witness it, and the reasons why people do not take action when they experience or witness racist behaviour. The survey ended with an opportunity for participants to make recommendations to NZEI Te Riu Roa leadership.

NZEI Te Riu Roa and Te Maramataka

It seems only appropriate and in keeping with Mōkū te Ao that the first scheduled event on the NZEI Te Riu Roa calendar is Te Kāhui Whetū (The Assembly of Stars).

To date our scheduling of events have depended on the Gregorian Calendar, the school holidays, the weekend breaks and the ability of members to be released from worksites.

What if our selection of times and days for events was dependent on the Maramataka

and the days when energy levels are high? How would this decision making process affect our operations as an organisation? Who would need to be in all considerations? Why, why not, and how come?

This year we have used the Maramataka and ngā pou to plan Te Kāhui Whetū and Hui-ā-Tau.

Te Maramataka and Education Worksites

Te Kura Kaupapa Māori o Rongomai is the first kura to have officially changed their school year to fit the Maramataka and more recently Te Kura Kaupapa Māori o Hirangi have advanced a similar proposition.

However, outside of the auspices of the Ministry of Education, many Early Childhood Education sites in Taitokerau and further south have also organised their curriculum and their work schedule according to the Maramataka but with community and whānau support.

With education worksites discussing and agreeing to the value of the Maramataka approach for themselves and their mokopuna, it is crucial that NZEI Te Riu Roa shows foresight and future proofing to follow a similar pathway because we as an organisation can only offer suitable advice from a position of 'knowing, doing and being'.

Mōkū te Ao and Mana Taurite

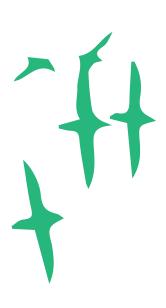
Framing Mana Taurite claims and Collective Agreement negotiations within a Mōkū te Ao lens has meant a complete change in planning steps to ensure that ngā pou are continually promoted alongside the desired direction.

Organise with Members

Huiaruatia: Pathways to 2022

Huiaruatia are our major campaigns geared to solve workload, staffing and resourcing issues across the entire education sector. These coordinated campaigns cover kaiako and teachers, tumuaki and principals and support staff in schools and kura, early childhood kaiako and kaimahi, and learning support specialists. We are using our collective strength as a union to achieve wins across the board.





Wāwāhi Tahā | Time for Tamariki

"We're underfunded, under pressure and undervalued."

- Serena Tahu, Wainuiomata Primary School

Wāwāhi Tahā was launched in April 2022 to address the problems of staffing in primary schools highlighted in the Pūaotanga report.

After the release of the 2021 Pūaotanga report, primary and area school teacher members agreed that the recommendations made in the report were what was needed.

Teachers surveyed said:

"Students deserve more time from the teacher than they get in an overcrowded classroom."

"Children learn better with lower numbers, teachers teach better with lower numbers."

"Let's give our ākonga a fighting chance to succeed."

This campaign asks for major changes such as better teacher-child ratios, more learning support staff, better support for Māori and Pasifika staff in kura and schools, more access to reliever teachers, more non-contact time in the week for planning and preparation, all of which will require major funding. Covid-19 has magnified all the issues across the sector.

Primary worksite reps came together in briefings before paid union meetings in June 2022, which reaffirmed the focus of the campaign to build political understanding and community support for increased primary school staffing.



Members meet with their local MPs for Wāwāhi Tahā and Te Ao Kei Tua

NZEI Te Riu Roa members continue to meet with their local Members of Parliament (MPs) to share stories about the staffing crisis that they are experiencing in schools.

Members have been upskilled to 'Adopt an MP' through local Organising To Win workshops and political advocacy training. This training empowered members to tell their stories and share the findings of the independent Pūaotanga Report so that local MPs can understand the flax root issues and where solutions lie.

Kahli Oliveira has been a primary school teacher for 22 years and is the Auckland representative on Primary Leadership Team which includes 450 schools from north of Onehunga up to the Hibiscus Coast.

In March Kahli and primary teacher colleague Carol McCormack met with their local MP Phil Twyford to talk about the massive impact Covid-19 has had on teachers and children, staffing and resourcing, as well as issues particular to Auckland schools.

"We chatted about our situation in the here and now; at that time each school was running at different traffic light levels, which put teachers under enormous pressure, and children weren't coming to school.

We told him that because of resourcing and staffing and Covid-19, it's very hard for us to keep our heads above water."

She said that Mr Twyford was engaged and receptive to what they had to say. Her advice to members going to talk to their local MP was to speak about your own experiences.

"The more particular to your own school and situation you can make the conversation, the more successful it will be."

On the June 30 2022 the Primary Teachers Collective Agreement (PTCA) expired. As negotiations between NZEI Te Riu Roa and the Ministry of Education begin, teachers will be asking MPs to provide schools with more staffing in Budget 2023.

Left: In March Kahli Oliveira and primary teacher colleague Carol McCormack met with their local MP Phil Twyford to talk about the massive impact Covid-19 has had on teachers and children.

Te Ao Kei Tua | Creating our future

Te Ao Kei Tua was launched in March 2022 to address the shortfall in support for primary school leaders. The government needs to urgently address this shortfall or the health and wellbeing of primary school leaders will continue to decline.

NZEI Te Riu Roa past president Lynda Stuart, who is the principal at May Road School in Auckland, said more support would allow principals to focus on their essential professional leadership role. "They are being stretched eight different ways and that's just before lunch."

Mike Molloy, principal of Knights Stream School also spoke to media about the enormous pressure principals are under due to the extra demands of Covid-19.

"I think the workload will lead to burnout, I know lots of principals who have had to step away from the role for a period of time.

"I also know principals who are in that five to 10 year bracket, who don't see themselves in this role long term."

Below: As part of our Wāwāhi Tahā and Te Ao Kei Tua campaigns primary teacher Katrina Barclay (far right invited Hutt South MP Ginny Anderson (second from left) along to a lesson at Arakura School where she and principal Tute Mila talked about the pressures of inadequate staffing in primary schools.

Hauora

Te Ao Kei Tua springs from findings in the Hauora Survey 2021 which researched the occupational health, safety and wellbeing of New Zealand primary school principals.

