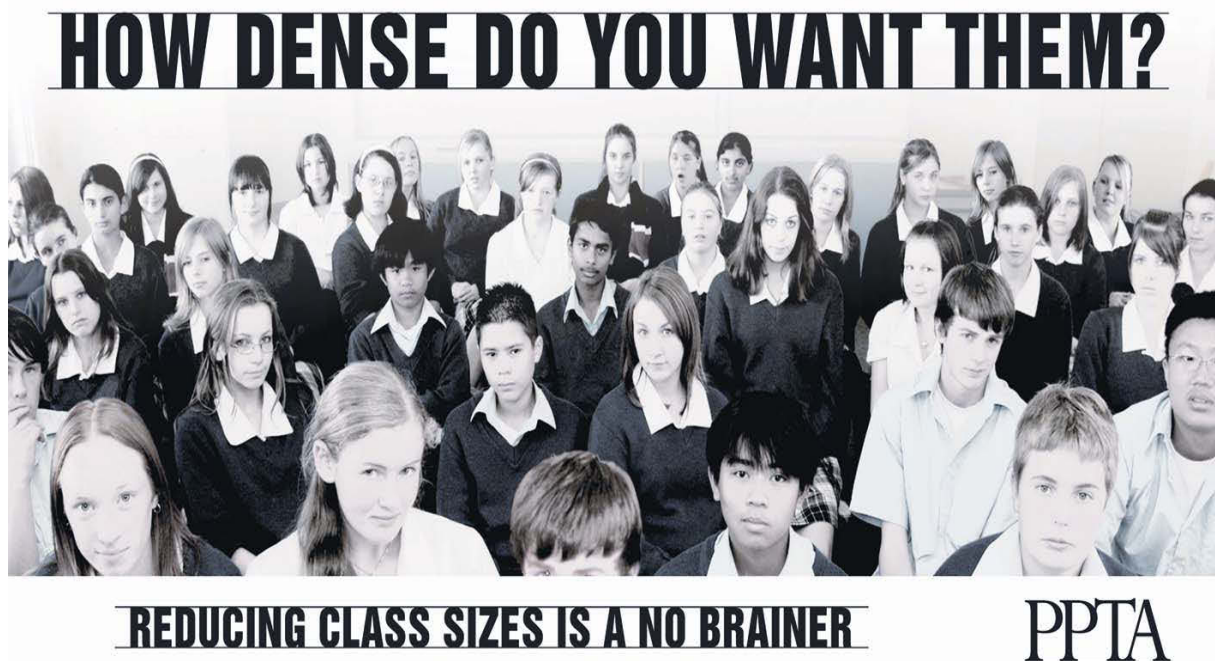


A paper from Executive

## **Secondary Teacher Staffing – Another casualty of a lack of coherent long term planning**

### **1. Prelude**

- 1.1 This paper must begin by congratulating teachers and parents for their success in forcing a reversal of the long-planned decision to cut teacher numbers.
- 1.2 The sector and the community made it abundantly clear that they were not fooled by the minister of education's argument that class sizes can be as big as you want and that class size does not affect the quality of teaching and learning which goes on in the classroom.
- 1.3 It seems unlikely that the minister will draw the real lessons which should have been learnt from the experience. She has already suggested that parental opposition was not genuine but was somehow engineered by teachers and principals.
- 1.4 Actually, parents opposed class sizes for the simple reason that they wanted their children to have more teacher time, more feedback and support, and an appropriate range of suitable options which lead to greater engagement, more enjoyment and better achievement.



## 2. Been there before

- 2.1 In 1991/2 the National government cut secondary staffing in order to fund its bulk-funding trial. The effects were mainly to increase contact time<sup>1</sup> and class sizes across all schools.
- 2.2 In 1995/6 the National government introduced a unified staffing model across primary and secondary schools based on the recommendations of the Ministerial Reference Group (MRG) report of 1994 (which PPTA refused to sign up to). In order to do so in a 'cost neutral' manner staffing was cut from secondary schools.
- 2.3 The biggest impact of the MRG staffing cut was in small and medium-sized secondary schools, where it created major difficulties in the provision of curriculum width for students and in resourcing the management functions.
- 2.4 Both rounds of cuts were driven by political imperatives and cost savings rather than based upon a coherent and rational view of what was required of schools and what resourcing was necessary to achieve these objectives.
- 2.5 It might be argued that this last round of (attempted) staffing cuts is as much a reflection of broader National government ideology as a specific cost cutting exercise. Certainly Rod Emmerson's cartoon in the NZ Herald (1 June, 2012) suggests that some commentators see the move as part of a broader picture.
- 2.6 It is, perhaps, disturbing that the reversal of its proposed staffing cuts and increases in class size was not because the government was persuaded it was wrong. On the day the reversal was announced the prime minister still insisted that he stood by increasing class sizes as the right policy position<sup>2</sup>.



