



Dear Anne...

By Mark Cleary
Former Principal William Colenso College



Dear Anne,
Congratulations on your appointment as Minister of Education. Another Colenso High School and Napier success story! (I hope you will be able to attend the school's 50th Golden Jubilee this Labour Weekend).

Your Government was elected with the message of ambition for all New Zealanders; your portfolio is a critical one if this vision is to be realised.

With your family's strong teaching background you will already have a rich understanding of the complexities and challenges that face the education sector. You will also be very aware of the power and entrenched positions of the bureaucracy and the many interest groups.

If, unlike most of your predecessors, you are to effect real change in education, there are five areas that must be priorities:

1. Attract the best and brightest to the teaching profession.
2. Target significant school-based resources for pupils who we know are failing.
3. Develop a successful middle years (years 5-10) national strategy.
4. Keep NCEA.
5. Fund high quality research into thinking skills.

Best & brightest

Contemporary research confirms the huge impact the individual teacher has on pupil success. Teacher recruitment should focus on attracting the best university graduates. The current TeachNZ approach, where scholarships are targeted to subject area shortage, places too much emphasis on specific knowledge and not enough on the other much more important elements that have been identified as being critical in the make up of a good teacher.

Rather than chase subject expertise, an emphasis must also go on a combination of intellectual and interpersonal qualities. These are the qualities that engage students, particularly in an age when access to specialised knowledge is so readily available. A better strategy would be for the top ten percent of first year university students being approached and, should they have the necessary interpersonal skills, offered lucrative scholarships if they agree to embark on a teaching career.

Better target funding

The crude decile funding system is poorly understood and fails to address inequalities. It has exaggerated socio-economic disparity and weakened the concept of neighbourhood and community schools. It needs to be replaced by a more finely tuned regime that better targets funding to schools based on the needs of their enrolled students.

This is essential to address the current chronic alienation of between five and ten percent of our school age population that has severe societal impact. Every teacher, school leader and Ministry Student Support Advisor knows the profile of these students. Every policeman, social worker and prison warden knows the long-term impact of school alienation. Over the last ten years in Hawke's Bay alone, close

to 1200 students have officially been declared alienated. While the Ministry has the laudable goal that these students should be in school until they are sixteen, unless there is a major redistribution of funding to the schools that enrol them, this is an unrealistic goal.

Middle years

There is strong evidence that the developmental needs of emerging adolescents are distinctly different from both younger and older pupils. After infancy these are the most critical years for social and cognitive development. It is also the time that alienation begins and the consequent disruptive behaviour begins to impact on their peers. A national strategy that provides clarity of approach and that will encourage and reward our best teachers to work with this age group will ensure higher levels of engagement. This will directly impact on long term success for those who are currently failing.

NCEA

While NCEA has many flaws (too much assessment at too many levels), it has successfully opened the door to academic success and qualifications for many. The changes introduced in 2008 have addressed most of the issues and the current revision of standards will reduce any glaring anomalies.

Teaching thinking

As never before, our education system must respond to our changed world. The information revolution has brought knowledge to the finger tips of virtually every New Zealander. Already there are clear signs that our traditional knowledge-based approach is being seen as irrelevant by some of our more savvy pupils whose information skills are such that they access knowledge out of school time.

To reclaim relevance, schools need to focus less on subject specific knowledge and more on developing and sharpening up the thinking skills of our pupils. While thinking is one of the five 'key competencies' central to the new curriculum, few practitioners (and certainly not the Ministry of Education) can clearly articulate what it is that they are developing. Apart from a number of populist theories, there appears to be a real poverty of accessible in-depth research, let alone practical handbooks for teachers to use in teaching this most essential ability. There is an urgent need for a government-funded research project that will lead to New Zealand teachers and pupils becoming world leaders in thinking.

In essence, if New Zealand is to be successful our society must be underpinned by an education system that refuses to let anyone fail. International studies show that for most (80%) of our students our system is a world beater. For another 10% we do just okay. But unfortunately, for 10% we do very badly. Your energy must focus on ensuring that the quality is extended.

Good luck!

Doing & Thinking

By Claire Hague
Deputy Chief Exec.
EIT Hawke's Bay



BayBuzz posed the question: Should our educational system be more focused on equipping students with "practical" skills to enter the workforce successfully, or on catering to students' broad intellectual development?

Education is such an important and fascinating aspect of our lives, and it's an area about which everyone has an opinion, because we've all been students of some sort, and/or parents of students, employees of educational institutions, employers of ex-students, the list goes on.

Like many others, I've been all those things, but it's probably my most recent three roles – as a secondary school Principal, a "mature" university student (don't you hate that description if you're over 40?) and now Deputy Chief Executive at EIT Hawke's Bay – that have helped me to develop a perspective on skills training.

There always seems to have been a supposed "divide" between skills training and general academic learning. People older than me remember when schools divided their students into "technical" and "professional" streams with all the connotations those terms or similar terms implied. Apparently one group could be considered "academic," and the other best suited to being trained in a technical skill or qualification.

Now that I'm working in the tertiary sector, I note in people's perceptions a similar supposed division between the offerings of polytechnics and institutes of technology versus universities – the former apparently devoted to "practical skills" training and the latter to general, fairly highbrow academic and research programmes.

What I have discovered, of course, is that just as schools offer both skills and generic learning, so do our tertiary institutions, whatever type they may be. EIT for example offers nine degrees and undertakes a substantial research programme, just as Victoria University, where I have just finished studying, offers a range of "applied" undergraduate and post-graduate programmes, as well as its various generic Arts and Sciences and other degrees. The three Wananga also offer a range of skills and "academic" programmes.

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FROM THE EDITOR

Tom Belford



Welcome to the first 2009 edition of **BayBuzz Digest**. Breaking new ground, we have devoted most of this issue to a single theme – education.

Why? Because various studies, reports and media headlines call into question the priorities and performance of our education system. Consider:

- Approximately 1.1 million New Zealanders (43% of adults aged 16 to 65) have literacy skills below those needed to participate fully in a knowledge society, and 51% of adults have numeracy skills lower than those needed to meet the complex demands of everyday life and work.
- The agriculture sector – our most important industry – is only filling around 65% of its advertised vacancies. How can this situation be sustainable?
- 71% of businesses surveyed by BusinessNZ said the educational system is not meeting their needs.
- Last year, more than 2,500 hard core truants under age 16 were absent for at least twenty days.
- All colleges of education have shown a decline in enrolments over the past five years, in the face of a “baby bulge” now in its third year.
- 31% of people age 15 years and over in Hawke’s Bay have no formal educational qualifications.
- Principals representing a quarter of the country’s secondary schools recently requested a meeting with the Education Minister over the new school curriculum. Many of them apparently believe it will “dumb down” the education system.
- Meantime, the high school teachers union wants to cut the number of high school exams because they consider the system too demanding.

Since these issues touch all of us as students, parents, life-long learners, professionals in the field, taxpayers and so forth, we thought the subject well-worth a BayBuzz special edition.

Our guest writers have thought long and hard and bring a broad range of perspectives to education issues. They’ve taught, run

schools, studied, developed and championed education programs. They’ve worried about mis-allocated resources, outmoded educational strategies, and shortages of needed skills in the workplace. Each was asked to address one or more of the questions **BayBuzz** posed to Education Minister Anne Tolley.

I’m certain one or another of their articles will stir you up! Each of the articles also appears on the BayBuzz website (www.baybuzz.co.nz), where you can easily comment publicly, print out articles, or forward them by email to your friends and colleagues. And of course you can always send your thoughts to BayBuzz at editors@baybuzz.co.nz

Another aspect of education is life-long learning. In this edition of **BayBuzz Digest** we begin a new feature, **BrainFood**, sponsored by Clearview Winery & Restaurant. On the back page, you’ll find listings of a wide range of lectures, courses, workshops, exhibitions and more, offering nutritious “food for thought.” Of course it’s only a sampling because we can’t possibly list everything. But, if you know of other programmes we should include, please let us know. We’ll be updating the **BrainFood** calendar each month.

Finally, lest you suffer from “education overload,” we’ve prepared a few additional articles to entertain and edify you. Mark Sweet begins two multi-part series in this edition. One will guide you through the history of wine in Hawke’s Bay. Mark’s story begins this month with the voyage of the *Delphine*, which left Le Havre on Christmas eve, 1836. His other series will take a look at changing perceptions of our region’s most precious natural asset, our land and soil.

Kent Baddeley continues to write about food, this month taking us inside his kitchen for a close-up look at a day in the life of a chef.

And finally, some **BayBuzz** updates on important issues before our Councils – chemical risks at Whakatu, legal proceedings on the regional sports park, and plans to preserve the public domain at Waimarama.

So sit back and enjoy... you have all month to work your way through **BayBuzz Digest**. Happy learning!

Elizabeth Sisson
Columnist



Education Primer

Here is the basic profile of education in Hawke’s Bay and NZ.

Currently, there are about 27,916 pupils in Hawke’s Bay attending 115 schools: 16,822 pupils in the Bay’s primary schools; 10,140 students in secondary schools; and 954 in composite schools, such as the Hastings Christian School. The total number of primary and secondary students in Hawke’s Bay has decreased by 546 from 2006 to 2008.

According to Statistics New Zealand’s 2006 national census, 36% of people age 15 years and older in Hawke’s Bay have a post-school qualification, compared with 40% of people throughout New Zealand. However, 31 percent of people aged 15 years and over have no formal qualifications, compared with 25 percent for New Zealand as a whole.

The trend in Hawke’s Bay has been for more people to achieve education qualifications at most levels and for fewer to have no qualifications. In 1996, for example, 4.7% of people age 15 years and over in Hawke’s Bay held university degrees, but by 2006 that had increased to 9%, or about 8,000 people. Those with post-school certificates had also risen, while the number of people with no qualifications had decreased from 40,791 in 1996 to 31,347 in 2006.

In 2007, EIT had about 8700 enrolled students, fully 69% of whom were 26 years old or older (31% were age 46 or older).

Deciles and performance

According to Te Kete Ipurangi, The Online Learning Centre, another of the Ministry of Education’s websites, there are 115 primary-secondary schools in Hawke’s Bay. Of these eighteen are decile 1, fifteen are decile 2, nineteen are decile 3, and eight are decile 10, with 54 schools rated deciles 4 to 9.

To demonstrate the connection between decile rating and overall socio-economic status, the six schools in Flaxmere are all ranked decile 1. Of the five schools in Havelock North, two are decile 10, two are decile 9 and one is decile 5.

The fact is that a greater proportion of pupils in low-decile schools tend to fail. “Young people from schools that draw their students from low socio-economic communities are less likely than other young people to attain

higher school qualifications,” notes the Ministry of Social Development in its Social Report 2008. “In 2007, only 49 percent of school leavers from deciles 1-3 schools (in the most disadvantaged communities) attained qualifications at NCEA Level 2 or above, compared with 62 percent of those leaving deciles 4-7 schools and 79 percent of those leaving deciles 8-10 schools.”

“Students from socio-economically disadvantaged communities and Maori students have relatively poor rates of school participation and engagement and for some groups it is continuing to worsen,” reports the Ministry of Education in Education Counts, the Ministry’s report on the state of education in New Zealand in 2007.

The Ministry also reports: “The proportion of school leavers with upper secondary school qualifications varies widely by ethnic group. Asian students who left school in 2007 had the highest proportion with NCEA Level 2 or above, followed by European school leavers, then Pacific and Maori school leavers.”