Liam Rutherford, President of NZEI Te Riu Roa said that the Deakon and ERO reports should be sounding alarm bells with the Government.

"We can't afford for our principals to be continually placed under this pressure and we want to make sure that with *Te Ao Kei Tua* they get the support they need."

Over 72% of primary school leaders reported working more than 50 hours per week and 16% reported working more than 60 hours per week.

Primary school leaders reported that four out of the five job demands have increased over the last year. There has a been a significant increase in the frequency with which leaders experience more work than they can manage.

School leaders reported that work pace was at its highest level since the survey began in 2016.



Ngā Aukaha | All in for Tamariki

Ngā Aukaha aims to address the underfunding and under resourcing of learning support across Aotearoa New Zealand. The campaign now has thousands of members, educators, parents and whānau showing their support throughout the country. Local member reference groups have been working with community allies, such as the Education for All network, to build relationships to make change within their communities and at a national level.

Ongoing Resource Scheme Funding

The primary focus for Ngā Aukaha is to win the expansion of Ongoing Resource Scheme (ORS) criteria and increase funding based on need. Members have been submitting to the Highest Needs Review and meeting with MPs to lobby and educate them about why ORS funding increases are necessary.



Above: Members meet with Tukituki MP Ana Lorke to discuss the need for ORS funding increases. From left: Field Officer Louise Simmons, members Kelly Vaney, Anna Lyall, Mateja Kotnik, Fenna Weston, MP Ana Lorke.

Learning Support Collective Agreements

The Field Staff, Service Managers and Education Support Workers (ESW) collective agreements were all settled late last year. Service Managers addressed pay concerns through re-structuring the remuneration system and ESW won key claims around maintaining pay equity rates and career pathways. Field Staff won recognition of prior teaching service and greater progression through the pay scale.

Building Leadership for Learning Support Members

In May and June this year our Special Education National Reference Group and a third of Ministry of Education Learning Support worksite reps attended a six-week online organisers' training programme run by international scholar and organiser, Jane McAlevey.

Caitlin Doube is a speech and language therapist and a worksite rep at Te Mahau in Porirua who took part in the workshop. She says it's given her a useful framework for approaching conversations with her colleagues.

"We watched role plays which included strategies for organising being played out in real time. Then we went away and practiced applying these to our own workplaces. I learnt lots about reflective listening."

She says it's been helpful in her work, and views it as a way to upskill.

"You're given these bite sized pieces to work with. I realise now I've been doing some of the steps already, so it's not a massive leap to add one or two more."

Ohu Ako – Mokupuna as rights holders to an inclusive education

"We each have personal agency to either perpetuate the status quo or work to create liberatory spaces of hope and freedom."

—Professor Mere Berryman (Ngāi Tūhoe, Ngāti Awa, Ngāti Whare)

Covid-19 forced our *Ohu Ako* hui online in late February. This two day hui about inclusive education was run in collaboration with Education for All and disabled rangatahi were MCs.

There was a rich and challenging discussion about what an inclusive education looks like from speakers such as Professor Mere Berryman and the New Zealand Disability Rights Commissioner, Paula Tesoriero. A full day's workshop laid out the steps required to get there.



Mana Taurite | Pay Equity

On 6 November 2020, making a pay equity claim became a whole lot simpler when the Equal Pay Amendment Act came into force.

By 2021, we had already completed pay equity settlements for Ministry of Education support workers, and more recently teacher aides. Seeing a claim through takes time, resources and expertise. Where our union represents a group of workers, we're best placed to initiate the pay equity process and bring it to a successful settlement. In 2022 we have gone on to win further settlements.

79% pay rise for kaiārahi i te reo

In July, kaiārahi i te reo voted to accept a mana taurite settlement that means a 79% pay rise on average - a settlement that goes some way to acknowledging the mana that kaiārahi bring to te reo rangatira and our education system.

This is the first proposed pay equity settlement for a Māori workforce in New Zealand history. It means a kaiārahi i te reo currently earning \$23.03 per hour will now be paid \$41.31 per hour. The settlement also includes a commitment to improving professional learning and development, a new parental allowance, an overtime allowance, better rules for progression and an updated work matrix to determine grading.

NZEI Te Riu Roa recognises that Kaiārahi i te reo are crucial to the revival and preservation of te reo and tikanga Māori. Their mahi contributes hugely to creating the inclusive spaces we want our tamariki to learn and live in.

"He uara nui tō te Kaiārahi i te Reo ki roto i ngā kura huri noa i te motu. Kua tae te wā kia utu tika ai tēnei hunga, kua roa nei e hāpai ana i ngā kaupapa Māori mo te oranga tonutanga o te reo Māori me ōna tikanga. He mea nui tēnei kirimana kia mātou, kia whai mana ai a mātou mahi ahakoa ki hea mātou noho ai," e ai ki a Lenora Roberts (Te Aitangaā-Hauiti, Ngāti Porou) He māngai Kaiārahi i te reo mō te roopu NZEI Te Riu Roa.

Pay equity win for school administrators

"School administrators constantly go above and beyond. That's been even more the case since the pandemic began. We work alongside our community, interact with students, parents, and staff, coming up with unique solutions for our school. Many of us are making do on part time or term-time only hours."

- Julie-Anne Roberts, South Auckland School Administrator and pay equity negotiation team member

School administrators won a pay equity settlement with average pay increases of 22 percent in June 2022. This settlement recognises the historical undervaluation of their work. The new rates are effective from 20 August 2021 which was when the evidence of undervaluation was confirmed by the two parties.

NZEI Te Riu Roa raised the pay equity claim with the Ministry of Education in 2018 and together a comprehensive investigation confirmed school administrators are paid less than male-dominated workforces performing work of the same value.

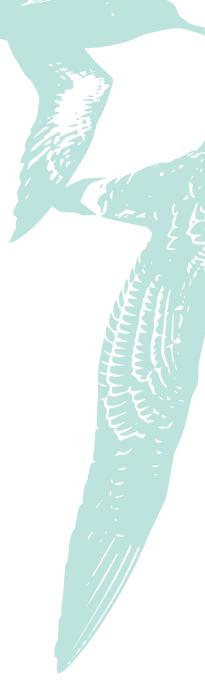
The settlement also includes a commitment to improving professional learning and development as well as systems of funding for school administrators.

