

Ko Marouna te toa

The effects of the Cook Islands Public
Sector Reform on the delivery of education

Repeta Puna

2008

Ko Marouna te toa: The effects of the Cook Islands Public Sector Reform on the delivery
of education

Repeta Puna

A thesis submitted to Auckland University of Technology in fulfillment of the
requirements for the degree of Master of Philosophy (MPhil)

2008

Institute of Public Policy

Primary Supervisor: Professor Marilyn Waring

Thesis Spine Specifications

Repeta Puna

MPhil

2008

Abstract

The effects of the public sector reform impacted on all aspects of public services including the performance of the economy. Central to this argument was the re-organization of the operations of the public service from the traditional administration system to the new public management (NPM). Education, a critical service in any economy was not spared. Literatures around the application of NPM (a derivative of market principles and practices) to education (which was value based) suggested that NPM was dangerous for education and could deplete the value system of education and replace that with a focus on accounting for money by individuals who were self-interested and who would seek to maximize their benefit with guile.

Arguments against NPM suggested that the human factor was neglected and that education had led to chaos among professionals, stakeholders and students. However, those who argued for the introduction of NPM suggested that it had made the provision of education more efficient, effective and relevant to the needs to the clients. It held those working in the education sector accountable for the resources used and made the system more responsive to the needs of the clients of education.

Education in the Cook Islands experienced many changes since western type education was introduced by the Missionaries in the late 1800s. Cook Islands people have always regarded education as a right and also believed their participation in education would improve their lives as well as positively contribute to economic growth. As the public sector reform was a global phenomenon, the currents of NPM also converged on the Cook Islands and affected the delivery of education. Those changes revolutionized education in ways that was not commonplace in the Cook Islands. However, professionals and stakeholders within education made the most of the system and diverged some of the practices to suit the need, the environment and the culture of the Cook Islands people. Change also refocused education from teachers teaching to student learning reinforcing the dedication of many teachers and education administrators to ensure NPM served the best interest of their clients; the students, despite the workload placed on them. The challenge in this thesis was to understand how the NPM system affected education and how the Cook Islands education professionals worked within the system in their favour.

The stories of teachers and Ministry of Education professionals demonstrated that there was no resistance to the application of NPM system in the Cook Islands. In fact, the system was embraced by the education sector suggesting it was a positive change from their previous system of traditional administration. Much of their system was inherited from New Zealand where the environment, layers of bureaucracy and economic status of the country was different. Instead, it appeared the Cook Islands took much of what others deemed as dangerous for education and turned it into a positive opportunity for the Cook Islands education. This thesis presents the story of the revolution in the Cook Island education system.

Acknowledgements

Eia ngaru e tu i ruaikakau e Iro,
Tauatini tuamano, e tai i te rau ma iva
Uriuri i tana uriuri, pokipoki i tana pokipoki
Pupui ki te niu, raranga ki te vaka
Tiranga ki te karakia,
Ka eke ia ngaru, e ka eke.

Na te aroa nui o Iehova i akatae mai iaku ki teia ra, te akameitaki nei au iaia no tana tiaki, tana paruru, e tana arataki mai iaku.

Thank you to those hardworking and dedicated teachers and Ministry of Education officials who willingly opened their hearts and minds and shared their stories, their views and their experiences with the continuing changes in education. To those wonderful Cook Islands community people who happily and spontaneously agreed to be my participants and shared their stories, well beyond the boundaries of the questions asked, te Atua te aroa. This thesis would not have had much meaning and colour without your stories.

I am grateful to the Department of National Human Resources Development for the financial assistance and many other government ministries and individuals who tolerated my constant request for information and who unselfishly gave those information to truly reflect a Cook Islands position, thank you.

I am indebted to my supervisors Marilyn Waring and Grant Duncan who provided guidance, encouragement and great conversations during this thesis journey. In addition, to my colleagues in the Institute of Public Policy who unselfishly shared stories of their journey to enrich mine. To Peddy, thank you for your friendship.

The support of my family was incredible. To my parents, Pae and Elizabeth who supported my journey in many ways; kia vai mai te aroa atupaka o te Atua ki runga ia korua. To my brother Iro and sister Tai who took me and my girls in as part of his family and provided us with all we needed; na te Atua e akamaata mai i ta korua. To sister Tipoki who kept a check on my sanity, uncle Tuanu and aunty Ruth who constantly provided encouragement, and to my many brothers, sisters and friends, meitaki atupaka.