Upgrading skills

Research undertaken in 2006 found that approximately 1.1 million New Zealanders (43% of adults aged 16 to 65) have literacy skills below those needed to participate fully in a knowledge society and 51% of adults have numeracy skills lower than those needed to meet the complex demands of everyday life and work.

About 29% of Pakeha students leave school with less than a NCEA Level 2 qualification, compared to 56% of Maori and 44% of Pacific Islanders. On the other hand, 52% of school leavers go directly into some form of tertiary education. Latest figures indicate 440,000 students enrolled in tertiary institutions, representing 13.3% of the population over age 15.

By comparison, about 176,000 individuals were involved in some kind of formal industry training program in 2006.

Upgrading New Zealanders’ skills is the focus of the Skill New Zealand Tripartite Forum, which brings together government ministers and officials, Business New Zealand, the New Zealand Council of Trade Unions, and the Industry Training Federation to work in partnership to implement a unified Skills Strategy.

“New Zealand’s continued wealth and economic transformation will depend on the skills of its workers and how firms, industry and trade unions support New Zealand workers to achieve their potential,” the Forum states. “New Zealand’s low levels of literacy, language and numeracy have been identified as contributors to our relatively low productivity. Low literacy and numeracy levels can affect employees’ level of engagement in the workplace and potential for advancement in the labour market.”

The Forum is working through the Tertiary Education Commission “to progressively increase the number of adults who have the literacy and numeracy skills required to meet the changing demands of modern society and workplaces.” The project has \$168 million to work with over four years.

Sources: www.educationcounts.govt.nz
<http://socialreport.msd.govt.nz/>
www.tki.org.nz/schools www.stats.govt.nz

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GUEST BUZZMAKER

Anne Tolley, Minister of Education



1) As the new Minister of Education, what is your top priority for improving education in New Zealand?

The National Government campaigned on raising the literacy and numeracy achievement of our young New Zealanders. We see this as the top priority for our Government because students who struggle with these key skills will struggle in all facets of life. Our education system currently sees too many primary school children move to secondary school without these skills. That's why our National Standards policy will ensure that teachers can identify and lift the performance of primary students who are struggling with these key skills.

2) Some say the new curriculum being introduced in NZ schools will "dumb down" the educational system. Do you believe the education curriculum is sufficiently demanding of students?

I think it is important to stress that the curriculum only provides the broad framework for teachers to teach within. The new curriculum still means that teachers and schools can put in place programmes of study that challenge our brightest students to achieve even more. I'm confident that our teachers and lecturers are up to this challenge.

3) What about "life-long" education? Here in Hawke's Bay, are there adequate opportunities for those out of school, at any age, to "feed their brains"?

I believe that Hawke's Bay is well served by its tertiary institutions such as the Eastern Institute of Technology and other community education providers. I encourage people of all ages to make use of these courses, as it is never too late to pick up new skills and disciplines, whether it is for work or play.

4) Should our educational system focus more on equipping students with "practical" skills to enter the workforce successfully, or on catering to students' broad intellectual development?

I think the focus should be on providing a course of study that meets the needs and interests of individual students. Many students thrive in the classroom environment, while for some students learning practical skills is a course of study that will keep them engaged in education and will provide them with a set of skills that will give them a lifelong career.

I believe that equipping our students with "practical" skills is something that has been neglected under the previous administration. That's why this government has pledged to put trades training back in schools. You will be hearing more from me on this subject over

the next three years as we fulfill our promise to build five trade academies, encourage businesses and tertiary institutions to collaborate with schools to offer trades training opportunities for our students, and work on ways to solve the technology teacher shortage.

5) Arguably, the "best and brightest" students of Hawke's Bay will pursue university education and must leave the region to do so. Is this a problem for our region or not?

I believe that the Hawke's Bay region is well served by EIT, which offers a range of degree level courses, and a variety of private training establishments. I believe that many of the best and brightest Hawke's Bay students are gaining very valuable qualifications from these institutions. For those that do leave Hawke's Bay to undertake study, I'm confident that the economic performance and potential of the region means that many of these students will continue to return to the Bay to enjoy the employment and lifestyle opportunities that the area offers.

6) Which is the weakest link in NZ's education system – teachers, parents, or the bureaucracy?

I believe that the only way to get better education outcomes in New Zealand is for all parts of the sector to lift their performance. Parents need to continue to provide good, supportive learning environments for their children. Teachers need to continue the good work they do, but also strive to constantly improve themselves and their teaching practices to lift the performance of their students. Finally government education agencies need to let high performing schools flourish, need to find ways to help ensure best educational practice is being carried out across the sector, and need to intervene early to prevent poor student outcomes in under-performing schools.

7) Some would say that NZ faces a shocking shortage of students training to run the country's main economic engine – its agricultural sector. There are gaps in every capacity from dairy managers to soil scientists. Do you agree?

It is impossible not to acknowledge the huge influence that the agricultural sector has on our nation's economic performance. It's important that this sector of our economy has the people to help it continue to be the backbone of our economy. I think part of the solution is having a government that recognises this and publicly stresses the importance of working in this area. I'm committed to doing this with my colleague, the Minister of Agriculture, David Carter.

Doing & Thinking by Claire Hague (cont)

So I suspect the great divide in terms of skills versus intellectual education offerings is probably more imagined than real, but let's look at another aspect of the issue – that of the link between education and employment.

As a High School Principal, I overheard many conversations between parents of students and school staff over the purpose of particular subjects. Parents would ask would it get their daughter a job? If so, did that particular profession have a future? These were excellent questions, but I suspect that even while they were being asked, the worlds of education and employment were shifting on their axes, pushed off their formerly stable paths by the tremendous technological changes that have occurred over the last twenty years or so.

If you have time to explore a version of Karl Fisch's fascinating presentation, "Shift Happens", which can be found on the YouTube site, you may find as I did a rather mind-boggling summary of the ramifications of those changes on both education and employment. For example, today's young people will change jobs many times in their lives, and many jobs that they will take up haven't been invented yet.

Responding to change

How should the education sector therefore respond to such a scenario? With great flexibility I would think, and by harnessing its most strategic thinkers to look at some scenarios. We also need to develop excellent teachers who can respond to those possible futures in partnership with employers and the wider community.

In the emerging world of work, my view is that neither skills training nor purely academic education will equip us to deal with the complexities of 21st century life and commerce – both will be needed. As changes demand new and different types of skills, people will need to have the ability not only to quickly learn new skills and adapt to new technologies, but also to be able to think clearly about the overall context and purpose for their work, whatever it may be.

We need people in the workforce who have leadership and managerial qualities, no matter what their place in the hierarchy, and those

who can solve problems and articulate ideas confidently. As most good leaders know, it's the staff at the front line who know what's going on and what's coming up. We would all do well to listen to them and equip them to help us to shape up ourselves and our businesses for future challenges.

In my view then, we need to start to challenge the idea that skills training and general academic learning are two distinct and mutually exclusive things. During 2006 and 2007, I had the luxury of studying again – a Master of Public Management programme at Victoria University. I discovered that while I might have enrolled in a "practical" or "applied" programme looking at the leadership and management skills required to work in the public sector, it was a given that the very acts of studying, of thinking, of discussing ideas with fellow students and lecturers and friends, all constituted the "intellectual development" in the question BayBuzz has posed.

At the same time that I was learning about the legal and management processes of the public sector and government, for example, I was also addressing matters of philosophy that related to how we "serve" the public as public servants. We debated how and who should determine the "public good" and what that might look like. And for me, there was nothing more exciting than this great mix of skills and ideas, and doing and thinking. I know that I grew as a person, as a practitioner, and as a thinker in an "intellectual" sense because of that wonderful combination of both skills for the job, and general intellectual pursuits.

So that is what I believe all areas of the education and employment sectors should be offering their students and staff – both skills and ideas, and opportunities for doing and thinking. That combination, I believe, will firstly produce an inspired and inspiring workforce, and will secondly equip our society to respond quickly and flexibly to the rapid technological and other changes that are now part of our daily lives.

Education, business and the wider community need to work together to ensure that no matter how far the world's axis shifts, we hang in there, make the most of change, and indeed flourish and develop further as human beings and as societies in this exciting century that we all inhabit.

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Janet Takarangi
 General Manager, Hawkes Bay Inc



Learning, or Mass Education?



Hastings Central School.

So much attention is given to the “education system” and attendance is a legal requirement for all New Zealand children. So for an average of 10+ years all New Zealand children attend schools throughout the country. The types of schools vary from state, private, church and home schooling, but everyone is formally “enrolled” somewhere. It is interesting to reflect on how this happened (see sidebar: History of NZ Education).

In Hawke’s Bay we have some of the oldest schools in New Zealand. Te Aute opened in 1872 and Hukarere in 1875, both before the passing of the compulsory education Act in 1877 and both still providing an education for students today.

A quick count of schools in Hawke’s Bay shows 129 (2008) schools altogether, including 109 State schools (primary, secondary, composite and 2 special schools), 18 integrated schools and 2 private schools. Bulk funding also covers funding for one teen parent unit and 2 activity centres.

An overview

Legally-mandated, free, non-secular education is really mass education or education for the masses. What, if anything, does mass education have to do with learning? It is this issue that we are grappling with today.

It would seem in evaluating today’s key questions nothing much has changed. We still have too many kids not equipped with even the most basic of skills... literacy and numeracy, for example. The latest international study on reading literacy showed that about eight percent of New Zealand Year 5 students did not reach the lowest reading benchmark. The international median, for the 19 OECD countries that took part in this study, was four percent. (Source: Briefing for Incoming Minister of Education 12/2008)

We have record numbers of truants. We have schools introducing exam systems outside of NZQA systems because of their fears about global recognition, and the need to take pieces of paper with you around the world that mean something. We have teachers being struck off

for a wide variety of unprofessional activities.

Is this just the tip of the iceberg, or are they small numbers receiving undue media attention? Does the vast majority go along with the mass education system we have inherited from our colonial past or do we want more? More importantly, does our region and country need more from the investment we as taxpayers are making in educating our citizens? We are investing substantial amounts of taxpayer funds regionally, and yet in the Hawke’s Bay region, 4.5% of school leavers have little or no formal “attainment.” The national average is 4.9%. (Source: www.educationcounts.govt.nz)

Is this good enough? We know from the briefing provided to the incoming Minister of Education that almost 760,000 children and young people were enrolled in New Zealand schools on 1 July 2007. Around 83% of New Zealand schools are government-owned and fully state-funded, 13% are state integrated, and 4% are independent and privately owned. There are 68 Kura kaupapa schools providing Maori medium education. Between 2000 and 2008, education expenditure increased by 4% per annum. Education is the third-largest area of government spending, with forecast spending in 2008/09 of \$10.7 billion. The bulk grant for Hawke’s Bay Schools for 129 schools in 2008 was \$45,082,000. (Note that this is the bulk grant only and excludes other funding for projects and special initiatives.) Mass education and a huge machine to keep it going!

A better way

John Hattie in his book *Visible Learning*, recently reviewed in the January 4th 2009 edition of Sunday Star Times, presents results from some 15 years of research. He argues that the quality of teachers, the ability of students and teachers to develop trust and to use that trust to seek and give feedback, and the model of learning and understanding that develops, is more important than class size, how many years a teacher has been teaching, frequent testing and homework.

This shows that for students to actually learn something, other factors are required.