<sup>1</sup> Timetabled time is the time during the school day when students are engaged in formal learning activities ('class time'). Contact time is time individual teachers are scheduled to be with students who are engaged in learning activities. Non-contact time is when teachers are not scheduled to be with students during timetabled hours. The time is used for the non-teaching duties arising from the timetabled teaching work e.g. preparation, evaluation and assessment, reporting on progress of individual students, counselling students, or administrative responsibilities. Middle and senior managers have additional non-teaching time allocated for their departmental or school wide duties.

The allocation of non-teaching time was not guaranteed. The average non-teaching time allocation was between two and three hours per week, but some teachers had no timetabled non-contact hours. For those that did, it could vary from year to year and even week to week if teachers were used to cover colleagues' absences. Increasing contact hours for a teacher decreases their non-contact hours, meaning they do more hours of face to face teaching of students and have less time during the school day to manage the other duties arising from this.

Guaranteed timetabled non-teaching duty time came after a bitter industrial round in 2001/2 and the 2002 STCA settlement. Initially full-time teachers were guaranteed three hours per week, increasing in steps over the next few years to five hours. Implementation of the Schools Staffing Review Group 2000 recommendations between 2000-06 resourced this.

In 1991 the Staffing Orders provided only for a small amount of staffing for timetabled non-teaching time. Cuts to this component left schools with fewer teachers. The cuts occurred at a time when the administrative and compliance demands on schools were rising as a consequence of devolution under Tomorrow's Schools and the retrenchment of the Ministry of Education, transferring much more of the central administration role to schools to do. Staffing drawn from the curriculum area to provide time for the essential non-teaching duties impacted as larger classes and fewer subject options.

<sup>2</sup> See <http://www.stuff.co.nz/national/education/7059177/Backlash-forces-Government-class-size-U-turn>



### 3. A lie oft repeated ... is still untrue

- 3.1 The government/Ministry of Education/Treasury propaganda which sought to pave the way for staffing cuts and larger class sizes continues to be repeated.
- 3.2 International research shows that class size does not matter or matters less than other factors.
  - 3.2.1 In fact international research does **not** 'show' this.
  - 3.2.2 International research on 'class size' can be broken down into two distinct bodies of work. The first uses pupil-teacher ratios (PTR) to measure student outcomes against (usually on numeracy and literacy tests). The second measures class size (the number of students in a class) against either student outcomes or the interactions and engagements which are desirable and undesirable in the learning context.
  - 3.2.3 The connections between PTR and student outcomes tend to be equivocal. That is not surprising. There is no direct connection between the number of adults at the school and the specific learning environment of a student or class of students.
  - 3.2.4 Studies which measure actual class size and look at the relationship between the numbers of students in the class and a range of desirable student outcomes tend to show strong, positive relationships between small numbers of students in classes and positive outcomes or between smaller numbers of students and greater engagement in positive learning behaviours.
  - 3.2.5 Simply, pupil-teacher ratio is not the same as class size and while conclusions can be drawn from PTR research those conclusions cannot be about class size impacts<sup>3</sup>.
  - 3.2.6 Those who rely on the conflation of class size and PTR research results mislead themselves and others as to the importance, both relative and absolute, of class size on student outcomes<sup>4</sup>.

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<sup>3</sup> Two schools can have the same PTR but have quite different ranges of class sizes within them. Measures of PTR can include adults who are not teachers.

<sup>4</sup> Which is why, for example, [Fredriksson, Peter Öckert, Björn](#) and [Oosterbeek, Hessel](#) can conclude from new data based on variation in Swedish class size (created by a maximum class size rule) that smaller classes are beneficial for cognitive and non-cognitive ability, improve achievement at age 16, and have positive effects on completed education, wages, and earnings at age 27 to 42 (with an estimated wage effect large enough to pass a cost-benefit test) but our minister and her secretary for education think class size does not matter.