Fair Pay Agreements

"Fair Pay Agreements can bring everyone together and show the value of kotahitanga and what we can achieve if we do come together, not just for us as kaiako and kaimahi within ECE, but the learning outcomes for tamariki."

- Member Zane McCarthy, kaiako kōhungahunga, early childhood teacher, Waikato, spoke at an April Facebook Live webinar

At present, most ECE kaimahi are on individual employment agreements and never get a chance to bargain collectively. A Fair Pay Agreement will ensure sector wide baseline standards, with tools to solve issues such as pay parity, non-contact time and ratios. No ECE provider will be able to opt out.





ECE Voice

Erin Halliwell, a teacher at Ōhaeawai Community Preschool, heard about the #Loud4ECE day of action on Facebook. The November 2021 event was designed to focus attention on the need for the Government to fully implement pay parity in Budget 2022.

She not only promptly organised a local protest in Kerikeri, she also joined the union. Staff from four ECE centres in Ōhaeawai and Kerikeri took part in the event. Teachers from Kerikeri Kindergarten joined in to show their support.

"It's only fair that teachers in early childhood education (ECE) centres and kindergartens are paid the same because they complete the same training, hold the same practising certificates and comply with the same regulations," she told the local paper.

Erin's actions exemplified the ECE Voice campaign's goal: to give ECE teachers an experience of collective action through campaigning together for pay parity that then opens the door to union membership for them.

#LOUD4ECE came after the government angered teachers by back-pedalling on its original Budget 2021 commitment to fund six parity steps and instead funded only five. While 80% of employers opted in to these five steps. NZEI Te Riu Roa President Liam Rutherford said the Government's decision not to fund step six was gutting.

LOUD4 ECE

WYZEI ROA

HYZEI ROA

"It dramatically reduced the number of people who could benefit from the first round of pay parity funding, affecting at least 5300 teachers. Moving the goalposts backwards was betraying the commitment the Government made in May. Essentially, these teachers were asked to wait another year before they would get paid fairly."

During the remainder of 2021 and 2022, ECE teachers signed petitions, wrote and presented submissions to Parliament's Education and Workforce Select Committee, created community events such as November 2021's #LOUD4ECE (a real life and virtual day of action), participated in Zoom hui, talked to parents and their communities, marched the streets, visited MPs and told their stories on social media and to the media. And in 2022, we reprised #STILLLOUD4ECE!

This collective action resulted in winning \$266m funding in Budget 2022 to fully fund six steps and partially fund all 11 steps of the Kindergarten Teachers Collective Agreement for all teachers whose employers 'opted in' to extended parity funding from January 1, 2023. The funding also sets a minimum pay rate for centre managers.

Organising during Covid-19

Last year's August Delta lockdown brought in tricky work conditions for a large portion of the ECE sector. Relievers were finding their booked work cancelled and income lost. Members and non-members came together on Zoom meetings week to week, and presented a petition to present to Minister Hipkins to create a fund so that in future lockdowns, income can be guaranteed.

Union members from Kindercare met when their contracts exposed a clause that was snuck in by management earlier in 2021. It meant in the event of another lockdown, workers had to use their annual leave to get paid. They sent a legal letter to management as well as their own letter and were ready to speak to the media. This pressure resulted in a win with the clause being revoked and full pay guaranteed.

BestStart also tried to reduce pay and get workers to use their sick leave and annual leave. These members were also united behind a letter to management; they got management to back down and secure pay in an uncertain time.

Focusing on ECE



ECE growth

While ECE membership continued on an upward trajectory during 2021, growth was impacted by the high teacher churn and Covid-19 lockdowns, which reduced our ability to meet face-to-face with ECE teachers or visit ECE services, particularly in Auckland.

The ECE Voice team focus has been on organising new teacher members to successfully win new collective agreements in early learning services run by Auckland City Council, Auckland Kindergarten Association and Early Learning counties Manukau that incorporate pay parity steps, recognition of centre managers and the Living Wage for non-qualified staff.

We have also been working with members to grow the union within Evolve, the country's second largest ECE company. Evolve members have met together virtually to develop claims for the initiation of a collective agreement with the company in 2022.

Win pay equity settlements with ECE workers

There has been slow progress since NZEI Te Riu Roa lodged pay equity claims for all teachers in November 2020. An employer process agreement was signed in 2022.

Equitable and sustainable centralised resourcing

In late 2021, the Minister announced a review of the ECE funding system to make it fit for purpose to deliver pay parity, a key NZEI Te Riu Roa demand during Election 2020.

Member leaders Adele Hall (a head Teacher from Auckland) and Tere Gilbert (supervisor from a puna reo in Kirikiriroa and chair of Te Kāhui o Ngā Puna Reo) are advocating for union members in the review advisory group.

The union's key principles for a new funding model include separating funding for teacher pay from operational funding, improving teacher to child ratios and centralising payment of teacher salaries.

ECE migrant teacher work

NZEI Te Riu Roa campaigned with migrant ECE teachers in recognition of their contribution during Covid-19 lockdowns and of the huge shortage of ECE teachers. In September 2021 we welcomed the news of a one-off residence visa for these teachers.

ECE teacher Stanley Zhang said it was a huge relief to know that he would certify for a pathway to residency. "My colleagues and I love living in New Zealand and working at the centres we do but the last year or so has been extremely difficult. Not only have we had to wait a long time for a response from Immigration New Zealand; the slow progress on pay parity makes ECE teachers wonder if we are valued for our work."



New Educators

Standing up to challenge the status quo

"I want to understand the collective voice of our members and strive to create change for our tamariki and members alike."

— Hayley McKay, second year primary teacher, Palmerston North

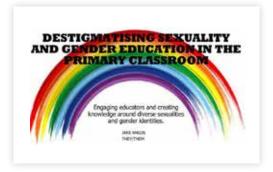
This year's Te Kupenga Rangatahi (New Educators Network) activist hui was split between online meetings in May and in person meetings at Te Takinga Marae in Rotorura in August. The theme, 'Standing Up to the Status Quo', was designed by members of the 2021 hui with the focus on preparing new member leaders for 2023 elections. The hui included two days of workshops, lobbying training, storytelling workshops and key note speakers, so that members could leave feeling confident and ready to stand up to challenge the status quo in 2023.