Providing a mass education system does not guarantee success, but it does provide equal access for all New Zealand citizens and that might be all it does. Whilst some families can try to enhance learning by the environment they create at home, by paying to send their children to private schools, and even by what food they feed their children, others cannot or will not and believe that it is the school’s job to educate their kids... even if they are not learning anything.

So where does this leave Hawke’s Bay students? How do we measure which Hawke’s Bay schools and other state-funded providers of education are performing well?

Measures of success

I would suggest that most measurements come from the mass education focus. How many pass which exams? How many leave school to go to University? But from a “skills to function in the world perspective,” what have students learnt? Do we measure how many students go on to start their own businesses? Speak other languages that enable them to travel widely? Do volunteer work? Are web literate; have Facebook and Bebo sites? Have friends around the world? Are street savvy? Are good communicators? And show other indicators of being a fully-rounded, productive citizen?

I would suggest that more comprehensive measures of success are being developed by kura kaupapa and other models, where learning environments rather than mass education is the focus, where learning experiences include a balance between academic and non-academic activities, and where staff and pupils trust and respect each other. Te Aute and Hukarere know this from over 100 years of experience. They know they are helping develop the citizens of the future and in turn shaping our destiny as a country. So many of the leaders of yesterday and today were shaped by those two schools. If you don’t believe me, go to their web sites and just have a look at their illustrious students and the role they have played and continue to play in shaping Aotearoa.

Shaping dreams

How do we get inside the heads and hearts of our kids in a way that we can help them shape their dreams and then support them to run hard to make them happen? What about the kids who want to farm the land, but have to fight system perceptions that “only kids who can’t go to University” go on the land? Nothing could be further from the truth.

For Hawke’s Bay, the primary sector is our main regional driver of the economy and yet we know that the average age of the farmer is about 55 years. Without young people on the land using all of their skills, this region is in trouble. Places like Wairoa know this and are working hard with schools and landowners to bridge the generation gap. Mass education approaches are not sensitive to regional needs, linking in learning environments in the region to what kids want to learn and need to learn.

Regional programmes such as the Youth Enterprise Scheme (YES) and the Enterprise for Education programme (E4E) being run in Hawke’s Bay are focusing on working with senior students to enable them to learn a wide range of skills for getting into business and being successful as future citizens in the 21st Century. They are still restricted by funding, and are still run “over and above” the mass education curriculum. But it is a start, and these and other programmes are responding to the challenges of moving from mass education in a system, to a responsive environment with teachers and students learning together. They link with local businesses and bridge the gap between mass education and learning

environments.

We can all remember “good” and “bad” teachers from our past, those who cared and those who didn’t. In that respect, John Hattie’s findings do not really hold any new discoveries. But what will the new Government do to demand that “mass education” systems are not always the best in providing learning environments? Learning environments include schools, but are not just schools. But then we have not had a real debate about that yet, have we?

Maybe we should.

History of NZ Education

New Zealand’s Education Act was passed in 1877 establishing a free national non-secular system for primary school education. Although it was compulsory for children aged 7 to 14 to attend school, many did not attend as they were needed for labouring jobs.

Free secondary school education was added in 1914 for those who could pass a proficiency exam, and by 1917, 37% of the eligible population went onto secondary school. A growing economy demanded workers with skills and this was accommodated by the expanded role of secondary education. However, the curriculum was modelled on the English Grammar curriculum suitable for those seeking a professional career; it did not address others looking to meet the needs of the New Zealand economy.

This continued until the 1930’s, when another attempt was made to develop a more equalitarian system designed to meet the needs of all. The Thomas report of 1944 introduced School Certificate and University Entrance. It set up a core curriculum for all students to Form 4, mixing together a common curriculum for everyone, bringing together academic and practical strands. However not all schools and teachers agreed with this approach, and so students were assessed using IQ measures and streamed accordingly, and the core curriculum was changed to reflect these different categories. This continued for nearly 40 years.

Baby boomers all knew at school that even though classes had colours, some colours were better than others. Red was definitely the top class at my school. This streaming was most prevalent at Intermediate Schools in my day and continued into Secondary schools. If you were streamed into a class where there were low expectations of people’s ability, it was pretty hard to break out of the box unless you were excellent at sport and the athletics team needed you to win races. Everyone was required to do practical training no matter what class you were in – cooking and sewing for girls, woodwork for boys, PE and music including choir for everyone. And a note was required from your parent to release you from this practical curriculum.

Further reforms in the 1980s focussed on how schools should be administered, leading to Boards of Trustees, and Tomorrows Schools was born. Curriculum reforms completed in the 1990s updated what our young citizens are now being taught for the 21st Century.

Source: Compiled by Janet Takarangi, from www.wikipedia.org.nz

Mick Lester

Hastings District Councillor



Cultivating Farmers

“To be or not to be; that is the question.”

Shakespeare’s line could certainly **not** be applied to young people in our education system who are interested in pursuing a career in the field of agriculture. Quite frankly, under the current curriculum they have no chance “to be or not to be” involved, as there is absolutely nothing they are taught that will light the fire of interest.

A joint effort by two of our new Ministers, Anne Tolley in Education and David Carter in Agriculture, could become one of the cheapest, yet best, long term investments on behalf of all New Zealanders, if they were to rectify this situation.

Despite the recent curriculum review undertaken by the last Government, to which many submissions were made making them aware of the agricultural gap, nothing has been done. At present, our sanitised curriculum would be just as appropriate for the children of Hong Kong as for those in our rural-based country. It is perhaps little wonder that this is the case when you look at a map of New Zealand, with the Labour heart firmly ensconced in the main cities. With their voting base being urban, there was no incentive to think favourably of the rural sector. This is despite the fact that the urban dwellers rely to the extent of 65% of GDP on rural returns for the backbone of our whole economy.

The successful maintenance of this large sector of the country’s wealth-earning potential lies in the hands of the future generations who are currently moving through our education system. Without the continual infusion of new talent into the agricultural sector, we will see it left in the hands of an ever-aging and diminishing population of farm owners and workers. This will inevitably lead to a lack of enthusiasm and new ideas which are so essential if we are to continue to lead the rest of the world in the efficient production of protein.

There is a need for the children of today to be made aware of the basics. It is not a need to get them to Doctorate stage. Such simple things as taking children to a farm to come into contact with animals would be a good start. With the proper incentives and some simple organization, there are many people from the farming sector who would be proud and keen to help.

If nothing else, it would make children aware of where their milk actually comes from. It does come from a cow... and not either the cardboard carton or the Fridge. You may laugh, but that is how far away from the rural picture many of our children have actually moved.

For many years the emphasis of education has been towards achieving a tertiary qualification. I have no quarrel with that, if only a balance had been maintained. However, the result has been the canceling of many apprenticeship schemes, and we now have a major imbalance which has led to shortages in the next generation of our trades sector.

It is all very well having an abundance of lawyers, accountants and money men, but

someone has to do the real work that will provide the actual export income that we are so dependant on. Those who provide that export income have to be enthused and exposed to the opportunities in industry, including our largest industry, farming, from an early age.

Farming has greater challenges facing it now than ever before. It is vital to our economic survival. Rather than being the non-existent part of our education system, it must be a vital part which informs and attracts the young to the broad spectrum of opportunities that are available industry-wide. The “hands on” man on the land is just the tip of the iceberg. The supporting industries are widespread and challenging and provide wonderful career paths for intelligent and innovative minds.

For this Government to take this subject seriously and apply resources to it would have long-term benefits. It would benefit the Government, the Nation and, most importantly, the hundreds of our young, who, through exposure, would have another whole world of opportunity put before them.

Louis Chambers

University Student



NCEA: Pass or Fail?

With secondary school students having now received their 2008 exam results and a new school year fast approaching, it is likely the National Certificate for Educational Achievement (NCEA) will once again be subjected to the harsh criticisms and media outrage which have become almost inevitable at this time of year.

And indeed, many of the concerns about the ease of NCEA, the inconsistency of marking and the lack of recognition for success are valid. However, such concerns about the application of the system do not necessarily mean the system itself is flawed.

In 2002, the biggest change introduced by NCEA was skills-based testing. Under School Certificate, a pass mark was assigned if a student gained more correct answers than half of the other students who sat that course. NCEA, on the other hand, assesses students on their ability to display certain essential skills in a given area.

The benefit of this approach is that, rather than focussing on rote-learning information, students are encouraged to learn the core skills which underpin the subjects they are studying. This skills-based learning is all the more important given that these days any nearby computer can perform most simple memory recall.

The use of internal assessment – assessment carried out during the school year – also aids NCEA’s skills-based approach. Because research projects and practical tasks take weeks or even months to complete, they are far better managed in the classroom setting by the students’ teachers. The benefit of NCEA is that these assessments can be marked by teachers, with samples then checked on a national level to ensure uniformity.

Both internal assessments and the focus on skills both aid the development of students’ critical thinking abilities. They mean that students are able to choose the research project

they’d like to undertake or the piece of clothing they’d like to design. And rather than being told that there is a right and a wrong way of doing things, students are encouraged to reach their own conclusions and develop their own approaches.

One of the main objections to the old system was that people were only marked relative to their peers. Under NCEA, there is far more emphasis on a skills-based benchmark for each subject. While this means the percentage of people passing year-to-year differs, it has the potential to allow the development of a consistent standard for all students, no matter how strong or weak the other students in your year are.

Unfortunately, these broad benefits of NCEA have not always been realised. While the general principles behind it are sound, there are still too many flaws in the system which have turned out to be far more than teething problems.

In fact, by marking to broad principles, many critics feel that there is not enough guidance for markers, leading to more inconsistency, not less. The degree of inconsistency is contested by the New Zealand Qualifications Authority, who administer NCEA, but it is certainly true that with a more holistic (some say vague) marking schedule, the opinions of the markers often fill in the blanks.

Even the skills-based approach of NCEA has not always lived up to expectations. In NCEA papers, students gain credits by meeting the criteria for “Achieved”. They can also gain higher grades of “Merit” or “Excellence” if they demonstrate higher level skills.

However, there are no extra credits given to students who gain Merit or Excellence in a given paper. Consequently, many students only aim to gain Achieved grades, and they still pass the course with the same number of credits as if they had gained Merit or even Excellence grades in those papers.

Most worryingly, because many of the more difficult and valuable skills are only tested at merit or excellence level, the rise in students only aiming for Achieved grades undermines much of the supposed value of skills-based testing.

Finally, NCEA also introduced Unit Standards. Unit Standards are separate assessments which are often easier than the corresponding Achievement Standard. However, the credits gained by passing a Unit Standard are the same as those gained by passing an Achievement Standard.

In some respects, this is valuable, as Unit Standards provide a means of engaging with students who might otherwise be left out of the system. They can test very different skills which an Achievement Standard may not.

The problem is that many schools have all their students sit Unit Standards, giving some students the extra credits they need to pass, and bumping up that school’s pass rates along the way. In the long run, as more and more students and schools opt for the easier Unit Standards, students’ levels of achievement are likely to decrease as a result.

You may well wonder why these problems haven’t simply been ironed out along the way. In its early years, NZQA brushed off many criticisms, expecting that issues like marker subjectivity would simply disappear as the system developed.

Unfortunately for students, and for the rest of us who depend upon a credible system of assessment, this has not always happened. If NCEA wants to deal with the issues which remain, two things need to be done. Firstly, they should ensure that Unit Standards are only available where there is no corresponding Achievement Standard, or the Achievement Standards for that subject are genuinely beyond a student. Secondly, they need to introduce a system which explicitly recognises the extra effort and achievement which a Merit or Excellence grade entails.