[http://ideas.repec.org/p/hhs/sunrpe/2012\\_0008.html](http://ideas.repec.org/p/hhs/sunrpe/2012_0008.html)



### 3.3 Schools determine class sizes, not the government

- 3.3.1 When it suits them the ministry and government do acknowledge that pupil-teacher ratio is not the same as class size, but only to 'pass the buck' to schools. This particularly nasty piece of propaganda argues that large classes are the fault of schools because they choose how to use the staffing they are given and the government does not set class sizes.
- 3.3.2 It is nasty because it implies that the schools have real choice over their class sizes within the constraints placed on them by the government's resourcing. Had the staffing cuts gone ahead this would have been the government/ministry response to the burgeoning number of extremely large classes – don't blame us, blame the school for the choices it is making.
- 3.3.3 It is true that schools determine the allocation of the resourcing they have (which means that they largely set class sizes within the limits of the resourcing provided by the government). It is also true that a school of 400 students if resourced for 20 teachers can make different choices about its class sizes than it can when it is resourced for 18 teachers.
- 3.3.4 The current staffing (PTR) delivery in New Zealand is demonstrably unfair and means that schools have less and less ability to manage or avoid large classes as their rolls increase. (See discussion later in this paper.)
- 3.3.5 Most schools employ extra staffing from their own locally-raised funds (some 900+ extra teachers in 2010 across 319 schools) to supplement the staffing provided by the state. This staffing is employed inequitably across the sector according to the income-generating ability of each school.
- 3.3.6 Increasing pupil-teacher ratios may not affect class size (as extra staffing may be used to address other pressures in the school – e.g. more management time, more guidance time etc), but it does allow schools the capacity and flexibility to choose to have generally smaller classes or to reduce their largest ones.
- 3.3.7 Targeting additional staffing (increasing pupil-teacher ratio) in a way which will ensure that it impacts on class sizes in every school requires direction around the use of the additional resource.
- 3.3.8 There is actually no staffing 'fat' in the New Zealand system and cutting pupil-teacher ratios would inevitably drive up class sizes because there is little capacity at the local level to make alternative decisions about a limited (and reduced) staffing entitlement which would not leave them struggling to find the necessary pastoral and management time to operate the school and address the pastoral needs of students.



3.4 **If class size makes the critical difference then since the staffing cuts were reversed we should expect better outcomes<sup>5</sup>.**

3.4.1 This is a simplistic misrepresentation of the position of those who opposed the staffing cuts. Smaller class size is **one of the critical factors** in improving student achievement and engagement across a broad range of outcomes and behaviours. It works in interrelation with good, ongoing professional development and adequate preparation time (to name a few others).

3.4.2 There is no one single silver bullet to improve student outcomes, all of the components need to be maximised to achieve the goals we set for our students. It is not about quality or quantity – it is an intricate picture in which both are necessary to achieve the best we can for our students.

3.4.3 Even at face value it is an illogical argument, suggesting that just keeping the staffing you have should mean improved results in a system that is already doing the best with the resources it has.

3.4.4 With the limited resources at their disposal, and with the competing demands on those resources, schools work to keep class sizes as low as they can. With the range of competing pressures for staffing time they cannot rationally be expected to decrease their class sizes any further<sup>6</sup>.

3.4.5 Since holding staffing numbers constant does not allow schools (especially our larger schools) to reduce class sizes further and because class size matters to student outcomes we cannot expect to see improved student outcomes as a consequence of **not cutting** staffing.

3.4.6 The minister's argument is akin to telling the army that if having enough soldiers is one of the things that is critical to their success on the battlefield then simply because the government is not taking soldiers away the army should win more engagements!

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<sup>5</sup> 5 June 2012 letter Hekia Parata to Robin Duff.

"I expect to see a measurable lift in achievement for five out of five learners given the sustained argument that class size makes the critical difference."

The statement has been repeated in the Minister's oration to the 2012 Maori Teachers' Conference and elsewhere.

<sup>6</sup> See [http://www.youtube.com/watch?v=GGvo7TPN67A&feature=youtube\\_gdata\\_player](http://www.youtube.com/watch?v=GGvo7TPN67A&feature=youtube_gdata_player) for an interesting take on optimal class size



3.5 **There has been a ‘fivefold’ growth in secondary teacher numbers but not in student numbers<sup>7</sup>.**

3.5.1 In fact the increase in teacher numbers is not fivefold (a fivefold increase on 13,000 would mean we now had 65,000 secondary teachers) but about one fifth. (*Perhaps students learn maths better in a class of 21 than in one of 41!*)

3.5.2 The one fifth increase in teacher numbers has a number of causes:

Year	Secondary student roll	Secondary Teachers	Change in student numbers 1991-2011	Change in teacher numbers 1991-2011	Proportion of senior students (year 11-15)	Secondary schools
1991	227674	16321	-	-	-	315
1999	229583	16596	0.8%	1.7%	55.5%	320
2011	257040	20728	12.9%	27.0%	58.4%	323

3.5.2.1 **2.9 percentage points** are explained by roll growth.

3.5.2.2 **1.2 percentage points** are explained by more senior students (older students generate more staffing) and the additional base staffing created by extra schools.