Most importantly, to my two beautiful daughters, Ioana and No'elle who shared this experience with me. I would encourage you two to one day take this journey as it would add deeper and more meaningful dimensions to your life. Lastly, to husband George, who held the fort at home and supported me whichever way he could, na te aroa nui o Iehova e akamanuia mai iakoe.

Kua eke teia ngaru, kua eke. Te akaroa.

Table of Contents

Abstract	i
Acknowledgements	ii
Table of Contents	iii
Attestation of Authorship	x
List of Tables	xi
List of figures	xii
List of Appendices	xiii

Chapter 1 - Introduction

‘Ko Marouna te toa’ – a message from my ancestors	1
Motives for starting this journey	2
The Cook Islands as a research context	3
Where is the Cook Islands	4
History, people and population	5
Government	7
Economy	8
Education in the Cook Islands	9
Future issues for education	11
Research aims and objectives	12
Why study the effects of public sector reform on education	12
Assumptions and delimitations	14
Thesis structure and chapter outline	14

Chapter 2 - What have others said about Education, Public Sector Reform and the New Public Management

Education and learning	17
-------------------------------	----

Education in the Pacific	18
Three models of education	19
The changing face of education in the Cook Islands	21
The Mission period	21
The Protectorate period	22
The Annexation period	22
The Colonial period	22
The Independent period	23
Teachers in a traditional administration system	24
The effects on students	25
The New Public Management era	25
Transforming education	26
Pushing for change	27
The Early Public Administration system	28
The Traditional Public Administration paradigm	30
What were its characteristics	31
Problems with Traditional Public Administration Paradigm	34
The Public Sector reform: a global phenomenon	35
General hypothesis of transformation	35
Why introduce NPM reforms	37
What were the models of transformation	38
Convergence hypothesis	39
The four stages of convergence	39
Theoretical convergence	40
Limitations of convergence	41
Divergence hypothesis	42
Three types of reforms	43
Nationally induced reform	43
Internationally formed Public Management Reform	43
Transnationally formed Public Management Reform	44

The New Public Management	44
Public Choice Theory	45
Transaction Cost Theory	47
Agency Theory	48
Managerialism	49
Criticisms of Managerialism	51
Efficiency	52
Efficiency in education	52
Accountability	54
Three types of accountability	55
Accountability versus Responsibility	56
Accountability in the Cook Islands	57
Conclusion	58
Chapter 3 - Looking for answers in the field	
Before the Field	61
Talanoa	61
Grounded Theory and Phenomenology	63
Methods	63
Survey Questionnaire	64
Key Informant Interviews	64
The Sample	65
Ethical Issues	65
Logistical Issues	67
Work in the Field	68
Recruiting my participants	68
Key Informant Interviews	68
Conducting Survey Questionnaires	70
Administration of the research	71

Participation Information Sheets	71
Gender and Age of Participants	72
The Interviews	72
Talanoa	72
The Insider and Outsider concept	74
Reflections of the field	75
Changes to perception	75
Conclusion	75
Chapter 4 - Public's perception of Cook Islands education	
The survey questionnaire	77
Part One. Background of Participants	77
Part Two. Education in the Cook Islands	78
Table 2: Key services no longer provided in schools after the reform	79
Table 3: Student satisfaction of teaching services	80
Table 4: Justification for levels of satisfaction	81
Figure 1: Activities undertaken after leaving school	81
Figure 2: Do schools provide sufficient skills and knowledge	82
Figure 3: Education achievements before the reform	83
Part Three. The effects of the Public Sector Reform on education	83
Table 5: Why changes improved or not improved student learning	84
Table 6: Views on the way education is currently provided	85
Figure 4: Comparing education quality before and after the reform	86
Figure 5: Teacher performance before and after the reform	87
Table 7: What the Ministry of Education had done to improve education	87

Discussion of findings	88
Education before the public sector reform	88
Comparing education before and after the public sector reform	91
Conclusion	95

Chapter 5 - Voices of Teachers and Ministry of Education Officials

Themes from the field	98
• Ministry of Education officials	98
• Teachers	98
• Themes	99
Education before and changes after the reform	99
• The old system of education administration	99
Schools administered from the centre	99
Insufficient resources	101
Low remuneration and morale	102
Insufficient checks on learning outcomes	102
Restricted access to higher learning	103
System easy to follow	104
• The new system of education administration	105
Devolution empowered schools	105
Increased resources	108
Increased remuneration	108
Increased accountability	119
• Teacher performance and quality before the reform	111
Monitoring teacher performance and quality	111
Lack of professional development	113
Professional isolation	113
• Teacher performance and quality after the reform	114
More professional development	114
Increased expectation on teachers to perform	116
More professional sharing	117
• How Students behaved, learnt and achieved before the reform	118
Students behaved very well	118
Low achievement levels	119
Rote learning	120