There are signs that NZQA are listening. Recently, they have introduced a certificate endorsed with Merit or Excellence for students who pass the year with a given number of Merit or Excellence grades. This is a solid step towards recognising achievement in students, but it remains to be seen if it will be enough.

In the meantime, students and parents can hold on to the fact that at least NCEA’s focus on skills should leave students a few steps ahead of the nearest computer.

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MARY DOYLE
LIFESTYLE VILLAGE

Claire Vogtherr
Education
Advocate



21st Century Learning

Dear Minister Tolley,
My daughters are 15 and 18.

While Neil and I never went to university and have managed well with the qualifications we have, our eldest is leaving to attend Victoria to study Commerce and Administration in February. After taking part in the Young Enterprise programme, she suddenly understood what it was that she wanted from life. She wants to own her own business.

I am quite sure that most of her school lessons were seen as just things that had to be done. But Young Enterprise engaged the students, teaching them in a "whole of curriculum" way, and you could see the light come on in their eyes. Suddenly these students understood why they needed to have adequate language skills to write reports, maths skills to understand a balance sheet, and interpersonal skills to succeed as a team.

I know there are those who will say, "That is all very well, but there are more important things to teach than making profits." But it was the method of teaching, as much as what the students were learning, that was so relevant. Students need to be engaged in their learning, being taught how to think, not what to think, problem solving, working as a team, adaptability when circumstances change and resilience when things go wrong. We also need to allow our children to fail in a supportive environment. Dealing with failure and developing strategies to cope with the ramifications of that failure are incredibly important to building the resilience these future citizens are going to need in the working world.

Current teaching generally involves sitting students in class, facing the front and copying information down to be learnt by rote, to be regurgitated later in exams. They are given information to learn and remember. Twenty-

first century learning, on the other hand, involves students learning from experience, making their own mistakes and celebrating successes in learning that they drive themselves.

I would like to thank the previous Minister for the changes to the new curriculum that articulate the need for enterprise to be taught, and the requirement that community and business be involved with student learning.

I have recently been involved with both Secondary Futures and Education for Enterprise and have been impressed with the passion and vibrancy of the people involved. In conjunction with the local Chamber of Commerce, we have secured funding to introduce the Education for Enterprise programme in Hawke's Bay over the next three years.

Education for enterprise

We have five schools interested in taking part. Each will identify a project, and involve students in working on completing this task with the help of local businesses or community groups. Learning is done on a project basis in time blocks much longer than the standard 40 minute periods, allowing the students to really get involved with their tasks. Schools who have been teaching this way have found that students who control the direction their learning takes are more enthusiastic and show better results than the same students using conventional learning. While planning a community playground, for example, the students are completing study in social studies (demographics of neighbourhood to clarify who might use the facility), English (writing reports), maths (quantifying the survey results), economics (costing the construction), and sociology (researching local body regulations that pertain to the playground installation).

The challenge is for teachers to allow this activity in their classrooms, to work with local businesses without feeling threatened, and to be able to measure and evaluate existing National Educational Standards against work undertaken in this form.

Minister, with so many schools in New Zealand embracing this 21st century type learning, why are the teacher training colleges not teaching our teachers how to do this? Why are we still teaching in a subject-based way, when at least half of all our school leavers will not go to university? Why do so many school leavers leave with either little or no recognized qualifications? Why was the previous government looking

at keeping students at school until they are eighteen (Schools Plus) when, if the Education System was run by private enterprise and had the failure rate that our current system has, they would be fired, not given a mandate to keep all students in some form of school-based learning for another 2-3 years!

I do not believe that it is simply a matter of funding the schools better and they will succeed. I believe that very real changes are needed in our school systems to engage all students in meaningful (to each student) learning, where success means that there are never any disruptive students standing outside the Head's office.

Minister, please look at embracing 21st century learning for all our schools. Let us build strong, collaborative, understanding communities by having schools, pupils, teachers and Boards working together with community groups and businesses to produce school leavers and people entering the work force who are resilient, adaptable and environmentally aware, who have relationship and interpersonal skills, who show initiative and take responsibility for their own decisions.

Isn't it funny how those qualities just listed, those that I would be looking for in a potential employee, are neither measured nor evaluated in current educational standards?

Minister, my younger daughter is 15, and she needs these changes to take place in time for her to benefit from them before she leaves secondary school. I understand you have a lot on your plate, but the new curriculum is written to encourage and foster this type of learning. The mechanisms are in place to make these changes that quickly if you think it is important enough.

Please Minister.

Yours sincerely

Claire Vogtherr

Kym Hamilton
Acting General
Manager, Ngati
Kahungunu Iwi Inc.



Maori & Iwi Education Priorities

"It is said that in the year 2021 the Maori population will be 749,000. That will represent a 28% growth since 2001 and at that time Maori will comprise 16.6% of the population; but Maori will also comprise 19% of the 15 – 39 age group in our country.

The median average age of Maori will be 26.8 years, whereas the national medium is likely to be 39.8 years. So one gets the picture of a youthful Maori population in a New Zealand population that is generally getting older, and in 2021 18% of the New Zealand population will be over the age of 65.

So we have a Maori population that is young. Will it also be educated? Will it also have access to employment? Will that young Maori population be ready to support taxation and the ageing non-Maori population whose needs will increase and the resultant costs of taking care of them will also increase?"

(Source: Sir Paul Reeves, *New NZ Vision*)

Compared to other OECD countries, New Zealand is classified as having a high quality education system delivering low equity. The spread of achievement for the education system in New Zealand consistently shows that there is a significant gap between those who are achieving and those who are not achieving. Maori are consistently over-represented in the latter.

While television cameras will never capture a child dying from lack of education, every year our tamariki and rangatahi are disadvantaged by injury from accidents, diseases, and other conditions that might have been prevented had their whanau had a chance to complete a quality basic education. Instead, television cameras capture many of our rangatahi and whanau who are affected through lack of quality education, loss of economic opportunity and social isolation.

The 1996 International Adult Literacy Survey showed that the majority of Maori are functioning below the level required to meet the demands of everyday life. With low income, early exit from formal education and Maori ethnicity combined as variables, the importance of an equitable education is highlighted in the experiences of many low- or unskilled Maori whanau living in poverty and isolation.

Whereas BayBuzz asked whether the weakest link in education is with parents, teachers or the bureaucracy, what we really need to consider is where the greatest change can occur in how our children enjoy success in education.

Russell Bishop, a professor of Maori education at Waikato University, in addressing educators at a seminar in Napier in 2005, commented that the educational bureaucracy has changed very little in the last twenty to forty years; and if we want this change to make a difference for our children in class today we will be waiting a long time. For those teachers who bemoan as reasons for poor achievement the lack of family support for education and the social issues many of our children suffer at home, the children in front of them today will be damned; these social and economic changes also take time ... and won't happen by 9am Monday morning.

The real chance for our children to achieve is through the craft of good teaching and the passion of good teachers. We need to look more closely at the teachers that are in front of our children and the institutions that are training them. An Education Review Office review of Colleges of Education would be a good start. It is the job of the Ministry of Education to ensure that the supply side of education is delivering equitable outcomes for our children.

Cultural knowledge is critical

Our organisation, Ngati Kahungunu Iwi Incorporated, has been involved in various education projects over the past six years. We have reviewed baseline data from the education sector twice (noting little or no change in outcomes for our students), have developed an iwi education plan and a Maori language strategy. Our current research focuses on the assumption that cultural knowledge contributes to Maori student success. Over the coming years we will develop tools and training for teachers and families to look at how the home-school



About BAYBUZZ

BayBuzz Digest is a community focused publication that examines hot button local issues and promotes public awareness and debate. A mix of independent editorial commentary, behind the scenes reporting, and a healthy dose of humour, **BayBuzz Digest** begins where other newspapers leave off to probe the big issues and tough questions facing our region and shaping our future.

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Editor: Tom Belford
Publisher: Brooks Belford
Production: Grow Advertising
Website development: Mogul

Advisory Board:
Anna Archibald, Morry Black, Bruno Chambers, Louis Chambers, Angela Hair, Shaun Lines, Chris Ryan, Mark Sweet

All comments and inquiries: editors@baybuzz.co.nz or P.O. Box 8322, Havelock North 4157

partnership can be improved and how cultural knowledge can be shared and integrated into this partnership to give it meaning and reciprocity.

This project aligns to National Maori education achievement projects, including Te Kotahitanga, Te Kauhua and Te Hiringa I Te Mahara and the new Maori education strategy launched by the Ministry of Education last year, Ka Hikitia. The Ministry strategy notes that culture counts, that there is a need for productive partnerships and that there is Maori potential not being realised.

There is no direct resourcing (no additional funding for schools) of Ka Hikitia and I am in two minds on this. One is that schools are already being resourced to deliver quality education for all children, including ours! And the other is that we need a national roll-out of projects like Te Kotahitanga, Te Kauhui and our project, Te Pae Huarewa, if we are to make the change in positioning and practice of our educators that will deliver the educational success our children and families urgently need and deserve.

Iwi and families need to be better resourced to strengthen the demand side of education - parents need to feel confident in monitoring the achievement of their children and the school as a whole. We should be confident in working with other parents to get what we collectively want for our children. These successful advocacy skills would also stand us in good stead in other areas of our lives.

If you think that you alone cannot do much to improve your school you are probably right. But if you collaborate with other parents and organisations, you can make a difference. There is strength and power in numbers.

- 1 parent = A fruitcake
 - 2 parents – A fruitcake and a friend
 - 3 parents = troublemakers
 - 5 parents = “Let’s have a meeting”
 - 10 parents = “we’d better listen”
 - 25 parents = “our dear friends”
 - 50 parents = a powerful organisation
- From: <http://www.ksaplus.com/parents.html>

Louis Chambers
University Student



For Passion, Not the Job

When people are asked that age-old question “What are you going to do when you grow up?” I always like to hear them reply, “I’ll do what I love, and take it from there.” Unfortunately, replies like this seem to be becoming scarcer as the cost of tertiary education skyrockets, carrying student loans with it.

Fair enough. \$15 000 of extra debt per year isn’t something to be taken lightly. When you’re staring down the barrel of a \$45,000 student loan for a three-year degree, it’s not unreasonable to focus on how you’ll pay off that debt, rather than on how to fulfil your childhood passion for medieval history.

However, having just finished my first year at university, I think that there’s a lot more to studying than graduating and heading wherever the nearest dollar sign is.



Often when I say this to people, they point out that being able to study something you’re passionate about is a luxury only available to a few successful people who will excel no matter what they do. It is true, of course, that there are students who choose a variety of different interest papers and come out the other end to find a job in some completely unrelated area.

On the other hand, there are also plenty of students who head into an area because of the job at the other end, only to realise that they can’t stand the subject. The problem is the assumption that good pay in a few years time is enough to compensate a person for doing something which simply isn’t what they’re passionate about.

Unfortunately, we spend most of our time in secondary and tertiary education being told to focus on the job at the end of it. Even subjects like history, which used to be pursued for their own sake, now seek to justify their value with posters dotted around the walls of attractive young people chatting about the high-profile jobs their history degree has gained them.

In fact, most of the students I know who are really excelling in tertiary education are those who have decided to do something they are passionate about, with far less consideration to the job at the other end. After secondary school, with no parents looking over your shoulders, no teachers to chase up late work, and competition with your peers far less direct, the only motivating factor left is your own desire to do well. This desire, I’ve found, comes not from the promise of an extra few thousand dollars in five years’ time, but from the excitement of studying in an area that fascinates you.