Hayley McKay attended the hui and said she can see how new educators can be agents of change.

"We can support the decolonising movement in education; it starts with whānau and ECE right at the beginning of the education system."

Below: Te Haunui Central at the Activist Hui Zoom. From left: Student Member Jess Lancley, Hayley McKay 2nd Year Primary Teacher, 1st Year ECE Teacher Hayley Crosse.





Pride webinars

In February of this year, Te Kupenga Rangatahi organised and facilitated a Pride webinar which was something attendees at last year's hui identified they wanted. Both new and experienced educators said how valuable the webinar was, giving them ideas and knowledge to take back to their worksites around what inclusion looks like in their centres, classrooms and for staff.

Jenna-Lee Pfeifer attended the webinar and said it was really important for her to see the great diversity of people who were among the participants and speakers.

"This mahi is something that is near and dear to my heart, and so important as our rainbow community continues to advocate for our right to be present, represented, heard, and celebrated."

"What makes a safe space for myself and my whānau is to know that space is being held for our lived experiences, and that our gender expressions are being validated and welcomed."

- Jenna-Lee Pfeifer, ECE kaiako, Dunedin

Covid-19 impact

As with all other sectors, Covid-19 has had an enormous negative impact on new educators. Beginning teachers in ECE and kōhunga reo have found themselves working in teams with low staffing with no noncontact time to do their documentation. Student teachers have not been able to complete their practicum on time. NZEI Te Riu Roa is in talks with the Teaching Council and the Ministry of Education regarding time that was missed on practicum experience and continues to advocate for members as needed in this space.



Leading System Change

Initial Teacher Education 2040

Initial Teacher Education (ITE) plays a vital role in our education system. It prepares future teachers with the knowledge and skills they need to begin teaching. It also feeds the latest developments in pedagogy and teacher practice back into the sector. as a crucial interface between pedagogical theory, research, and classroom practice.

We need ITE that is responsive to diversity and to the increasing challenges we face as educators in the 21st century. We need to reimagine the fragmented and competitive ITE model that we currently have. ITE needs to respond to our Te Tiriti o Waitangi obligations and take an active role in embedding and extending this change.

In November 2021 various sector groups gathered and led a webinar korero to launch ITE 2040, an NZEI Te Riu Roa discussion paper around what Initial Teacher Education could look like by 2040.

ITE 2040 is based on a series of korero with NZEI Te Riu Roa National Executive, Te Reo Areare, NZEI Te Riu Roa Pasifika network, Principals Council, Primary Teachers Leadership Team, Te Kupenga Rangatahi New Educators Network, as well as many other external sector stakeholders.

We are taking time to gather the perspective of voices from students, to beginning teachers to ITE educators. We want this to be a shared vision across the sector. Planning for an ITE conference has been difficult with Covid-19 interruptions, however we continue to work with members and the sector to build a collective vision for change.





Ending streaming and ability-grouping with Tokona te Raki

Following the release of the landmark report He Awa Ara Rau in 2020 commissioned by Waikato-Tainui and Ngāi Tahu, Tokona te Raki Māori Futures Collective identified streaming and ability-grouping as a major barrier to Māori akonga accessing educational pathways. Following a sector-wide leadership hui in May 2021, a design team lead by Tokona te Raki was formed to begin work on a plan to end streaming and ability grouping in Aotearoa.

NZEI Te Riu Roa strategic researcher Shannon Walsh was nominated to sit on the design team. The team has been meeting for regular monthly hui since October 2021 as they work to develop a 'blueprint' to end streaming and ability-grouping in Aotearoa's schools. The blueprint is scheduled for release in September 2022 to both the Minister of Education and the Mātauranga Iwi Leaders Group.

NZEI Te Riu Roa is playing a key role in the work by leading the writing of the 'system change' section of the blueprint and coordinating the design and distribution of a national survey of streaming and ability grouping practices and attitudes - the first of its kind in Aotearoa. Based on established research from the United Kingdom, the survey will form a baseline of data from which progress toward ending streaming and abilitygrouping can be assessed.



Review of Tomorrow's Schools

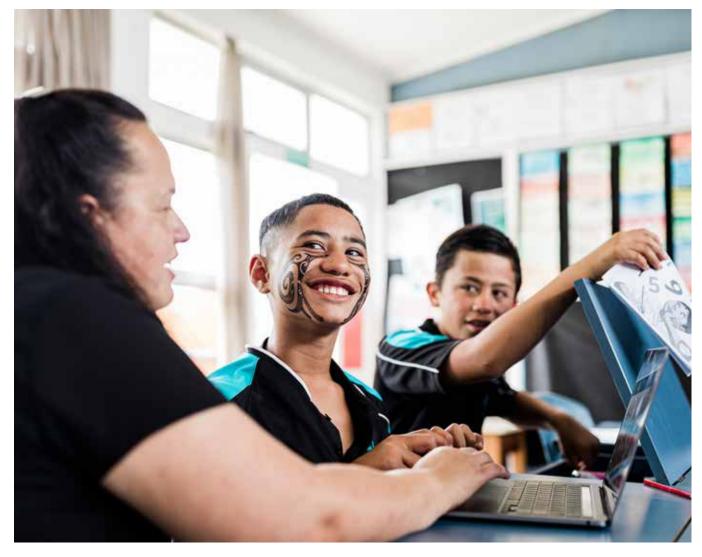
The restructure of the Ministry of Education that included the creation of Te Mahau came into effect in October 2021. NZEI Te Riu Roa worked to ensure that our members who are directly employed by the Ministry weren't disadvantaged by this change. The development of a new agency provides an opportunity to reflect the Te Tiriti o Waitangi partnership in its formation and operation right from inception.

Te Mahau has the potential to make a significant positive impact supporting principals and teachers but to date that potential is yet to be realised. NZEI Te Riu Roa will continue to advocate for this and to push for the implementation of ideas that were developed by a cross sector group early in 2021.

Curriculum refresh

NZEI Te Riu Roa continues to be involved in a range of activities additional to ITE and the end of streaming kaupapa. This includes the curriculum refresh and the introduction of Aotearoa New Zealand histories.