• How students behaved, learnt and what they achieved after the reform	121
Student learning as focus of education	121
Student behaviour as challenging	122
Student achievement promising	123
• Parents support for education before the reform	125
Strong parental support	125
There was trust between teachers and parents	126
• Parental support for education after the reform	127
Teachers more accountable to parents	127
More communication between parents and teachers	128
Slack Parental support	129
Conclusion	
Management	130
Teachers	131
Students	132
Parents	133

Chapter 6 - So what were the effects?

A global fashion trend	135
The Cook Islands followed the fashion trend	135
Why follow the fashion trend	136
The cart before the horse	137
The effects on school management	137
Devolution of management	137
Diverging in devolution	138
Ministry of Education's role in devolution	139
Devolution established partnerships	140
Teachers happy with devolution	141
Financial issues of devolution	142
System of accountability as fair	143
Effects on Teachers	144
Effects on Teachers as partners in education	145
Increased professional sharing	146
Increased workload a challenge	147

Effects on students	147
The centre of learning is the student	147
Effects on parents	149
Conclusion	150
Chapter 7 - Conclusion	153
A rainbow of experience	153
What changes meant	153
For the school	154
For teachers	154
For Ministry of Education	155
For parents	155
Significance of this study	156
Theoretical Implications	157
Public Policy Implications	158
The effect of this period of transition and reform for me	159
Areas for further research	160
The end of this rainbow	160

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

.....
Repeta Puna

List of Tables

Table 1: Gender and age of participants

Table 2: Key services no longer provided in schools after the reform

Table 3: Student satisfaction of teaching services

Table 4: Justification for levels of satisfaction

Table 5: Why changes improved or did not improve student learning

Table 6: Views on the way education is currently provided

Table 7: What the Ministry of Education had done to improve education

Table 8: Grade 6 Standardised Test of Achievement (STACI) 1989 and 1992

Table 9: Senior Student Retention Rates

List of Figures

Figure 1: Activities undertaken after leaving school

Figure 2: Do schools provide sufficient skills and knowledge

Figure 3: Education achievements before the reform

Figure 4: Comparing quality of education before and after the reform

Figure 5: Teacher performance before and after the reform

List of Appendices

- Appendix 1 Cook Island Research Permit
- Appendix 2 a) Location of the Cook Islands in Oceania
b) Map of the Cook Islands
- Appendix 3 a) Key Informant's Questions for Officials and Teachers
b) Research Information Sheet
c) Research Consent Form
- Appendix 4 a) The Survey Questionnaire
b) Research Participant Information Sheet
c) Research Consent Form
- Appendix 5 The Ministry of Education Organisation Structure

Appendix 1 - Cook Island Research Permit

PERMIT TO UNDERTAKE

Research in the Cook Islands

This is to certify that: **Ms Repeta Puna**

Has permission from the Foundation for National Research to do research in the Cook Islands from: **1st June to 31st July 2007**

On the island of: **"Rarotonga"**.

The topic of research is: **"The effects of the Cook Islands 1996 Public Sector Reform on the delivery of education"**.

The Cook Islands Associate Researchers are: **N/A**

The following special conditions apply to this research: **To produce 3 copies of the final findings to the National Research Committee.**

Permit Issued on: **24th May 2007**

Issued by: **Mr. Tuae**

Tangianau,

CHIEF OF STAFF

Receipt Number: **N/A**

Reference Number: **13/07**

Signed:

For inquiries concerning this permit, please quote the Name of the Researcher and the Reference Number to the Chairperson, Foundation for National Research, and Office of the Prime Minister, Rarotonga, and COOK ISLANDS. Phone (682) 25 494, Fax (682) 23 792, or Email: coso@pmoffice.gov.ck or dcharlie@pmoffice.gov.ck Website: cook-islands.gov.ck.