A classic case of the problem with people’s current mindset is in the Sciences. At Otago, the year starts with nearly 2000 people doing Health Sciences. At the end of the year, 200 of these will be accepted into Medicine, and a few more make it through by doing Postgraduate. Once Dentistry and Physiotherapy have taken more of the top students, whoever’s left usually pursues a Bachelor of Science (BSc).

In doing so, the BSc option becomes the default option for quite a few students. Rather than being something celebrated, many see it as where students go when they didn’t make the “prestigious” courses. That this is occurring at a time when so many students take science subjects throughout high school is puzzling.

What seems to be happening is that many students take what they love at school, but then worry about their future job once they reach university. This is probably wise for some people, but the sad thing is that it doesn’t leave much room for them to be inspired by their favourite areas of study.

Without people pursuing areas for their own sake, society as a whole suffers. We lose that creative, innovative spirit which comes from people who are fascinated by an area and continually seek to further their understanding of it. Look back across history to many seemingly great accomplishments, and it’s amazing how often they were simply somebody who loved to do something, and played around with a few things until somehow, somewhere, they achieved something new.

One issue with highlighting this approach to study is that the benefits are far more difficult to measure. Unlike direct economic benefit, which can be easily quantified, it’s a lot more difficult to explain to someone, in absolute terms, the value of the enjoyment that comes from working in your chosen field.

I think there is an economic justification for simply doing what you want to do. However, I also think there’s more to tertiary education than churning out jobs. We need to realise that a tertiary education has far-reaching benefits to people well beyond that individual.

As always, there are exceptions to what I’m saying. I’ve had the experience of jumping

into a taxi on the way home from town, only to discover that the man driving me, who was about 50 years old, had a double major in Geography and Anthropology. I’d hazard a guess that his double major wasn’t doing a lot for his pay.

However, I’d also bet that that taxi driver would tell you that it was worth it. The life experience he gained, the times he had, the friends he made – all of them are irreplaceable. For most people who do what they love, you can also add to this list the success they’ve had, the pleasure they’ve found, and the good they’ve done by doing whatever inspires them.

As student debt grows and the recession hits, making certain money and landing a secure job look a bit more seductive; the only difficulty will be persuading students of this.



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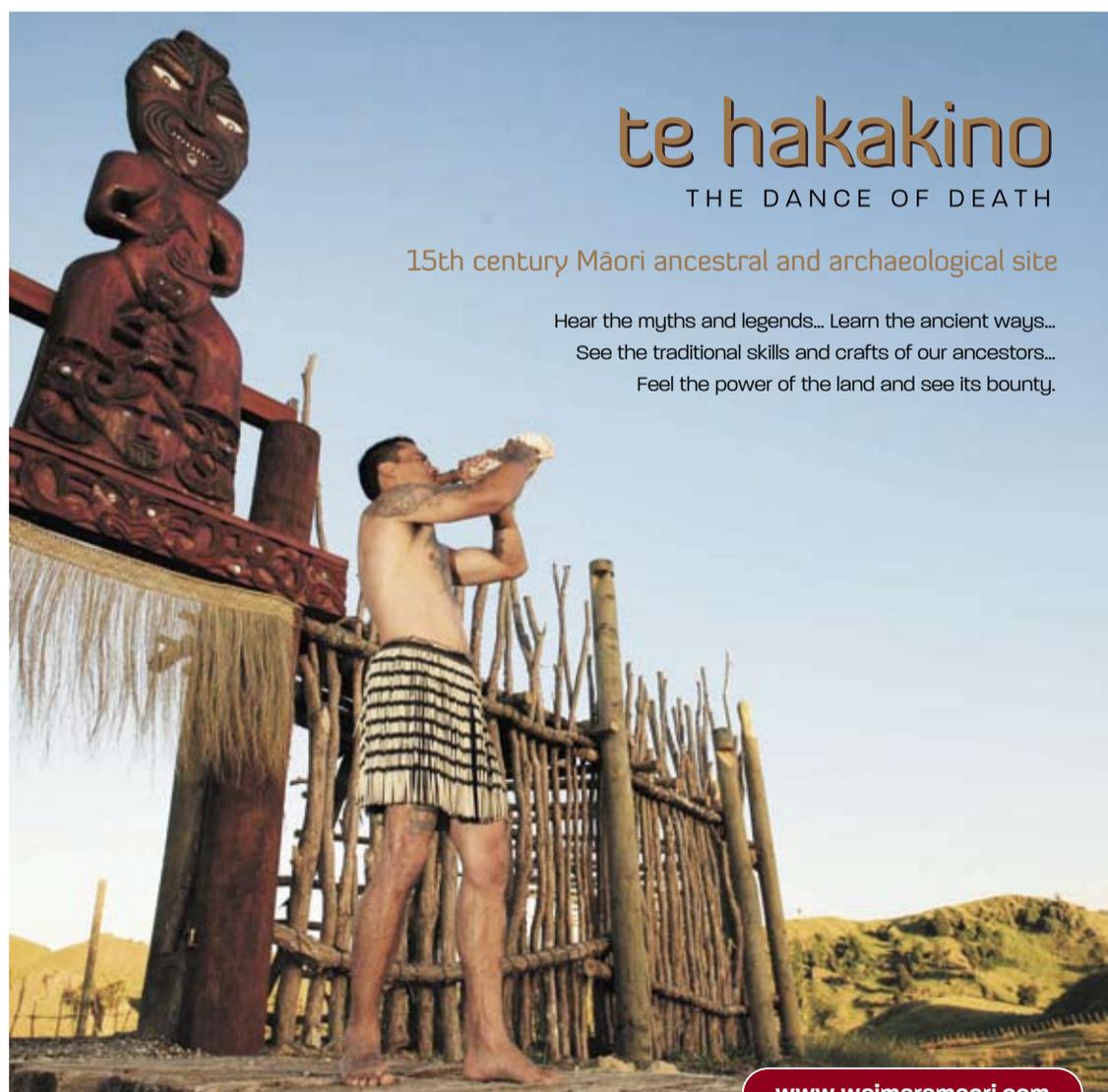
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ARTS & Lifestyle

Kent Baddeley
Chef



Notes from the Kitchen



The sun sparkles on the water and from my view in the kitchen I can see yachts slowly rising and falling. The restaurant's outside deck is filling fast and I am getting ready to go and go hard. Yes, I am a little nervous that the fishing boats haven't been out for two days but we managed to get 20 kilo of tuna from Wellington and although the couriers lost some precious cargo along the way, we replaced the larder adequately. I hope the spinach gets delivered. Why someone would have a side salad for lunch is beyond me, but there it is, it is on the menu.

I'm shouting last minute instructions to a staff that look as anxious as I'm feeling and yet the waiters seem content to chat behind the bar and fold napkins even though the front deck now looks completely full and tables are filling up inside as well. Happy groups of people and families streaming through the doors and past our wood fired ovens.

Now there's a waiter asking me to explain the Fish of the Day dishes... again!... and I'm getting scratchy.

It's day 50 of the season and I have had all of three days off. We will feed 1500 people a week in the high weeks of the season between December and April and provide continuous food service for 10 hours a day, each and every day, with 4 flames and a semi-trained team of me, my sous chef and 3 cooks. And the heavy part of the season is still to come!

I love it!

I decide to ring the bell and get the waiters to collect orders, talking over their objections that the tables aren't ready to order... the last thing we need is 30 table orders all at once... and my pizza chef is asking me if she can have a break? Kerran, my sous chef, just raises an eyebrow.

The kitchen order printout machine starts to clack and I'm barking out the orders to the staff. "Calling table 48, 2 classic pizza, 2 focaccia to go, stand by mains, 3 paella, 3 fish of the day, 1 pork belly, 3 mesculun sides and 1 steamed greens!"

Order machine continues to spit out more and more dockets. Seventy-five percent of the dishes are on my section. I fight for one of the four flames and now I'm yelling that we have 75 dishes on order and need to move. Dishes are coming up onto the pass – the dispatch table – and the waiter's bell is ringing, once, and then it breaks, as it always does. The pass is covered now with dishes destined for tables, we have food gridlock and where are the food runners! My head is spinning looking at everything and everyone, watching the dishes

going out.

"NO! That's table 36. Check your dockets before you grab the dishes! Come on Kerran we need more speed on 53. Hustle!" The machine clackers along unmercifully. "6 sashimi, 10 oysters natural, 6 tempura, 3 line fish, toasted brioche."

I will stand in my position for 12 hours today and cook to order constantly, and prep when I can to replenish quickly diminishing stocks. Every now and then making sure everyone is ok, and we are traveling well.

I really need the pizzas to be moving out faster. There's a line of them waiting. The crockery is running out and I'm screaming for pans. Suppliers ringing me and waiters getting short tempered. "Would it be possible to do seafood surprise platters for a table of 20 in the dining room?"

Responses of "Yes Chef!" are tinged with exhaustion and impatience as the machine spits forth its never ending orders. But we are going ok. Putting out 90 dishes last hour, moving at the right pace, the plates looking good... and thank the lord they are eating the rare tuna today!

Suppliers with laden trolleys are streaming in the back door and coming around for me to sign off their deliveries, expecting the general camaraderie that comes with the chef vs. delivery guy routine. Boxes get rapidly opened and the fresh produce comes to my station just in the nick of time. We are running out of fish. I ring the supplier and the woman who answers the phone must be having a bad day!

"Our trucks leave at 10 am, you can't ring us now!"

"Do you have any fresh fish?"

"We can't deliver it!"

"Do you have any?"

"We have some groper,"

"Can I send a runner to grab it now?"

"Ok."

Kerran looks at me. I tell him he can pick up the fish on his break. We should be ok till five... the lunch is winding down. Kerran is busy writing down instructions. He will cover all the stations and the freezers and fridges and start calling the suppliers to get us through the next 24 hours. Finally I am on my own for a couple of hours and start the set up for the evening. The owner swings by, "Had a great lunch, thanks, loved the sushi!"

I'm cursing that I let the kitchen hand go off early as I build a small landscape of pots and pans and assorted kitchen battery items on the benches. I am hanging out for a coffee.

A waiter walks past and asks me what I did for Christmas.

What Christmas?

Xmas Quiz Winner

Ta da... Jackie Telford of Havelock North!!

Faithful readers will recall that our December edition of included our first annual BayBuzz Christmas Quiz. Readers had to correctly answer ten questions, all based on content in the December Digest. From the correct entries we drew the winner.

Diligent reader Jackie has won \$25 gift vouchers from each of these outstanding food, book and wine purveyors: **Poppies** bookstore in Havelock North, **Opera Kitchen** in Hastings, **Purple Carrot Good Food Store** in Napier, and **Clearview Winery** in Te Awanga.

Congratulations Jackie! Enjoy your prizes.

Brooks Belford



providers. Contact EIT for full program listing.

Yes, there's **Art Deco Weekend** and **Carreras** and all the other big name hooplas. But so much will be said about them elsewhere, we're keeping mum... except for a few listings from the **Art Deco Trust**.

The newly branded **Hastings City Art Gallery** (formerly Hastings Exhibition Center) officially launches Feb. 5 with **Mind Games, Surrealism in Aotearoa** and related events. Exploring the influence of Surrealism – the flip side of the Deco tradition – on New Zealand art, **Mind Games** features a panoply of artists. Among them you'll find Adele Younghusband, Edward Bulmore, Mary McIntyre, Sylvia Siddell, Liz Maw, Seraphine Pick and Richard Killeen. New Director Maree Mills has a background in education and digital arts and is promising fresh directions for the arts in Hastings.