NZEI Te Riu Roa's advocacy on the curriculum refresh has been based on the principles that the needs and interests of tamariki must take precedence, that the curriculum must be built around mātauranga Māori and affirm te reo me ngā tikanga; and that all teachers, principals and support staff are assisted with time and professional learning and development so they can engage with the refresh.



Mātauranga Māui Climate Change

The first Mātauranga Māui Climate Action for Educators training programme was rolled out in June 2022. The purpose is to build a cohort of educators who have a solid understanding of climate change and the role of education unionists in a Just Transition.

A big focus for NZEI Te Riu Roa is building member leadership in the climate space. In doing this, we are modelling a way forward for education unions both here and overseas.

National Adaptation Plan

Submissions on the government's National Adaptation Plan draft consultation closed in early June. Our draft submission was widely shared with allies in the education sector. Our key concerns were no mention of tamariki or unions and very little attention to education or community engagement. A key concern for the union will be those centres and schools affected by more frequent flooding as climate patterns intensify. A Just Transition for members has to include planning to adapt – not just reduce emissions.

Emissions Reduction Plan

In May the government released the country's first Emissions Reduction Plan. Back in November 2021, when we submitted, we argued that there needs to be resource for iwi Māori, Pacific communities and working people to engage with the transition to a low carbon society; for the decarbonisation of education infrastructure and for a climate change education that centres Mātauranga Māori; with release time and professional development provided for educators.

Our Carbon Profile

Work this year has been slowed by Covid-19, but by June 2022 the data collection to determine the union's own carbon emissions was nearly complete. Along with a very positive staff engagement survey, this information should enable the Senior Leadership Team to set a 2023 Carbon Management Plan for NZEI Te Riu Roa by the end of 2022.



Now is the time for action

"I just want to say, step forward, join and be a part of this kaupapa. We can help build your knowledge base on climate change through all the talanoa and sharing of information. But it can't just be a talk fest, we already know what the issues are and what the impacts are, now it's time for action."

—Caroline Mareko, Kindergarten teacher, Porirua

Caroline Mareko works for Whānau Manaaki Kindergartens in Porirua, as their Community Services Lead. She has been involved with bringing members together to put a Pacific lens around the work being done in Mātauranga Māui.

She helped lead a Pasifika members Talanoa held by Zoom in November 2021. This brought together Pasifika members from around Aotearoa as well as colleagues from sister unions in Samoa, Fiji, Niue, Tonga and the Cook Islands as well as a youth perspective.

It's vital that there are Pacific voices and engagement on issues around climate change and part of Caroline's work is building that capacity within NZEI so that Pacific members can support the kaupapa of Mātauranga Māui.

"Whether you're Māori, Pasifika, from the rainbow community, a woman, a child, we need to take all these perspectives into the fold so we can come up with really good activities and initiatives within the climate space that support everyone."



Transformation

Digital Transformation

NZEI Te Riu Roa is investing in new digital tools to change the way we work. In 2021 we redefined a clear goal for our new member relationship management project: a central place that stores information about members that enables us to improve engagement, identify and act on opportunities to grow membership, activism, and influence to win campaigns and industrial goals. The new system will empower our staff to make decisions based on better information about what members' interests are.

In November 2021, the National Executive approved a supplier to build a new member relationship management system. A prototype has been developed and the project team have begun consulting with subject matter experts across to explore customisation options.

Internal Company Compa

Digital Organising Team

The digital organising team was established in 2021 to drive the use of digital tools across the organisation and develop a common understanding of why and how digital transformation will support NZEI Te Riu Roa to better meet members' needs and aspirations. The team has a vision for every member and potential member of NZEI Te Riu Roa to participate in their union in ways that feel relevant and empowering.

In 2021 the team focused on:

- Growing NZEI Te Riu Roa's capacity to run engaging online events by developing the <u>Action Platform</u> event tool.
- Scoping providers to deliver a successful new member relationship management system.

In 2022 the team has been focused on managing the design and implementation of the new system and working across the organisation with subject matter experts to create a system that meets our needs.

Website Refresh

In December 2021 a supplier was chosen to redevelop and host the NZEI Te Riu Roa website and provide ongoing technical support. Our goal is to create a website that grows our membership, increases activism within the education sector and influences change for our members.

The purpose of the NZEI Te Riu Roa website is to hold information necessary and relevant to our members and showcase our campaigns. Using modern design, relevant content and easy navigation, it will engage current and potential members, as well as the public. Our new website will also uphold our commitments as a Te Tiriti o Waitangi partner and consider Mōkū te Ao at every stage.

The project timeline is on track and the new website will be live before the end of 2022.

Te Reo Areare Report

This year the Te Reo Areare Report has been delivered as a video. You can watch it <u>here</u>.

National Pasifika Leaders Report

Keeping Connected

Covid-19 in its various disguises taught us many things over the past year. We have learnt to be resilient, flexible, protective, creative, willing to share, willing to think on our feet, and better still, to pivot. All these attributes we carried out with humour and kindness to our families, our colleagues, our students, and our communities. While understanding the situation in Aotearoa we could not help but be aware of the situations that arose in the Pacific region and our obligations in that direction around climate change and regional security.

Annual Report 2022

Climate Change E Talanoa

Facilitated by Daisy with Tili Afamasaga as a guest speaker, the e talanoa proved to be an ideal opportunity to generate interest in climate education and to increase the connectivity of Pasifika representatives across Aotearoa through their Area Councils. We were also lucky enough to have two other speakers, one from Fiji, a Climate Change warrior herself and the High Commissioner for the Cook Islands here in Wellington. The plan is for another e talanoa to continue this rich and enlightening conversation across the Pacific.