3.5.2.3 **1.2 percentage points** are explained by staffing to improve teaching skills by the:

- introduction of specialist classroom teachers.
- extension of the advice and guidance time allowance to second year provisionally registered teachers.
- introduction of the time allowance for curriculum mentors of year 1 and year 2 provisionally registered teachers.
- extension of the overseas-trained teacher time allowance.

3.5.2.4 The remaining **11.7 percentage points** are accounted for by the difference between the 1991/2 and 1995/6 secondary staffing cuts and the 2001-2006 secondary staffing improvements<sup>8</sup>. These staffing improvements:

- resourced the guaranteed preparation and management (non-contact) time allowances.
- partly addressed increased administrative, management and pastoral time demands in a decentralised system with increasing accountability.

<sup>7</sup> The government benchmarks staffing growth to the end of the period of staffing cuts in the 1990s, thus further exaggerating the size of the increase.

<sup>8</sup> Changes in part-time employment patterns will also have a small influence when the teacher numbers are measured as headcounts rather than FTTE.

- allowed teachers to manage an increasingly individualised learning environment and a significantly more complex student assessment system.

**3.6 A ‘fivefold’ increase in teacher numbers has not been matched by a fivefold improvement in student outcomes.**

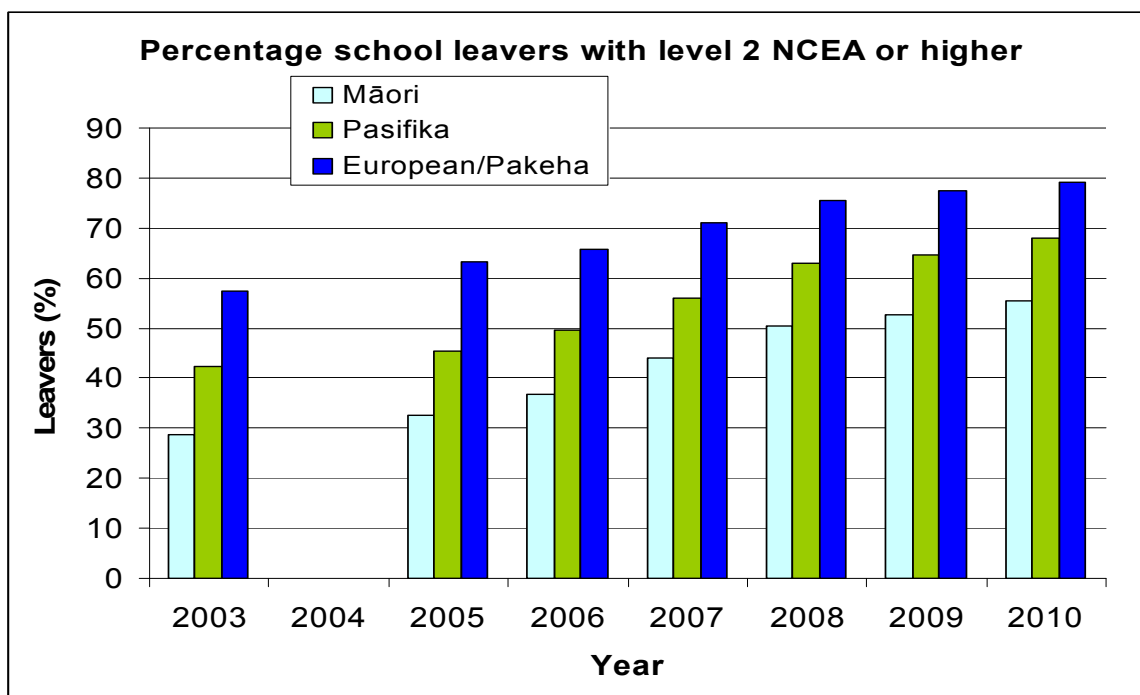
3.6.1 Our assessment and qualification system changed between 2000 and 2012. We moved from a scaled, normal distribution system to the current system of standards-based assessment. The basis on which to use this period to make a reasonable comparative statement is, therefore, dubious to say the least.

3.6.2 If we use the proportion of students leaving with level 2 NCEA or better as the measure of improvement then in the first year of NCEA level 2 (2003) 52.6% of school leavers had level 2 or better and in 2010, 74.5%<sup>9</sup> of leavers had NCEA level 2 or better.

3.6.3 Between those years there was a 41.6% increase in the proportion of those leaving with at least NCEA level 2. On that basis the proportionate increase in student outcomes is about twice that of the increase in secondary teacher numbers over the same period.

**3.7 Student outcomes are not improving, despite staffing numbers increasing.**

3.7.1 Every year since 2003 the percentage leaving with level 2 or better has improved. There is no indication that improvement has stopped.