Waimarama Maori Tourism, offers another look at Maori history and culture that goes way beyond the stereotypes. Launched two years with **Cultural Discovery Tours** at Hawke's Bay Museum and Art Gallery, WMT now offers breathtaking encounters with Maori heritage at **Te Hakakino**, a 15th century Maori fortress site, deep in the hills of Waimarama. Descendents of the original inhabitants welcome you into their history. Their personal warmth, generosity and commitment give this tour a special power.

Coming in early March (not a moment too soon): a **Regional Economic Summit** organized by the regional office of the Ministry of Social Development, Hawke's Bay Chamber of Commerce and Hawke's Bay Inc. Principal speaker NZIER Chief Economist Jean-Pierre de Raad recently released the Quarterly Survey of Business Opinion... not a lot of good news. The Summit is likely to be the first in a series to examine strategic responses to current regional economic conditions in the context of the global economy. Hawke's Bay Opera House, Friday, March 6.

Also early next month, **Hawke's Bay Museum and Art Gallery** launches a pair of small, intimate exhibitions of two Hawke's Bay artists, Ben Pearce and Michael Hawksworth. According to the press release: Pearce's **Utterances** invites us into a world of childhood imagination where fantastic creatures cohabit with the everyday, mundane and discarded objects of 21st century living. In **A Disaster Area**, Michael Hawksworth creates an imagined reality where portraits emerge from an intricate landscape of book pages, drawing and collage. Both shows open March 6. Promo-speak aside, these two artists are doing some of the most interesting work in Hawke's Bay.

Heads up: **Creative Hastings Festival of Writers** gets underway March 20-22. Tickets are on sale now through TicketDirect. See www.creativehastings.org.nz for more info.

Stay tuned!

Better than Sudoku: Brainfood

Close to 30,000 Hawke's Bay kids head back to school this month. What if your old school uniform no longer fits but you'd still like to perk up the grey matter with something other than Sudoku?

There's lots on offer around town – both in and out of the classroom: lectures, seminars, continuing education classes, professional development opportunities, art exhibitions, workshops, film festivals, concerts. But who can keep track of it all and remember what's on where, when? And, to begin with, much of it isn't widely publicized.

BayBuzz is stepping into the breach. Our new **BrainFood** calendar (see back page) offers a tidy round up of local goings on that are likely to be intelligent, provocative, informative, hopefully inspiring, maybe entertaining, but mostly – one way or another – edifying.

So what's on this month? Here are a few highlights. (See **BrainFood** calendar for more details).

Adult Continuing Education (ACE) classes get underway at many area high schools. And at **EIT** there's a new batch of "short courses." We've listed some but there's many more. Go to your library for a complete list of ACE

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Mark Sweet
Columnist



The Romance of Wine

Imagine Hawke's Bay without its grapes... without its wineries. Viticulture shapes so much of our regional identity. Yet most of us know only bits and pieces of how the wineries came to be. In many ways, as Mark Sweet will show, the story of the wineries is a fascinating history of Hawke's Bay. This month's article, the first in a series, begins with the coming of the grapes and the origins of what is now known as the Mission Estate Winery.

The story of wine in Hawke's Bay begins in Lyons, France, when Pope Gregory XVI appointed the Society of Mary to be the Catholic missionaries in Western Oceania.

On Christmas Eve, 1836, newly appointed Bishop of the South Pacific, Jean-Baptist Pompallier and nine Marist priests, set sail from Le Havre aboard the *Delphine* for Oceania. They first landed in Valparaiso, Chile, in late June 1837 to re-provision for their journey across the Pacific, and on 8 November Father Pierre Chanel and Brother Nizier were set ashore on Futuna Island, now part of French Polynesia.

The *Delphine* sailed on to Sydney, then to Hokianga where Bishop Pompallier set up the first mission, and planted vines. None of the vines survive today. They were killed off by careless spraying of 2,4-D in the late 1970's.

In his search for the origin of the Pompallier vines, Dr Richard Smart, who headed the New Zealand national viticultural programme in the 1980's, revealed a fascinating possibility. The vines planted by Pompallier, came not from France, but from Chile.

In 1983 he visited Poi on Futuna Island. A vine planted by Pierre Chanel still survived. He named it the 'saint's vine,' because Chanel was beheaded in 1840 after persisting in his attempts to convert the son of a chief. He was later canonised as Patron Saint of Oceania.

Dr. Smart thought tracking down the origin of the vine would be easy. It had distinct deep, lyre shaped leaf lobes, red petioles and forked shoots, but no such vine could be found in old French vine amelography books. However his research assistant, Doris Zuur, found a variety called *Moschata Paradisa* growing in Mudgee, New South Wales, which had the same characteristics as the 'saint's vine'.

Most of the early vines in Mudgee came from James Busby's collection, which after being assembled in Europe, were planted on a site which is now the Sydney Botanic Gardens.

Dr. Smart surmised that when Bishop Pompallier visited Sydney on his way to New Zealand, he still carried cuttings of the same vine that Pierre Chadin planted on Futuna, and some were planted in Busby's European collection.

In 1986 while lecturing on table grapes in Santiago, Chile, Dr Smart saw a vine with the same characteristics as the 'saint's vine'. He picked leaves of the vine and they were identical to those growing on Futuna. His 'fair guess' was that Pompallier took cuttings when the *Delphine* landed in Santiago in June 1837. The vines were dormant, so the right time for



Mission Estate Winery as it is today.

cuttings; and they were Pacific vines with more chance of being re-established in the region to which the missionaries travelled.

Vines were first planted in Hawke's Bay at Pakowhai in 1851 by missionaries from the Society of Mary, and it's reasonable to assume these vines originally came from Pompallier's plantings in Hokianga. Their journey, however, was not direct.

The ship carrying the missionaries was blown off course by a severe southerly storm and driven past Napier to Gisborne. There Father John Lampila, and Brothers Florentine Francon and Basil Montchalin built a small shelter and planted crops, including vines. When they received news they were in the wrong place, they packed up their possessions and made their way south on foot.

The settlement which was to be the first home of the Mission Winery was established on seven acres of land beside the Ngaruroro River near Pakowhai Pa, and was under the protection of Puhara Hawaikirangi, a Catholic convert.

Fr Lampila had been ordained at Hokianga in 1842 and headed the Whakatane mission in 1844. Vines flourished in both locations and it seems likely it was he who bought the vines to Hawke's Bay.

Within a few years the Mission was self supporting and earning from its surplus. The Brothers farmed sheep, cattle, pigs and poultry. They grew maize, wheat, hay, vegetables and fruit. Butter, cheese, and honey were produced. And ever increasing quantities of wine.

These were turbulent times in Hawke's Bay, however, and in 1857 war broke out between rival Maori over ownership and the sale of land. The conflict was ignited when Te Hapuka of Ngati Whatuiopiti from Whakatu asserted ownership over a small clump of bush at Pakiaka. He was challenged by Tareha te Moananui of Ngati Kahungunu. In his 'History of the Plains', M.B Boyd asserts that 'Moananui sought utu for an insult to his sister, Te Hapuka's wife, whose feet were cut off because her coffin was too short.'

The conflict lasted seven months. Three battles were fought, and in the last exchange of fire Puhara Hawaikirangi, patron to the Mission was killed.

As The Hawke's Bay Herald reported at the time, 'His death will be regretted by most of us for many reasons, but chiefly because of the consequences which will entail, we fear, upon the Catholic Mission who, upon the death of their principal adherent, will find themselves obliged to move from their present location in Pakowhai where a considerable amount of industry and capital have been expended in forming the station whose hospitality to the wayfarer and charity to all who needed it will never be forgotten.'

The first home of the vines in Hawke's Bay was abandoned on 28 February 1858. As Doreen Keogh explains in her history of St Mary's Parish, *Fruit of the Vine*, 'The Missioners transferred all their belongings, equipment, stock and harvests, including the Mission House cut into sections, by bullock dray across the Tutaekuri River at Powdrell's crossing to their new property at Meeanee Flat.'

So a new chapter began in the story of wine in Hawke's Bay.



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Brendan Webb
Columnist



Teachers!

Teachers should be top of the list when compiling a list of people for a dinner party. Not because of their sparkling wit or even, sadly, for their general knowledge of politics, history or even fashion.

Certainly not fashion. Male teachers tend to fall into two sartorial categories. Those who have kept manufacturers of walkshorts and sandals in business long beyond their commercial lifespan, and those who had hair in the 1960s and now look like roadies for the Doobie Brothers. The most desperate try to dress like their pupils, with predictably tragic results.

Most of the teachers I know are secondary teachers who daily face classrooms of bored, blank and sloppily dressed teens, crackling with acne and twitching with hormonal overload. It's hard enough for anyone in the workforce to put together a combination of clothes each day that makes them feel they look a bit different from yesterday. But knowing that the only thing that will momentarily get the sneering attention of pupils is your clothing must be soul-destroying.

Of course that's not an issue for the walkshorts and sandals brigade, who have stood astride the peaks and troughs of fashion for a number of decades... although trying to decide between the fawn and slightly tan walkshorts must make many of them late for school.

The reason teachers are vital for any dinner party is that when you've run out of topics of conversation, you can drop in the observation that NCEA is a total waste of time outside the classroom walls or suggest teachers get more than their fair share of holidays. Put away any sharp cutlery and just sit back and let them hold forth for the next hour or two.

Once they've reached the stage of angrily pointing out that teachers are expected to do the job of parents, you can extend the entertainment but noting kids spend more time in classrooms with teachers than at home – so it's still the teachers' fault.

Because teachers tend to huddle together for mutual support, their dinner guests are

invariably other teachers. So at least you know you won't be invited back.

It has always struck me that teachers and librarians are very similar. In fact, a librarian is just a teacher who can't be bothered with kids, but likes the books and trying to make people keep quiet. Both have a curious form of agoraphobia, which literally means "fear of the marketplace." Wikipedia says many people with agoraphobia prefer seeing visitors in a defined space that they feel they can control – a fairly good definition of a classroom, except for the "being in control" bit. It also says that such people may live for years without leaving their homes, which, considering the numbers of weeks of leave teachers get each year, must be rather stultifying.

When they're not standing on roundabouts holding ungrammatical signs about wanting equal pay with some other branch of the teaching profession, they can be found in their favourite watering hole, the staffroom. Few outsiders get to see the school staffroom which, for all I know, contains punching bags shaped like pupils, a soundproof screaming cupboard, and sauvignon blanc on tap.

When I tell teachers that I would not want to join their profession unless capital punishment is re-introduced, they assume I mean corporal punishment. No, I don't.

Having been corporally educated at Catholic primary and secondary schools, my academic career was a triumph of faith, hope and lots of caning by priests.

Admittedly, the people who brought us the Inquisition had modified their corporal punishment techniques considerably when I first entered the world of the convent primer pupil. But when it came to the nuns who taught us, old habits died hard, as it were. Dressed in black robes, pale faces framed in white cardboard, a thick leather belt around their waist and a crucifix jammed into it like a Roman broadsword, the good sisters wouldn't hesitate to rap five-year-old knuckles with a sturdy pencil.

The last time I got caned, it was for rolling an empty .303 brass shell up and down my tilted desktop as the whole class sat in bored and unproductive silence for some earlier misdemeanour by persons unknown. These days, pupils in the United States carry live .308 rounds to school in semi-automatic rifles.