Appendix 2

(a) Location of the Cook Islands in Oceania



source: <http://www.forumsec.org.fj>

(b) Map of the Cook Islands



(Source: www.cia.gov/cia/publications/factbook/geos/cw.html)

Appendix 3

Key Informant's Questions for Officials and Teachers

Questions for Ministry of Education officials

1. Could you tell me your experiences of the Education Sector before the 1996 Public Sector Review?
2. In your view, what were the factors that contributed to the success of the Education sector before 1996?
3. In your view, what were the factors that contributed to the failure of the Education sector before 1996?
4. What do you think were the key changes to the education sector since the 1996 Public Sector Reform?
5. The current government system requires the Ministry of Education to perform various tasks like bidding for money to provide for education, write business plans and be accountable for resources being used. What are your views on the effects this type of system would have on the way education is provided?
6. Do you have any suggestions on how the system could be changed to improve the delivery of education?

Questions for Teachers

1. Could you tell me about your teaching experience before the 1996 Public Sector Reform.
2. What were the main changes from the reform that affected your performance as a Teacher?
3. In your view, how have those changes affected the way Teachers have performed their jobs since 1996?
4. In your view, how have those changes affected the way students learn at school?
5. The current government system requires schools to write annual plans, submit financial reports to the Ministry of Education, and to account for resources used. What are your views on the effects this type of system is having on the way education is provided?
6. Do you have any suggestions on how the system could be changed to improve the delivery of education?

b) Research Information Sheet

Participant Information Sheet



Project Title

The effects of Cook Islands 1996 Public Sector Reform on the delivery of education services

Purpose of this research

Since the 1996 Public Sector Reform, many changes were made but no study has been done on its effects. This study will look at how the new system of New Public Management (introduced by the Public Sector Reform) has on the way education is currently being delivered.

How was I chosen?

You were purposively selected from a group of Ministry of Education officials and Teachers who worked before and after the 1996 Public Sector Reform and have experienced the system changes from the Traditional Public Administration system to the New Public Management system.

An Invitation

I am inviting you to participate by sharing your views on the effects the current changes are having on education. The information you will provide will contribute towards informing this study.

What you will be asked to do?

You are asked to share your views or tell me your story on the issues identified on the *Key Informants Interview Questions* in whatever language you feel most comfortable in. You have given initial indication via our telephone conversation that you have consented to participate in this survey; your participation in this interview will be taken as re-enforcement of your consent. If you prefer that I read and translate the questions to you, just ask, I will be happy to oblige.

Your participation is entirely voluntary and you may withdraw at anytime.

The benefits of this study

1. Information will be available on how the new system works to deliver a public good like education;
2. The public will know the kind of system used to educate their children;
3. Teachers will have a better knowledge of the system they are operating and the effects it has on their work as a Teacher;
4. This research will give me knowledge and confidence to conduct further research in the Cook Islands.

How will my privacy be protected?

All information collected will be treated with respect and care and will in no way be shared with anyone else. **No information will be attributed to you by name. However, your privacy cannot be guaranteed due to the criteria of the sample and the size of the island.** Interview notes and audiotapes will be stored in a locked cabinet in the supervisor's office. All transcribing will be done by the researcher and no third parties will be involved.

Results of this research

A summary of the research report will be made available to you at the conclusion of the degree, on request. Alternatively, as a requirement for conducting research in the Cook Islands, a copy of this thesis will be made available in the Cook Islands National Library, with the Ministry of Education library and with the Office of the Prime Minister.

Concerns about this research

If you have any concerns regarding the nature of this project, in the first instance, you should contact the Project Supervisor, Professor Marilyn Waring, marilyn.waring@aut.ac.nz or phone 09 921 9661.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEK, Madeline Banda, madeline.banda@aut.ac.nz, 09 921 9999 ext 8044.

For further information about this research

Researcher Contact Details:

If you would like more information about this research please contact Repeta Puna using email r.puna@xtra.co.nz.

Project Supervisor Contact Details:

Dr Marilyn Waring
Professor of Public Policy
Institute of Public Policy
Auckland University of Technology
PO Box 92006
Auckland

Marilyn.Waring@aut.ac.nz

Phone: 9219661

Approved by the Auckland University of Technology Ethics Committee on 27 August 2007,
AUTEK Reference number 07/135.

c) Research Consent Form

<h1>Consent Form</h1>	 <p>AUT UNIVERSITY TE WĀNANGA ARONUI O TAMAKI MAKAU RAU</p>
-----------------------	---

Project title: The effects of the Cook Islands 1996 Public Sector Reform on the provision of education services

Project Supervisors: Marilyn Waring and Grant Duncan

Researcher: Repeta Puna

- I have read (or have been told) and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy;
- I have had an opportunity to ask questions and to have them answered;
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed;
- I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way;
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed;
- I agree to take part in this research;
- I wish to receive a copy of the report from the research (please tick one): Yes No

Participant's signature:

.....