<sup>9</sup> <http://www.educationcounts.govt.nz/indicators/data/education-and-learning-outcomes/3664#1>  
New Zealand Post Primary Teachers' Association Annual Conference Papers 2012

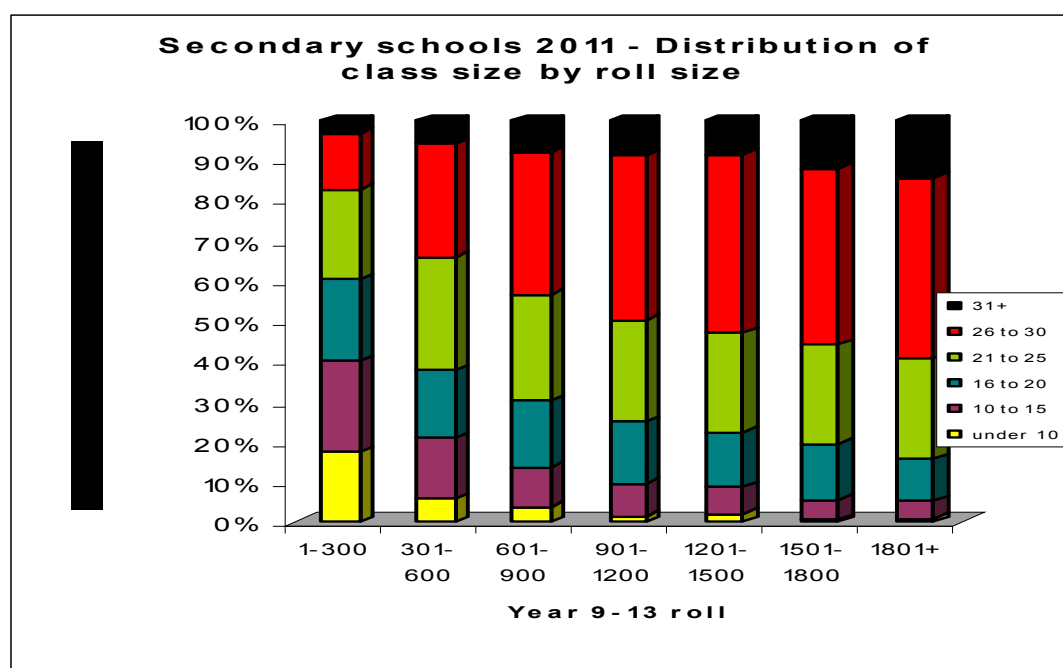
## 4. Coherent and thoughtful change?

- 4.1 The staffing cut seems to have been driven purely by the desire to shave \$170M from the government's budget and achieve a surplus in 2014<sup>10</sup>. It reflects advice from Treasury in 2009 to stop funding roll-growth-driven costs in education.
- 4.2 There appears to have been the misuse of research and statistics to support the decision to cut, but there is obviously no serious research base for the decision. The secretary for education's acknowledgments to the Secondary Schools Staffing Group – see below – show that there is no real understanding of the inadequacy of the current staffing provisions in relation to the expectations on all schools in the 21<sup>st</sup> century.

## 5. The Secondary School Staffing Group 2011-12

- 5.1 In February 2012 a report from the Secondary School Staffing Group<sup>11</sup> was released. The report represented several months work by representatives from NZPPTA, NZSPC, SPANZ, NZSTA and the MoE.
- 5.2 The group identified, amongst other things, that larger schools (750 and larger) and junior high schools are poorly treated in terms of class sizes by the curriculum staffing component of the staffing formula. It delivers proportionately poorer pupil-teacher ratios as they get bigger and the larger the school the higher the average class size and the greater the proportion of classes exceeding 30.

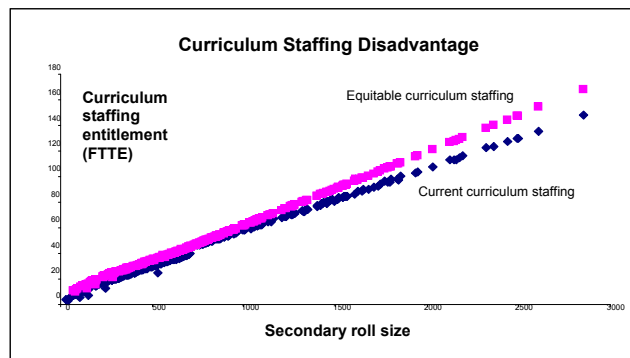
### *Staffing disparity for larger schools*



<sup>10</sup> About 1/3 was to be redirected into other identified spending. The rest may have been to fund the operations grant increase or simply have been a contribution towards the government's 2014/15 budget surplus target.