Those teachers who overcame their agoraphobia and escaped to another job with more pay and even better holidays include Helen Clark, Michael Cullen, Phil Goff, Jim Anderton, Chris Carter, Trevor Mallard and Maryan Street. There seems to be a link between more teachers in politics and a decrease in educational standards and public behaviour.

The new Speaker of the House, Dr Lockwood Smith, who moonlights as a farmer, was famous in an earlier life as the schoolmaster-like host of a children's education quiz on television. I suspect his decision to switch to politics came in a memorable moment in front of the cameras when a little girl was asked to define a group of molecules that support some form of life.

"Orgasm," she responded brightly.

Updates

Whakatu Action Group engages Council and industry

Residents of the Whakatu community, organized as the Whakatu Action Group, have raised a variety of environmental and health concerns involving industry activities in the area. In December, the Hastings Council convened representatives of industries operating in Whakatu to begin a process that should eventuate in three-way dialogue among concerned residents, businesses and the Council (together with representatives of the Regional Council and Fire Service).

To support the community in this process, BayBuzz is researching potential health and environmental risks posed by chemicals used by Whakatu industries, as well as discharges to air and water. We are also attempting to determine the level and adequacy of local body regulatory oversight and enforcement, and the adequacy of contingency plans should accidents occur that threaten health and safety. Certain key roles and responsibilities fall to the Fire Service and to certification and enforcement officers acting on behalf of ERMA (NZ's Environmental Risk Management Authority).

We wish we could paint a reassuring picture of the situation. But our researcher, Louis Chambers, is finding robust, clear and consistent information difficult to acquire from local business managers and officials. For example, we have developed individual chemical and effluent profiles of nearly twenty main businesses in Whakatu. We have asked each company to confirm or correct our profiles. But a typical response (if any) is a curt: "All chemicals are stored to approved standards and local regulations." Or, after assuring us that their business is fully in compliance and we have "negligible understanding" of the matters at hand: "All further communications will be directed through the Community Industry Work Group."

Whatever environmental, health and safety issues might (or might not) exist in the Whakatu industrial area, clearly there's a severe shortage of transparency and community relations skills!

Meantime, local body officers we talk to seem only partially informed at best, and share some of the same misgivings, including complaints about secretive ERMA.

One positive finding is that the Fire Service has told us informally that they are aware of the chemical hazards at industrial sites, and can respond appropriately. We're now trying to get that assurance officially.

BayBuzz will report fully on our progress in next month's **BayBuzz Digest**.

Environment Court will hear Sports Park appeal

The Environment Court has decided to hear an appeal opposing the Regional Sports Park! An exchange of evidence will now occur over the next few months. The Court rejected arguments by the Hastings Council and the new Sports Park Trust who challenged the right of citizens opposed to the complex to make their legitimate appeal under the Resource Management Act.

Council and Trust lawyers sought dismissal of the appeal, based on technical objections to the submission and appeal papers filed by the HB Land Protection Society. The legal team also sought to strike BayBuzz's Tom Belford as a supporting appellant to the Land Protection Society (I filed as a so-called "section 274 party" under the RMA). The Court has asked me to further argue my position.

The Council would like to isolate the Land Protection Society, so they can more easily disparage the motives for its appeal ... trying to paint its members as a tiny number of malcontents out of step with the broad public. That characterisation is both incorrect and unfair.

Early last year BayBuzz conducted a survey, delivered randomly to 5,000 Hastings District homes, in which 80% of respondents said they opposed the sports park ... 68% opposed strongly. To say that only a handful of "obstructionists" oppose the complex is patently false.

That aside, the Land Protection Society has every right – and the Environment Court agrees – to legally pursue its objective – protecting invaluable Heretaunga Plains farming soils. That's precisely why the RMA exists. The Council has gotten the cart before the horse by beginning construction of the sports complex before the legal process has played out. Shame on the Council, not the Society.

As the appeal proceeds, BayBuzz will be court-side, one way or the other, cheering on Allan Baldock and the HB Land Protection Society.

Waimarama Domain

More good news! The Hastings Council seems to be on an achievable mission to purchase land now owned by the Society of Mary (Marist) in order to preserve the Waimarama Domain. Assuming a price will be agreed, the only potential sticking point might be the Council's expectation that owners of baches adjoining the domain should be specially assessed to help finance the transaction. Funding will also come from a district-wide rate charge and other possible sources.



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COUNTERPOINT

By Tim Gilbertson



The Smart & The Good

If it's smart people you want, we've got a great education system. If you want good people, we're not doing so well.

We've got cosmetic surgery, 3G cell phones, flat screen TV, the new Airbus 380B with reclining seats, and we've even got flavoured water with added vitamins. The education system is playing its part in producing people who can make things better, faster and more stylish. And the system is producing people who are successfully persuading us that we need to go faster, better, funkier.

But if the function of education is to produce balanced, thoughtful virtuous citizens in a just and honourable society, the education system, along with the rest of the body politic, pulls up a bit short.

People will argue till the cows come home about how much should be spent on health, education and welfare. The answer is as much as you've got, and then can borrow. Thus mountains of money are spent in Wellington on policy process and curriculum development ... all garnished with smart offices, smart perks and lots of overseas conferences. Any one who has dealt with the education hierarchy can tell tales of monumental waste, inefficiency and stupidity, comparable only to the social welfare and health departments, councils and, the most useless organisation in the history of the world, the Sudan Railway Company.

The result is that most children learn to read and write, and from then on largely educate themselves with a little help from the ministry. Curriculae change with fashion. Maori and Mandarin replace Latin and Greek. Media Studies replaces manual training, but essentially the proletariat is trained up sufficiently to keep the economy rolling along. The lattes will never go cold and the milk will be ever trim.

But do we train people to think?

Hardly. Logic and reason catapulted the western world from the tyranny and bondage of feudalism and superstition to our present position of privilege and material comfort. The pen is mightier than the sword, and when the sword is allowed precedence, as in Zimbabwe and Israel, the result is a swift return to chaos and barbarism.

Our forebears taught the classics not because they thought it was essential to know Greek and Latin and history and political science. They taught these subjects because they believed it was essential that we could think. And people who can think produce a society, generally based on sound democratic principles, which produces the greatest opportunity for the greatest happiness for the greatest number.

A poignant example of our failure to rationally debate important issues is the decision to build two more prisons. There is widely researched and irrefutable evidence that apart from a tiny minority of mad psychopaths, imprisonment fails to benefit anyone – innocent or guilty – and is a completely non-productive waste of time and money. Criminals should be punished and rehabilitated, but prison is not the way to do it. People who believe that locking up criminals and throwing away the key are basically idiots. The causes of crime are

poverty, deprivation, ignorance and the social tolerance of vice. Yet both the past and present administrations are committed to building more prisons.

Alexander Pope maintained that an honest man is the noblest work of God. A computer programmer is the noblest work of our present education system. At the moment, I'd prefer Alexander Pope over Anne Tolley as Minister of Education, and that's despite the fact that Pope has been dead for over 200 years. And as for travelling by rail in the Sudan, that's another story.

Mark Sweet Columnist



Sustainable Living?

With this article, Mark Sweet introduces a new series on sustainability.

"Sustainability" is the buzz word of the moment, and may define a transition in thinking and policy, as did "privatization" in the 1980's, "free markets" in the 1990's, and this decade's "globalization."

Recognition is growing that our way of life on Planet Earth is threatened by climate change and ever diminishing resources. The failure of our economic system has revealed flaws in the mantras of the past. Free markets in commodities and financial services have encouraged deceit and avarice. Globalisation has destroyed the diversity of locally-based

manufacturing in favour of low-wage mass production in foreign countries, and privatisation has resulted in ever increasing prices for utilities as CEO's gouge profits to satisfy their shareholders and cream their own bonus-related salaries.

"Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age," Barack Obama said in his inaugural speech. He was addressing the American people yet speaking for many countries when he declared, "We will harness the sun and the winds and the soil to fuel our cars and run our factories." Sustainability has come of age. But what does it mean?

In 1983 the World Commission on Environment and Development (WCED), was convened by the United Nations to address concerns about "the accelerating deterioration of the human environment and natural resources and the consequences of that deterioration for economic and social development." An aim of the Commission was: "To propose long-term environmental strategies for achieving sustainable development to the year 2000 and beyond." Sustainability was defined as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."

Twenty-five years later, and it takes peak oil prices, bizarre weather changes, and a financial meltdown to wake us up from the mesmerising seduction of two decades of unparalleled prosperity, where growth in consumerism was considered more important than protection of ecosystems. Obama seems serious. He's created a new position of "sustainability czar" who will act as White House coordinator of climate and energy policies.

Hastings District Council is also serious about sustainable development. "The Council has decided to take a sustainable development approach," announces Mayor Lawrence Yule in the discussion document, What should Hastings look like? - Planning for a sustainable future.

Our Land

The main target of Council's sustainability "vision" is our productive land, and their stated aim is to: "Focus on sustainable management of our abundance of natural resources and valued landscape," and to "retain our strengths in land-based production and manufacturing." HDC recognizes: "The growing importance

of food production world wide will mean a greater emphasis on the protection of productive land capacity, such as the Heretaunga Plains."

"Hastings will be the premier land based production region in the South Pacific," is the achievement being sought in their fifty year vision. We've been there before. When we were the "Fruit Bowl of New Zealand," Hastings was a premier production region in the South Pacific.

I was a kid growing up in Havelock at that time. Te Mata Peak was our playground. And from the heights we climbed to chase the goats and watch the falcons dive, we would often sit and marvel at the view of the Heretaunga Plains. A patchwork of orchards, cropping fields, and pastoral runs stretched from Paki Paki to the sea. The most prominent buildings, whose shining roofs seemed as big as farms, belonged to Watties canneries, the Apple and Pear Board, and Tomoana and Whakatu freezing works. On cold spring mornings a blanket of smog would cover the Plains. Oil smudge pots saved the fruit from frost. We could hear the train but see only the puffs of smoke punching through the cloud. These were the days when orchardists, fag hanging out the mouth, mixed organic phosphates by hand, and sprayed without protection. Biking to school we would sometimes have to dodge the sprayer as it turned the rows and covered the road, and us, if we were too slow. We've come a long way in changing agricultural practices which are unsustainable, as the growers, the manufacturers, and the exporters fine-tune their skills. It's a learning process.

Whakatu and Tomoana proved unsustainable. Smudge pots have been replaced by wind machines and helicopters. The apple industry has been decimated; yet the most efficient and adaptive operators prosper. New crops have been introduced with great success – kiwi fruit, berries, olives, and especially grapes. There will be others in the future. The Heretaunga Plains have been the production base of Hastings district ever since the swamp was drained in the 1870's.

Sustaining the Plains productivity is at the core of Council's new policy direction. Yet it is not the politicians and policy-makers who make the lasting contributions. They are made by the men and women on the ground who adapt, and innovate, and respect the land which provides their livelihood.

Next month, Mark Sweet talks to growers and processors about attaining a "sustainable future."