Participant's name:

.....

Participant's Contact Details (if appropriate):

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 27 August 2007. AUTEK Reference number 07/135

Note: The Participant should retain a copy of this form.

Appendix 4

a) The Survey Questionnaire

The Survey Questionnaire

There are mostly closed, semi- closed and a few open questions in this questionnaire. Part One asks questions about you and your professional background. Part Two asks questions about your experience with the education sector before the Public Sector Reform of 1996. Part Three inquires your views on changes you noticed in the education sector as a result of the Public Sector Reform.

Part One: Personal and Professional Background

Please indicate with a (X) the category that best describes yourself.

1. I am

- (i) female () (ii) male ()

and my current age falls between this category

- (i) 30-39 () (ii) 40-49 () (iii) >50 ()

2. Do you have children currently attending school?

- (i) Yes (). If yes, how many () (ii) No (). If no, go to question 3.

What level (s) are they currently at?

- (i) Primary Years () (ii) Secondary Years ()

3. Do you participate in paid employment?

- (i) Yes. If yes, are you employed on a full-time or part- time basis? Full time ()
Part-time ()
(ii) No

4. Are you currently/ or have you been a member of the school committee?

- (i) Yes (ii) No

If yes, what years were you a member?

Year ()

Part Two: Education before the 1996 Public Sector Reform

This section will ask you questions to gauge your views about education before the 1996 Public Sector Reform.

1. Were you educated in the Cook Islands?

(i) Yes ()

(ii) No ()

2. Upon reflection, what were some key services provided in school before 1996 that are no longer provided?

3. On average, how satisfied were you with the way your Teachers taught you in school?

I was:

(i) very unsatisfied ()

(ii) unsatisfied ()

(iii) satisfied ()

(iv) mostly satisfied ()

(v) very satisfied ()

Why? _____

4. a) what did you do after you left school?

- (i) got paid employment locally () (ii) helped with home chores ()
(iii) left the country to look for employment () (iv) other, please state _____

b) Do you feel the school provided you with sufficient skills and knowledge with what you had to do after school?

(i) Yes (). Why _____

(ii) No (). Why _____

5. How would you summarize what your schooling achieved for you?

Part Three: Effects of Public Sector Reform on Education.

1. Do you think there were changes to the education sector after the Public Sector Reform?

- (i) Yes (ii) No (iii) Don't Know

2. Do you think those changes improved our children's learning?

- (i) Yes (ii) No (iii) Don't Know

If yes, what are your views on that? _____

If no, what are your views on that? _____

3. What are your views on the way education is currently being provided?

4. To what extent do you think the quality of children's education is better now than before 1996?

(i) Much better now than before 1996 () (ii) Better now than before 1996 ()

(iii) The same as before 1996 () (iv) Better before 1996 than now ()

(v) Much better before 1996 than now ()

5. To what extent do you think Teachers are doing a better job now than before the 1996 Public Sector Reform?

(i) Much better job now () (ii) Better job now ()

(iii) The same as before 1996 () (iv) Better before 1996 than now ()

(v) Much better before 1996 than now ()

6. Do you have any views on what the Ministry of Education has done to contribute towards improving the quality of children's learning?

Please briefly state your views: _____

Thank you for taking the time to complete this questionnaire.

b) Survey Participant Information Sheet

Participant Information Sheet



Project Title

The effects of Cook Islands 1996 Public Sector Reform on the delivery of education services

Purpose of this research

Since the 1996 Public Sector Reform, many changes were made but no study has been done on its effects. This study will look at how the new system of New Public Management (introduced by the Public Sector Reform) has on the way education is currently being delivered.

How was I chosen?

You were chosen randomly using a spin-ball method and associating the numbers to locate you in the Cook Islands Telephone Directory.

An Invitation

I am inviting you to participate by completing the attached questionnaire and share your views on the effects the current changes are having on education. The information you will provide will contribute towards informing this study.

What you will be asked to do?

You are asked to share your views by answering the questions identified in the attached Survey Questionnaire in whatever language you feel most comfortable in. You have given initial indication via our telephone conversation that you have consented to participate in this survey; your participation in this interview will be taken as re-enforcement of your consent. If you prefer that I read and translate the questions to you, just ask, I will be happy to oblige.