<sup>11</sup> <http://www.ppta.org.nz/index.php/resources/publication-list/2164-sssg-report-final>





- 5.3 The group also noted that there was no basis for the allocation of the pastoral and guidance or the management staffing time allowances in the formula and no evidence that they were adequate or that the pattern of their allocation matched the needs of schools of different size or type.
- 5.4 Another key finding of the group was that there needed to be a review of the delivery of staffing to try to find a needs-based model rather than the simple rationing model that currently operates.
- 5.5 The report's unanimous recommendations to the secretary for education included:
- i. The parties noted the impact the current funding formula appears to be having on some schools, and recommended that:
    - a) The delivery mechanism (formula) is reviewed in relation to larger schools, and that the review seeks to neutralise the disproportionate effect of the formula on these larger schools.
    - b) The delivery mechanism (formula) is reviewed in relation to junior high schools, and that the review seeks to neutralise the disproportionate effect of the formula on these schools.
  - ii. The parties noted the possible conclusion that the current staffing allocation model is potentially not the right fit for 21st century student/school needs, given it comes from a perspective of limitation of liability rather than a needs-based focus.
  - iii. The parties work together to develop an agreed understanding of what a needs-based resourcing model may be, and how it might be used to improve the delivery of staffing.
  - iv. That, as part of this work, the parties seek to gain a better understanding of the use of guidance and management time in schools.



5.6 In a letter dated 24 April 2012 the secretary for education formally accepted all the recommendations and specifically comments that:

2. When the School Staffing Review Group was convened in 2000 to review the strengths and weaknesses of the existing staffing system, there were far fewer very large schools or junior high schools than today. In view of a trend for larger schools to have larger than average class sizes, it will be appropriate to consider the impact on these schools of the staffing formula developed by the School Staffing Review Group.
3. I am comfortable, also, for such work to extend beyond large secondary schools and junior high schools and to include more general notions of what a 'needs-based' system for the sector as a whole might look like, particularly one that focuses on our priority groups. Such a review could also usefully include aspects of management and guidance time use.

5.7 A few days later the minister of education announced that teacher staffing would be cut.

5.8 The Secretary for Education appears to have supported this move, and certainly the ministry had provided advice on the cuts and must have already prepared the staffing model for the cuts by the time the secretary was penning her acceptance of the SSSG recommendations.

5.9 So, despite an acknowledgement that there was too little staffing in large schools and that it would be useful to review the staffing formula in the context of the actual needs of the sector, and acknowledging that there was no evidence that the management and pastoral time staffing allocations to schools were either adequate or appropriate, a decision was made to simply cut staffing and to argue that it was completely the responsibility of schools to decide their own class sizes.

5.10 The SSSG report also acknowledges, in a statement of all the parties, including the ministry, that pupil-teacher ratio and class size are not the same thing<sup>12</sup>. It says (our emphasis):

*“An awareness of the different measures used is important when considering the results and conclusions from these different studies. For example, effect sizes associated with actual class size research tend to be larger and less equivocal than those derived from pupil-teacher ratios. **The two measures should not be conflated.** Research using pupil-teacher ratios will not answer questions about actual class size effects and research based upon actual class size cannot directly answer resourcing questions about pupil-teacher ratio.”*

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<sup>12</sup> Appendix 4 SSSG Report 2012 also comments:

<sup>20</sup> Some measures have the potential to account for variations in actual class sizes within schools and over the course of the study, and some do not. (*Average class size and pupil-teacher ratio*) will not reflect variation in actual class sizes within the unit of analysis, so will not reflect the learning environment experienced by students and teachers.

<sup>21</sup> The demands of accessing data on individual classes tend to restrict the sample size for actual class size research. The ease of access to PTR data for large regions tends to create large sample sizes for PTR research.



## **6. Progressing the SSSG report recommendations**

- 6.1 PPTA and secondary principals groups have:
- lobbied government and opposition parties for the implementation of the adjustment to curriculum staffing to address the disadvantage large schools and junior high schools currently operate under.
  - written to boards and principals encouraging them to do so too.
- 6.2 The PPTA executive is also considering proposing to members that the implementation of the first SSSG recommendation is supported by a staffing claim in the 2012/13 industrial round.
- 6.3 This is to assist in rectifying in the near future the flaws identified by the SSSG report in the existing staffing formula.
- 6.4 The executive is also considering a claim for a working party to advance the second, third and fourth SSSG recommendations – to investigate the adequacy of the management and guidance entitlement staffing provision and to consider how staffing might be provided through a needs-focussed mechanism.