2022 National Executive Leadership Groups and Special Education National Reference Groups

Principals' Council

Paul Barker Trudi Brocas Robyn Brown Louisa Barham Jane Corcoran Lisa Hill Sonya Hockley Alan Jackson Sharon Jane Wayne Jenkins Anne Johnson Paul Johnson **Andrew King** Ripeka Lessels Angela Lowe Steph Madden Seletute Mila Mike Molloy **Timothy Page** Maurice Rehu Takarihi Temarama Stephanie Thompson Karl Vasau Martyn Weatherill Joan Woods

Primary Teachers' Leadership Team

Jenny Albrecht Frances Arapere Meri August Tiri Bailey Lovi Collier Jo Collyer Barb Curran Sarah Gladding Lorraine Guzzo Nera Hicks Raewyn Himona Nicole McLiskey Kahli Oliveira Tangihia Pouwhare Kat Rayson Karla Reay Juliette Ridge Teresa Salter Jordan Shallcrass

Special Education National Reference Group

Mike Foxx
Conor Hendry
Te Aroha Hiko
Julieanne Hoetjes
Louise Hoggart
Kaye Hyams
Rosemary Miller
Kath Phillips
Colin Tarr
Elizabeth Tomlinson
Rebekah Zwies

Support Staff Caucus

Glenys Brown Tracy Clifton Ali Coomer Caroline Gilmour-Pope Wayne Goodley Maryann Hainsworth Monique Jansonius Linda Jordan Ally Kemplen Janice Monds Sue Nimmo Sue Page Kahurangi Robson Suzanne Rogers Mel Scouller Violet Smith Annie Te Moana Glenda West Jo Westley

Te Ope Kōhungahunga

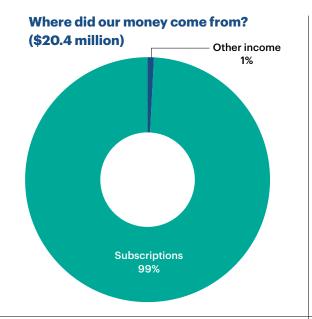
Rebekah Daniel Reweti Elliott Geena Fagan Imogen Gwen Held Nadine Leckner Zane McCarthy Marama McRoberts Cheryh Nixey Virginia Oakly Moana Rangi Shelley Shennan Claire Southee Megan Thompson **Edward Todd** Maele Seau Catherine Vaughan

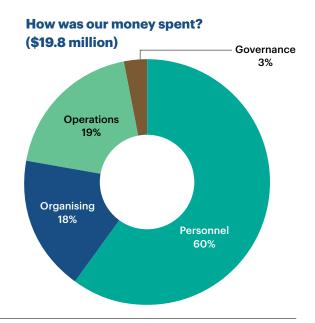
Area Council Chairs

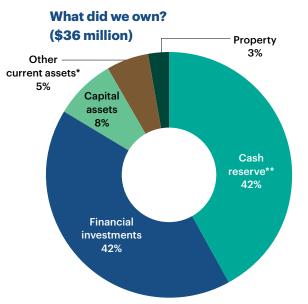
Katrina Alexander, Central East Andrea Andresen, Te Rohe o Te Waiariki - Bay of Plenty Sose Annandale, Wellington Delwyn Baird, Tai Tokerau Kaaren Hirst, Auckland Belinda Hoad, Otago Kaareen Hotereni, Pipiri Mananui o Nga Tataha a Maui Antoinette Hudson, Waikato Zara Jackson, Counties Manukau Lisa Johnston, Murihiku Southland Jude Karaitiana, Central East Raewyn Kawana, Taranaki Mark Potter, National Executive Liaison Ramona Taogaga, Taranaki Kathryne Tofia, Otago Barry Townrow, Te Tau Ihu o Te Waka a Maui Pauline Trathen, Waitaha Canterbury Kaye Webber, Te Haunui

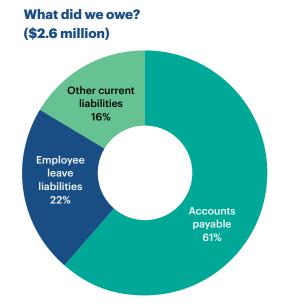


Central









^{*} other current assets rate includes the \$1.5 million cash held by branch & area councils

What are the different pots of money for?

Reserve	Purpose	Where does the money come from?	Balance at 31 December 2021
Cash buffers	To ensure the union can continue to operate for at least 6 months without revenue. This is a standard buffer for organisations of our size	Surplus	\$12 million
Financial investments	Ring-fenced for unplanned expenses	Sale of properties of Education House East Block and West Block	\$15 million
Capital assets commitment	Tagged for 'business as usual' asset purchases and one-off capital projects, e.g. Building a CRM	Surplus	\$1 million
Reserves Fund	Funds are used on campaigns and projects as the National Executive may from time to time deem fit to support and further the goals and objectives of NZEI Te Riu Roa	50% of management surplus from the previous year	\$2 million
Legal Assistance Fund	Set up in 2013 to fund major litigation against members	Surplus, capped at \$100k	\$79,000

 $^{^{\}star\star}$ cash reserve rate excludes the \$1.5 million cash held by branch & area councils

Finance overview

The overview below is provided to supplement the information in the graphs and tables, and help members understand our finances.

Financial performance – where does our money come from and how is our money spent

Membership subscriptions increased by \$388k or 2% in 2021. The increase exceeded our expectation given the one-off suspension of a subscription increase due to the impacts of Covid-19 on our members.

Personnel expenditure increased as we invested in establishing a Digital Organising team. The move to RedShield House meant a significant cost increase in the Wellington office lease. Domestically, more face-to-face member engagement compared to the previous year meant an increase in travel and accommodation. Internationally, however, activities were still constrained and this has resulted in an 87% reduction in this area from the previous year.

The result for the year (excluding taxes, interest, financial investments and property revaluation) was a surplus of \$577k. This is our operating surplus or "business as usual" result in 2021. The final result for the year (including taxes, interest, financial investments and property revaluation) was a surplus of \$1,447k.

The statement below illustrates the results of 2021. The surplus is expected to be used in 2022 to top up the Reserves Fund, lift cash buffers and fund planned capital asset purchases.

Membership subscriptions

NZEI Te Riu Roa rules require membership fees to be adjusted each year in line with the Consumer Price Index (CPI) during the previous year, except in every third year when members vote at Annual Meeting on whether to increase fees.

As the CPI increase for the year to December 2021 is 5.9%, our fees will increase by 5.9% from 1 January 2023. In practical terms, this means fee increases for members of between 14 cents and \$1.50 a fortnight (or \$3.77 and \$39.22 a year).

On average, our union has negotiated wage increases that have been more than the average annual increases to the CPI.