Your participation is entirely voluntary and you may withdraw at anytime.

The benefits of this study

5. Information will be available on how the new system works to deliver a public good like education;
6. The public will know the kind of system used to educate their children;
7. Teachers will have a better knowledge of the system they are operating and the effects it has on their work as a Teacher;
8. This research will give me knowledge and confidence to conduct further research in the Cook Islands.

How will my privacy be protected?

All information collected will be treated with respect and care and will in no way be shared with anyone else. **No information will be attributed to you by name. However, your privacy cannot be guaranteed due to the criteria of the sample and the size of the island.** Interview notes and audiotapes will be stored in a locked cabinet in the supervisor's office. All transcribing will be done by the researcher and no third parties will be involved.

Results of this research

A summary of the research report will be made available to you at the conclusion of the degree, on request. Alternatively, as a requirement for conducting research in the Cook Islands, a copy of this thesis will be made available in the Cook Islands National Library, with the Ministry of Education library and with the Office of the Prime Minister.

Concerns about this research

If you have any concerns regarding the nature of this project, in the first instance, you should contact the Project Supervisor, Professor Marilyn Waring, marilyn.waring@aut.ac.nz or phone 09 921 9661.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEK, Madeline Banda, madeline.banda@aut.ac.nz , 09 921 9999 ext 8044.

For further information about this research

Researcher Contact Details:

If you would like more information about this research please contact Repeta Puna using email r.puna@xtra.co.nz .

Project Supervisor Contact Details:

Dr Marilyn Waring
Professor of Public Policy
Institute of Public Policy
Auckland University of Technology
PO Box 92006
Auckland

Marilyn.Waring@aut.ac.nz

Phone: 9219661

**Approved by the Auckland University of Technology Ethics Committee on 27 August 2007
AUTEK Reference number 07/135.**

c) Research Consent Form

<h1>Consent Form</h1>	 <p>AUT UNIVERSITY <small>TE WĀNANGA ARONUI O TAMAKI MAKAU RAU</small></p>
-----------------------	--

Project title: **The effects of the Cook Islands 1996 Public Sector Reform on the provision of education services**

Project Supervisors: **Marilyn Waring and Grant Duncan**

Researcher: **Repeta Puna**

- I have read (or have been told) and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy;
- I have had an opportunity to ask questions and to have them answered;
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed;
- I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way;
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed;
- I agree to take part in this research;
- I wish to receive a copy of the report from the research (please tick one): Yes No

Participant's signature:

.....
.....

Participant's name:

.....
.....

Participant's Contact Details (if appropriate):

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 27 August 2007. AUTEK Reference number 07/135

Appendix 5 The Ministry of Education Organisation Structure

Secretary of Education						
Outputs 1-5	Outputs 1-5	Outputs 1-5	Output 1	Output 2	Output 3 & 5	Outputs 3 & 4
Administration	Finance	Secretariat	Operations	Teachers College	Audit&Quality Assurance	Govt Schools
Director	Director	Director	Director	Principal	Director	Principals
Salaries Clerk	Snr Accounts Officer	Information Officer	Secondary Science Adviser ESP	Office Assistant	Secondary Qualifications Officer	Teachers
Files Clerk	Finance Officer	Research Officer	Health / PE Adviser ESP	Part-time Lecturers	Secondary Review Officer	Part-time ancillary
	Project Officer	Policy/Planning Officer	Maths Adviser ESP	10 Year 1 Teacher Trainees	Primary Review Officer	Teacher Aides (pre/pri)
	Computer Technician		Special Education Adviser ESP	15 Year 3 Teacher Trainees*	Exam Officer	Teacher Aides (spec ed)
	System Administrator		Social Sci Adviser ESP		Management Facilitator ESP - Northern Group	Secretary/Typists
	Assistant Technician		Careers-Guidance Adviser ESP	<i>5 Year 1 trainees on home islands</i>	Distance Education Facilitator ESP	Grounds persons
	Snr Maintenance Officer		Office Administrator			
	Asst Maintenance Officer		Collator/Office Asst			
	Groundsman		Printer			
			Driver			
			ECE Adviser ESP			
			Reading Adviser /Lecturer ESP			
			Primary Maori Adviser /Lecturer			
			Special Education Adviser/Lecturer			
			Primary English Adviser/Lecturer			
			Mathematics Adviser/Lecturer			
			Sec Maori Adviser/Lecturer			
			Visual Art Adv/Lecturer			
			Sci/SocSt Adv/Lecturer			