## **7. There is a better way for the future**

- 7.1 Though the New Zealand history of secondary school staffing is one of slash and re-grow, it does not have to be this way.
- 7.2 In 2000 the minister of education, Trevor Mallard, established a Ministerial reference group of sector representatives (the School Staffing Review Group) to identify critical pressures in the sector and allocate resourcing to address those pressures in an agreed 10-step plan.
- 7.3 It is probably no understatement to say that the outcomes of the SSRG forum saved the implementation of the NCEA from failure (and continues to underpin its existence) and had significant long-term flow-on effects in terms of teacher retention in the sector. In secondary it reversed the loss of staffing in small schools and provided the resourcing for the non-contact time which was phased in alongside the new staffing between 2001 and 2006.
- 7.4 Critical to its success was that the minister then did not come in with pre-determined solutions to pre-determined problems but allowed the sector to identify the problems and propose the solutions.
- 7.5 Unfortunately not all the plan was implemented and the forum was not permanent.



- 7.6 The Finnish model<sup>13</sup> of a cross-party, cross-sector consensus on a long-term strategy for education plan provides us with an alternative – a model for genuine engagement with the research and the goals of the sector to find agreed ways to make progress. Under such a model, future secretaries of treasury would need to justify their short-term cut and burn advice against a long-term plan for steady growth and development in the education sector. Indeed, all parties to the accord would be expected to be promoting policies which advanced the agreed agenda and objectives.
- 7.7 Inherent in the model is an inclusiveness (cross-party participation in the processes) which would give greater future security to steady progressive improvements. It is a model that requires statesmanship, not politics, and a genuine desire to improve the system, not ideology.
- 7.8 It also requires a real partnership and honesty between the parties, not rhetoric and manipulation. The current 'G30' forum set up by the minister in response to the public backlash over her staffing cuts in no way meets the criteria for a successful model of collaboration.

## **8 What might a needs-based review of secondary school staffing be like in a consensus model?**

- 8.1 A true review should not start off, as politicians, Treasury and the ministry seem prone to do, with predetermined answers based on cost or ideology. A review which begins with the answers is a sham, it has no real capacity to address complex issues and it simply undermines the relationship between the government and its agents and the teaching profession.
- 8.2 A needs-based review would have no proposals on the table until the very end of the process. The final reports and recommendations would be written at the end, not the start of the process, the stages of which would be:
- 8.3 **Agreeing our desired outcomes for secondary students and schools**
- 8.3.1 We should be striving to agree on what we expect schools to be achieving.
- 8.3.2 We would want a mechanism of staffing schools which meets the needs of secondary students in all schools in 2012, and which recognises changes in the delivery of curriculum, assessment and mentoring of students that have occurred since 1994 and that are likely to continue to evolve through to 2020.
- 8.3.3 We would want a mechanism of staffing schools which recognises necessary practice in the professional development of teachers at different stages of their career.

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<sup>13</sup> See 'Finnish Lessons – what can the world learn from educational change in Finland?' Pasi Sahlberg. 2011 Teachers College Press. <http://www.finnishlessons.com/>  
See also <http://www.ppta.org.nz/index.php/issues-in-education>



8.3.4 We would want a reliable and appropriate mechanism for delivering curriculum staffing for developing or traditional curriculum areas with small student numbers and for schools or curriculum areas which are under particular pressures.

8.3.5 We would want a reliable and appropriate mechanism for delivering adequate management and pastoral/guidance staffing for all school sizes and types.

8.4 But other groups might have other objectives. So, the first stage would be identifying the objectives that can be genuinely agreed upon.

#### 8.5 **Scoping the issues**

8.5.1 The second stage would be to consider what needs to be thought about in the review. Some key questions would be what are the needs, how do they differ from school to school and by school type and how can we resource schools to meet those needs and thereby maximise the effectiveness of teaching and raise the quality of learning?

8.5.2 Below is a list which illustrates what the review of resource delivery for schools in the 21<sup>st</sup> century might include. It is neither exhaustive nor in any particular order.

- Current mechanisms for allocation of curriculum staffing.
- Impacts of NCEA and expectations for differentiated learning models.
- Personalised learning.
- NCEA assessment.
- Curriculum width and subject assessment options.
- Effects of roll growth and roll decline on curriculum provision.
- Class sizes – learning, assessment, reporting, pedagogies, behaviour, health and safety and teacher workload.
- Inter-relationship with management and pastoral staffing components.
- 'Non-standard' delivery mechanisms (e.g. ITM, e-learning etc).
- Clusters and distance education.
- Secondary-tertiary interface.