Because of high inflation in 2021, operating costs for NZEI Te Riu Roa to continue to support members have increased. Some costs, for example, travel for member leaders to national hui or negotiations are now significantly higher for the union. Increased fees in line with the CPI increase will ensure we meet our basic costs and continue our work in advocacy, organising and campaigning to make wins for the whole of union.

At the end of 2021, there were 48,771 members (2020: 50,666), equating to 33,685 FTE (2020: 34,012 FTE).

New Zealand Educational Institute Te Riu Roa

SUMMARY OF CONSOLIDATED STATEMENT OF FINANCIAL PERFORMANCE for the year ended 31 December 2021

	Group 2021 \$'000	Group 2020 \$'000
Revenue	20,410	20,273
Expenses	19,833	18,127
Operating surplus	577	2,146
Interest income	200	491
Gain on investment portfolio	619	400
Investment property revaluation gain	121	64
Income tax	70	241
Total surplus for the year	1,447	2,860

Investment portfolio

National Executive regularly reviews the union's investment portfolio to ensure benchmark market returns are achieved and there is alignment with risk/return characteristics and objectives. This includes reviewing whether our investments are held in socially, environmentally and ethically responsible investment funds.

During the year, the value of our investment portfolio recovered well from the impact of Covid-19, with an unrealised gain of \$619k. The Members' Accumulated Fund has a market value of \$8.76 million. In October, National Executive approved \$6 million to be invested in an Education House Growth Fund. The fund had a market value of \$6.23 million in December 2021. It is important to remember that the increase of \$619k is not a cash benefit – we do not realise any gain unless we sell investment funds.

Property revaluation

NZEI Te Riu Roa revalues its property annually to current market value. The year-end revaluation resulted in an increase of \$121k. The property has a market value of \$985k at end of 2021. As with unrealised gain on investment portfolio, the \$121k increase in value is not a cash benefit and cannot be 'spent' unless we sell the property.

Reserves fund

NZEI Te Riu Roa has a Reserves Fund policy that draws funds from 50% of the management surplus from the previous year. The National Executive believes holding an appropriate Reserves Fund is an important part of its fiduciary duties to the members and to ensure the union can continue to deliver its strategic goals and objectives. The Reserves Fund had a balance of \$2 million at year-end. In 2021, we used the Reserves Fund to support the ECE Voice growth team and pay parity work, fund support staff pay equity, primary teachers' and principals' campaigns, Umanga Mātauranga campaign in the learning support area and a digital transformation project. In addition, we commissioned the Puāotanga review, and supported the principals' engagement project and Mōkū te Ao.

Capital (assets) investments

In 2021, we spent over \$2.6 million on major capital projects such as Wellington relocation, to furnish a new office in RedShield House. We benefit over the long term from investing in capital assets. These investments draw on funds from our operating surplus.

Financial position – what we own and what we owe

Our financial position at 31 December 2021 continues to be healthy. Current assets are nearly seven times the total liabilities. Of total assets, \$15 million is in cash and short-term deposits (42%). NZEI Te Riu Roa's policy requires cash buffers to be held to cover at least six months of operating expenditure. Our cash buffers remain strong, and as of December 2021 it was equivalent to eight months of operating expenditure.

Education House Limited (EHL)

Following the sale of Education House West Block in 2019, we have been working through the process of winding up the EHL company. All the assets held by EHL (as the subsidiary company) have been transferred to NZEI Te Riu Roa (as the parent body) via an intercompany dividend (tax-free) in 2021. EHL will be deregistered from the Companies Register in 2022 after 60 years of incorporation.

Outlook

Huiaruatia is moving into its final year, and together members have a lot of work to do to win the changes we need to see. Covid-19 is going to continue to offer us opportunities and challenges, and we will need to continue to engage together both online and kanohi ki te kanohi. NZEI Te Riu Roa continues to ensure it is financially robust so that we can meet the challenges of today and the future, and deliver desired outcomes for members.

Summary financial statements

The summary financial statements are for New Zealand Educational Institute Te Riu Roa Incorporated ('the Institute') and its controlled entity Education House Limited (together referred to as "the Group").

The summary financial statements are presented in New Zealand dollars (\$), which is the Group's functional and presentation currency, rounded to the nearest thousand dollars.

The summary financial statements are extracted from the full consolidated financial statements for the year ended 31 December 2021, which were authorised for issue on 29 April 2022, and upon which an unmodified audit opinion was issued by PricewaterhouseCoopers.

The full consolidated financial statements have been prepared in accordance with New Zealand Generally Accepted Accounting Practice in New Zealand. They comply with the Public Benefit Entity Standards Reduced Disclosure Regime ("PBE Standards RDR") as appropriate for Tier 2 not-for-profit public benefit entities, for which all reduced disclosure regime exemptions have been adopted.

The Institute (Parent) and the consolidated Group are designated as public benefit entities (PBE) for financial reporting purposes.

The summary financial statements comply with PBE FRS 43: Summary Financial Statements. No events have occurred between the date the full consolidated financial statements were authorised and the date the summary financial statements were authorised that require disclosures in these summary financial statements.

These summary financial statements cannot be expected to provide as complete an understanding of the financial performance or financial position of the Institute or its consolidated Group as that provided by the full consolidated financial statements.

The full consolidated financial statements are available by request via email addressed to lily.yin@nzei.org.nz

CONSOLIDATED STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

for the year ended 31 December 2021

	Notes	Group 2021 \$′000	Group 2020 \$'000
Revenue			
Subscriptions		20,142	19,754
Rental income from investment property		38	37
Other income		230	482
Expenses			
Employee compensation and benefits	1	11,873	11,387
Depreciation and amortisation	1	290	223
Operating lease expense	1	1,461	1,211
Other expenses	1	6,209	5,306
Operating surplus		577	2,146
Finance income		200	491
Fair value gain on financial assets		619	400
Fair value gain on investment property		121	64
Surplus before income tax		1,517	3,101
Income tax expense		70	241
Surplus for the year attributable to the members		1,447	2,860
Total comprehensive revenue and expense for the year attributable to the members		1,447	2,860

The above consolidated statement of financial performance should be read in conjunction with the accompanying notes.