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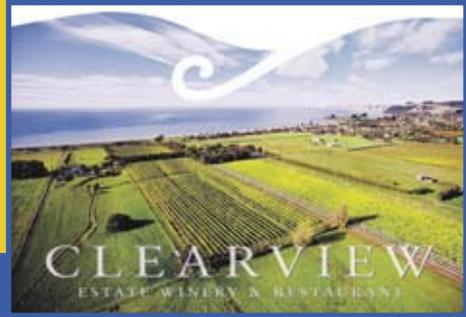
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BayBuzz BrainFood

A monthly calendar of nutritious food for thought



Welcome to BrainFood, our new, monthly listing of what's going on around town that's intelligent, provocative, informative, maybe inspiring and... well, one way or another, edifying. Of course we can't list everything. What you see below is a sampling. Please contact the organizations listed to find out what else they have on offer. And, if there are other events and programs you think we should include, please let us know.

Special thanks to BrainFood sponsor Clearview Estate Winery.

ART DECO TRUST

Deco Centre, 163 Tennyson Street, Napier 835-0022 www.artdeco.napier.com

Quake Tour

Historian Michael Fowler guides tour of Hastings CBD highlighting quake stories and Art Deco & Spanish Mission architecture.

Feb 17, 18, 1 pm. Feb 19, 20, 1pm & 3pm. Feb 21, 10am & 1pm. \$17

Meet outside Hastings I-site, Russell Street. Book through Art Deco Trust.

Learned Lecture w/ Dave Brunson

The Royal Society presents lessons learned from 1931 Quake and impact on today's engineering.

Feb 19, 7:30pm. Century Theater. Gold Coin.

Red Hot and Cole

Sizzling celebration of life and music of Cole Porter, directed by Megan Peacock (The Vagina Monologues).

Feb 20, 7pm. Feb 21, 3pm & 8pm. HB Opera House. Pre-entertainment in Plaza. \$38 adults, \$35 seniors. Book through Art Deco Trust

CREATIVE HASTINGS

Hastings Community Art Center

106 Russell St South, Hastings 878-9447 www.creativehastings.org.nz

Summer in the Park – Hawke's Bay Orchestra

Includes Bach's oboe/violin Concerto, Ravel's Bolero, an Astor Piazzolla tango and more. Feb 15, 3–5 pm. Hastings Opera House. Free.

Summer in the Park – Hastings Citizens' Band

Great concert from the band & guests. Feb 22, 3–5 pm. Cornwall Park. Free.

Summer in the Park Piano and Song

Featuring piano and song with Frances Burch & selected top vocalists. March 1, 3–5 pm. Cornwall Park. Free.

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Feb 9, 16; 6pm-8pm. \$75

Contact: Rachel Eriksen 974 8000 x 5033
Email: reriksen@eit.ac.nz

Introduction to Photoshop

Learn some of the most practical features of this powerful image-editing software.

Thurs 6-8:30pm; Feb 26–April 9. \$115

Contact: Adele Mareikura 974 8000 x 5019
Email: adelem@eit.ac.nz

Report Writing

Build confidence and skill in structuring and organising your reports for maximum impact.

Feb 19, 26; 1pm-4:30 pm. \$245

Contact: Ambah Southon 974 8000 x 5038
Email: ambahs@eit.ac.nz

Early Childhood Education Support

Teacher Registration Programme

Module Two - Professional Practice.

Tues 7-9 pm. Starts Feb 10. \$191.50

Contact: Fiona Cameron 974 8000 x 5021

Email: fcameron@eit.ac.nz

Basic Weaving

Traditional & modern flax weaving techniques.

Production of flowers, kete and various flax art.

Starts Feb. Evening courses in 6 week blocks;

enrollment ongoing. Free.

Main Campus, Taradale and Hastings,

Flaxmere, Napier Learning Centres.

Contact: Caroline Graham 974 8000 x 5009

Email: CGraham@eit.ac.nz

ENVIRONMENT CENTER HAWKE'S BAY

220 Russell St., Hastings 870-4942

Intro. to Permaculture Design

Sustainable approach to home, garden, farm & community design.

Mon 7-9pm. Starts Feb 16; 8 weeks. \$60

William Colenso College, Napier. Tutor: Zoe Lee

Also Tues 7-9pm. Starts Feb 17; 8 weeks. \$60

CHB College, Waipukurau. Tutor: Louise Phillips

Sustainable Living

Covers energy saving, alternatives to chemicals, ethical shopping, reducing water use and waste, efficient transportation, and eco-renovations.

Mon 7-9pm. Starts Feb 16; 8 weeks. \$45

Havelock North High School. Tutor: Zoe Lee

Edible Gardens – Sustainable Backyards

Hands-on course to help you design and establish organic veggie garden in your own patch.

Weds 7-9pm. Starts Feb 18; 8 weeks. \$50

CHB College, Waipukurau. Tutor: Louise Phillips

Also: Sat 9am-12pm. Starts Feb 21; 8 weeks. \$50

William Colenso College, Napier.

Tutor: Zoe Lee

HASTINGS CITY ART GALLERY

201 Eastbourne Street East

Hastings 4156

Tel: (06) 871-5095

Mind Games, Surrealism in Aotearoa

Exhibition opens to public Feb 7

After Five with the Director

Maree Mills discusses Mind Games exhibition and how selected works might "fit" with surrealism genre.

Feb 11, 5:15–6:15pm.

Surrealism Slide Presentation & Floor Talk

Patrick Tyman, artist and teacher, discusses history of Surrealism within European art history. Kicks off HCAG's education program for school students. Feb 14, 3–4:30pm.

HAVELOCK NORTH HIGH SCHOOL

Community Education

Te Mata Rd., Havelock North

877-8129 (day); 877-8230 (evenings)

Email: pa@hnhs.school.nz

Calligraphy

Introductory class for absolute beginners and those wanting to learn more.

Weds 7-9pm. Starts Feb 11; 8 weeks. \$40

Tutor: Jill-Marie Johnston: 835-4755 or 835-5553

Drums & Percussion

Exploring African, Latin American, European and other rhythms. No experience required.

Mon 7-8:30pm. Starts Feb 9; 10 weeks. \$40

Tutor: Rinie Coppelmans, 835-0083

NZ Sign Language (Introductory)

Weds 7-9pm. Starts Feb 25; 16 weeks. \$30

Tutor: Linda Allen fax 878-5482

Guitar for Beginners

Mon 7-9pm. Starts Feb 9; 8 weeks. \$40

Tutor: Anthony Mullany, 876-1096

Conversational Chinese

Beginners course in pinyin & Mandarin.

Mon 7-9pm. Starts Feb 9; 12 weeks. \$50

Tutor: Nanyang Lee, 844-8589

French

Course 1: Beginners

Weds 7-9pm. Starts Feb. 11; 8 weeks. \$50

Course 2: Advanced

Tues 7-9pm. Starts Feb 10; 8 weeks. \$50

Tutor: James Donaldson 835-4119

Conversational Italian

Thurs 7-9pm. Starts Feb 26; 8 weeks. \$50

Tutor: Raffaella Turner

Japanese Language

Beginners & intermediate.

Tues 7-9pm. Starts Feb. 17; two terms. \$50

Tutor: Chieko Dietz

HAWKE'S BAY CHAMBER OF COMMERCE

205 Queen St., Hastings 876-5938

Web: www.hawkesbaychamber.co.nz

Lecture: Employee Management in Economic Slowdown

How to fairly manage staff reductions in economic downturn. Presented by Human Resources Consultant Andrea Stevenson and Employment Lawyer Jim Ferguson.

Feb 12, 5:30–6:45 pm. 206 Queen St., Hastings

Business & Marketing Planning

Learn how this kind of planning can make your business more profitable.

Feb 10, 17; 9am-1pm. Napier, Prebenson Drive.

Regional Economic Summit

NZIER Chief Economist Jean-Pierre de Raad and others will discuss impact of economic trends on HB. March 6. Hawke's Bay Opera House.

HAWKE'S BAY MUSEUM & ART GALLERY

9 Herschell St., Napier

835-7782 www.hbmag.co.nz

Felix Kelly – A Kiwi at Brideshead

Through April 26

Art Deco Weekend Learned Lecture

Curator Don Bassett presents entertaining talk about Felix Kelly and exhibition.

Feb. 21, 10:30am. \$7

Somebody's Darling

Through June 21

Cemetery Guided Walks

Feb 15, March 1; 2 pm. Adults \$5, children free.

Purchase tix at HB MAG before day of walk.

Utterance - Ben Pearce

7 March – 17 May 2009

Exhibition Opening March 5, 5:30pm

A Disaster Area - Michael Hawksworth

Exhibition Opening

March 5, 5:30pm

KEIRUNGA GARDENS ARTS & CRAFTS SOCIETY, INC.

Pufflet Road, P.O. Box 8265, Havelock North

www.keirunga.org.nz

Beginners Class: intro to drawing, colour and painting.

Mon 7-9pm; Feb 2–March 23.

Tutor: Sandy Densen 875-8383

Intermediate Class: experimental & mixed media techniques.

Weds 7-9pm; Feb 4–March 2.

Beginning pottery with Alison Earl

Wed 7-9pm; weekly; terms 1, 2, 4

Keirunga Potters Studio

Tutor: Alison Earl 877-8576

Pot making with John Gisborne

Culminating in woodfiring at Waiohiki.

Feb 7, 15. Contact: John 021 1444821

NAPIER BOY'S HIGH SCHOOL

Adult Community Education

Chambers St., Napier

Contact: Elysha Wykes 833-5904

ewykes@nbhs.school.nz

Learn the Bagpipes

Intro. to the basics.

Tues 7-9 pm. Starts Feb 10; 9 weeks. \$38

Tutor: members of City of Napier Pipe Band.

Foundations in Art through Drawing

Basic principles for all media.

Thurs 7–9 pm. Starts Feb 12; 8 weeks. \$38

Guitar for Complete Beginners

Mon 7-9 pm. Starts Feb 9; 9 weeks. \$45

Tutor: Sue McMullan

Maori Language

Intro to Maori language and culture.

Wed 7-9pm. Starts Feb 11; 8 weeks. \$35

Tutor: Mere Martin

Medicine & Health Through the Ages

Comparative history of medical ideas & knowledge from Easter and Western cultures.

Thurs 7-9pm. Starts Feb 12; 8 weeks. \$38

Tutor: Desmond Johnston

Book Club

Monthly get-together for lovers of fiction.

Tutor: Shirley Simmons

WAIMARAMA MAORI TOURISM

P 879-9302 M 021 057-0935

www.waimaramamaori.com

Arch of the Ancestors Tour - Te Hakakino, Waimarama

Eye-opening guided tours of ancient Maori fortress site.

Feb 7, 14, 21, 28. Tours depart Waimarama

Store, 10 am. \$35

WILLIAM COLENZO COLLEGE

Adult Continuing Education

Arnold St., Napier 833-6751

www.colenso.school.nz

Vegetarian Cooking

How to cook low fat, healthy, vegetarian food & reduce your food bill.

Mon 7-9pm. Starts Feb 16; 8 weeks. \$35

Tutor: Janice Carter

Beginner German

Thurs 7-9pm. Starts Feb 19; 8 weeks. \$35

Tutor: Alison O'Kane

Intro to Te Reo Maori

For beginners w/ little or no prior knowledge.

Mon 7-9pm. Starts Feb 16; 8 weeks. \$40

Tutor: Arthur Savage

De-Colonisation - Te Tiriti o Waitangi

Explore origins of colonization and its impact on Iwi, hapu and whanau.

Tues 7-9pm. Starts Feb 17; 8 weeks. \$40

Tutor: Mereana Pitman

Photography Basic Techniques

Emphasis on creating exciting photos w/ any type of camera.

Thurs 7-9. Starts Feb 19; 8 weeks. \$50

Tutor: Leigh Patterson

BrainFood
Event
Highlights
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