- Pastoral and guidance needs of schools serving low-socioeconomic communities.
- Appropriate class sizes for all students and for students with special academic and social needs.
- The specific social, pastoral, educational and post-school needs of Māori and Pasifika students.
- The academic mentoring needs of students.
- Provision of school-based professional development and mentoring of teachers at different stages in their careers.
- The management and administrative demands on schools of different size and type.
- Preparation, assessment and resource development time allocations for teachers which contribute to quality teaching.
- ... etc

## **8.6 Gathering the relevant research and experience**

8.6.1 This is a phase which is often abused as governments and their agents tend to gather research which justifies a political decision which has already been taken. In a real review evidence-gathering would follow the identification of the agreed issues and be a neutral process.

## **8.7 Start looking for common answers**

8.7.1 Once the issues are identified and the information gathered around those issues then there is the basis for a rational debate about how to achieve the common goals in education. From that should develop agreed changes about how best the state can resource schools according to their needs, in order to achieve those goals across a broad front.

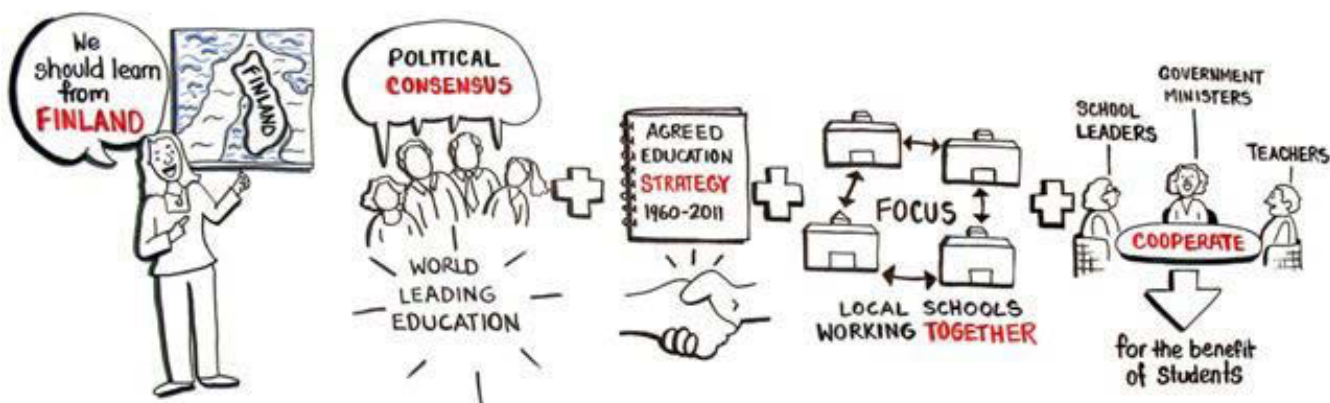
## **8.8 Agree on the plan for implementing the changes**

8.8.1 This may include long-term components and interim components, all of which are mutually reinforcing.

## **8.9 Implement the changes**

8.9.1 This is the part that often fails even when agreement has been reached about what is needed. It may fail immediately because the government was never really committed to the process, or because the findings do not fit its ideological policy framework. It may fail part way through implementation because a new government is elected which feels no ownership of the process and outcomes.

- 8.10 For this reason it is imperative that the review and consensus include input from opposition parties as well as government parties.



## 9. Conclusion

- 9.1 When it comes to class size, politicians and bureaucrats are unanimous about the benefits of small classes – for their own children, often in private schools. When it comes to providing similar benefits for other people’s children in the public system they become very adept at marshalling arguments against the proposition. Events this year show that New Zealand parents are not buying such hypocrisy. The government would be wise to heed their voice.
- 9.2 There is a real opportunity for us to forge a true partnership for educational improvement which will survive successive changes in government for the benefit of students in secondary schools and the generations which follow them.
- 9.3 The only question is whether there is the political leadership out there to honestly and fearlessly grasp that opportunity.

## Recommendations:

1. ~~That the report be received.~~
2. ~~That PPTA members affirm that large classes work against effective teaching and learning.~~
3. ~~That PPTA continue to pursue the implementation of the recommendations of the Secondary School Staffing Group Report 2012.~~

# **2012 Annual Conference**

## **Minutes**

Minutes of the Annual Conference of the New Zealand Post Primary Teachers' Association (Inc) held at the Brentwood Hotel, Kilbirnie, Wellington, commencing at 9.45 a.m. on Tuesday 2 October 2012, continuing at 9.00 a.m. on Wednesday 3 October and 9.00 a.m. on Thursday 4 October 2012.

### **Secondary Teacher Staffing: Another Casualty of a Lack of Coherent Long-Term Planning**

**C12/95/04**

1. THAT the report be received; and
2. THAT PPTA members affirm that large classes work against effective teaching and learning; and
3. THAT PPTA continue to pursue the implementation of all the recommendations of the Secondary School Staffing Group Report 2012.

**Carried**