New Zealand Educational Institute Te Riu Roa

CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS/EQUITY

for the year ended 31 December 2021

	Group 2021	Group 2020
Retained earnings	\$'000	\$'000
Retained earnings at 1 January	29,194	26,263
Net surplus for the year	1,447	2,860
Net transfers from asset revaluation reserve on change of use of properties	-	373
Transfers from retained earnings to reserves fund	(1,137)	(1,612)
Utilisation of reserves fund	2,152	1,310
Retained earnings at 31 December	31,656	29,194
Reserve fund and legal assist fund		
Reserve fund and legal assist fund at 1 January	2,851	2,549
Transfers from retained earnings to reserves fund	1,137	1,612
Utilisation of reserves fund	(2,131)	(1,310)
Utilisation of Legal Assist fund	(21)	-
Reserve fund and legal assist fund at 31 December	1,836	2,851
Revaluation reserve		
Revaluation reserve at 1 January	-	373
Net transfers from asset revaluation reserve on change of use of properties	-	(373)
Revaluation reserve at 31 December	-	-

The above consolidated statement of changes in net assets/equity should be read in conjunction with the accompanying notes.

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

as at 31 December 2021

Not	Group 2021 \$'000	Group 2020 \$'000
Assets	Ψ	\$ 555
Current assets		
Cash and cash equivalents	2,348	2,739
Short term deposits	14,373	21,083
Trade and other receivables	465	494
Income tax receivable	8	-
Total current assets	17,194	24,316
Non-current assets		
Financial assets	15,058	8,505
Provident fund loans	-	7
Intangible assets	3	31
Investment property 2	985	864
Property, plant and equipment 2	2,832	554
Total non-current assets	18,878	9,961
Total assets	36,072	34,277
Liabilities		
Current liabilities		
Payables from exchange transactions	2,158	1,823
GST payable	422	345
Income tax payable	-	64
Total current liabilities	2,580	2,232
Total liabilities	2,580	2,232
Net assets attributable to the members	33,492	32,045
Equity		
Reserves	1,836	2,851
Retained earnings	31,656	29,194
Total equity attributable to the members	33,492	32,045

The above consolidated statement of financial position should be read in conjunction with the accompanying notes.

CONSOLIDATED STATEMENT OF CASH FLOWS for the year ended 31 December 2021

	Group 2021 \$′000	Group 2020 \$'000
Cash flows from operating activities		
Cash from subscriptions	20,223	20,060
Cash from property rentals	38	37
Sundry income	528	476
Interest received	194	521
Tax paid	(102)	(417)
Payments to suppliers and employees	(19,161)	(18,064)
Net cash inflow from operating activities	1,720	2,613
Cash flows from investing activities		
Purchases of property, plant and equipment (PPE)	(2,821)	(368)
Purchase of financial assets	(6,000)	-
Investment in short term deposits	(28,500)	(19,910)
Divestment from short term deposits	35,210	17,659
Net cash (outflow) from investing activities	(2,111)	(2,619)
Net (decrease) in cash and cash equivalents	(391)	(6)
Cash and cash equivalents at beginning of the year	2,739	2,745
Cash and cash equivalents at end of the year	2,348	2,739

The above consolidated statement of cash flows should be read in conjunction with the accompanying notes.

NOTES TO THE SUMMARY CONSOLIDATED FINANCIAL STATEMENTS for the year ended 31 December 2021

Note 1 Total ex	penditure
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Note i lotal expeliciture	Group	Group
	2021	2020
	\$'000	\$'000
Operational expenditure		
Employee compensation and benefits:		
- Salaries and wages	10,965	10,485
- Pension costs (defined contribution plan)	836	840
- Other employment benefits	72	62
Total employee compensation and benefits	11,873	11,387
Depreciation and amortisation	290	223
Operating lease expense	1,461	1,211
Financial and administration expenses	1,082	919
National office operations	668	588
Field office operations	111	101
Maori team operations	53	40
Total operations	15,538	14,469
Organising expenditure		
Field office organising	124	96
Maori workplan	13	6
Membership support	101	104
Membership organising	101	56
International activities	120	146
Legal services	80	59
Branch / Area Council levies	1,056	895
Inter-Union activities	275	273
Communications	273	245
Strategies (excluding personnel costs)	1,432	1,294
Pasifika	65	14
Total organising	3,640	3,188
Governance expenditure		
National executive	399	298
Annual meeting	47	42
Māori governance	190	73
Total governance	636	413
Education House expenditure		
Education House Ltd	19	57
Total Education House	19	57

NOTES TO THE SUMMARY CONSOLIDATED FINANCIAL STATEMENTS

for the year ended 31 December 2021

Note 2 Investment property and property, plant and equipment

	Investment Property (valuation)	Property (valuation)	Computer Hardware (cost)	Furniture & Fittings (cost)	Other Equipment (cost)	Leasehold Improvement (cost)	Work in progress (cost)	Total property, plant and equipment
	\$′000	\$′000	\$'000	\$'000	\$'000	\$'000	\$′000	\$'000
At 1 January 2020								
Cost or valuation	-	800	536	89	30	188	-	1,643
Accumulated depreciation	-	-	(264)	(62)	(21)	(85)	-	(432)
Net book amount	-	800	272	27	9	103	-	1,211
At 31 December 2020		-						
Cost or valuation	864	-	553	90	47	196	188	1,074
Accumulated depreciation	-	-	(326)	(79)	(16)	(99)	-	(520)
Net book amount	864	-	227	11	31	97	188	554
Year ended 31 December 2021								
Opening net book amount	864	-	227	11	31	97	188	554
Revaluation	121	-	-	-	-	-	-	-
Additions	-	-	-	-	-	-	2,821	2,821
Transfers to/(from) WIP	-	-	124	308	186	2,222	(3,005)	(165)
Depreciation charge	-	-	(135)	(24)	(43)	(88)	-	(290)
Disposals at cost	-	-	(104)	(47)	(2)	(172)	-	(325)
Disposals accumulated depreciation	-	-	104	46	2	85	-	237
Closing net book amount	985	-	216	294	174	2,144	4	2,832
At 31 December 2021								
Cost or valuation	985	-	573	350	231	2,247	4	3,405
Accumulated depreciation	-	-	(357)	(56)	(57)	(103)	-	(573)
Net book amount	985	-	216	294	174	2,144	4	2,832

Note 3 Events occurring after the reporting date

There were no events occurring after reporting date requiring disclosure.