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# PPTA NEWS

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**Riverside Drive**  
School drama stands  
up to sexual violence

**John Kirwan**  
Talking teen  
mental health

**Norm Austin**  
Prolific PPTA activist  
calls it a day

**IES PUMs**  
Members vote



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**Valuing teachers as one**

Another round of the prime minister's excellence in teaching awards has appeared on my desk this week. While I have no objection to a ceremony that gives public recognition to the skills and talent of teachers, it's not for me.

For me the rewards of the job are intrinsic. I like that I have the freedom to work out the best way of engaging kids round a topic; I like the creativity involved in trying to make an assessment more challenging and appealing; I like the sense of satisfaction and purpose that comes from testing out a new idea and finding that the kids really get it and go on to turn it into something far better than I could have envisaged. And I really rate the approval of my colleagues. If something I have done works for someone else and we can share our experiences and work together to improve it for next time, and for others, I feel pretty good.

Earlier this year I met with a group of business people who had asked me to speak about performance pay. They were polite, friendly and interested but completely unconvinced by my exposition (despite my stimulating power points) about what made me leave a job where there were regular bonuses and join a profession where the motivation and the rewards are largely internal.

That's the thing about teachers that our political leaders don't always understand. They understand that it's critical to recruit graduates who are idealistic and committed to the job but after that they assume that teachers want what they, as politicians, usually want – status, power and control. Actually what teachers want is responsibility, respect and value. The things that motivate business leaders and politicians are not the things that teachers prize.

At the same time, the politicians and bureaucrats are constantly undermining the very things that make teaching meaningful. Autonomy is being replaced with prescription, surveillance and auditing; assessment, which should be a tool to support teaching and learning, is being turned into a political publicity stunt and excessive workloads are preventing teachers from connecting with each other.

Publicly affirming teachers as excellent practitioners is all very well and good but it doesn't address the systemic problems that militate against teachers'

enjoyment and enthusiasm. Multiple sets of standards, codes and criteria don't lift performance. They induce cynicism, mistrust and compliance. If we were really into evidence-based policy such clumsy and ineffectual management tools would have been binned long ago; their continued appeal can be explained in one word – control.

No one who looks at the amendments to the Education Act, which will replace the Teachers Council with an unrepresentative and unaccountable quango called EDUCANZ, can have any doubt about the control agenda that is being advanced through that legislation.

EDUCANZ is charged with lifting the status of the profession which they think can be achieved by denying teachers any democratic input to their own professional body and increasing the level of surveillance of teachers.

That is simply not going to work. There is no sign of the respect, responsibility and value that teachers deserve in that legislation.

Here's a novel idea. If politicians



by Angela Roberts

are genuine about wanting to raise the status of the profession, try this: with teacher salaries already well behind the Consumer Price Index what about a fair and reasonable offer from the government in next year's collective agreement negotiations? A pay increase that not only catches and keeps teachers up with inflation but also recognises the value that politicians say they place on them as well? •



"I appreciate recognition... but pats on the head are demeaning."

# Two lands connect

Members of PPTA's Te Huarahi Maori Motuhake had a valuable opportunity to meet Australian indigenous activists in October.

The 2014 Australian Education Union (AEU) Federal Aboriginal and Torres Strait Islanders Conference was held in Sydney on 18 - 19 October. It was the first time the AEU had held a national conference specifically for Aboriginal and Torres Strait Islander members and provided an exciting chance for PPTA's Te Huarahi Māori Motuhake members to connect with these activists.

Te Huarahi was represented by Te Makao Bowkett (PPTA's āpiha Māori), Ameriai Kiriwera (Whanganui-a-Tara ki Otaki representative) and Duane Allen (Murihiku-Otepoti representative).

"Our team gave a presentation on the importance of having a strong Māori cultural identity and connections with our students, colleagues, whānau and communities," Te Makao said.

"Our speakers were eloquent and passionate in their commitment to their community and to the education of our rangatahi Māori. The Aboriginal delegation were inspired and rather emotional in their response to our young leaders," she said.

Te Huarahi discussed a number of key issues impacting on Māori in education including concerns around privatisation, public funding being channelled into private institutions such as charter schools and the ongoing effects of government policies to meet the learning needs of Māori students who are, in the main, educated in public schools, Te Makao said.

The conference theme was "connect, communicate and campaign for our mob" (mob is an Aboriginal English word meaning family, kin or group of people) and with this in mind delegates examined the national, political and social agendas affecting Aboriginal and Torres Strait Islander affairs, specifically for education. Proceedings were opened by the traditional custodians of Sydney – the Gadigal people of the Eora Nation.

"We were blessed abundantly by the presence of two of their most charming and articulate elders, the Aunties, Ali and Joan," Te Makao said.

Aunty Ali Golding is a Biripi woman who grew up on the Taree Mission in North Coast New South Wales. She is



**Te Huarahi's Ameriai Kiriwera and Bernie Small, a delegate from Northern Territory, at the 2014 AEU Federal Aboriginal and Torres Strait Islanders Conference in Sydney.**

a respected community elder who has been awarded the National Aboriginal Islander Day Observance Committee (NAIDOC) female Elder of the Year and is the inaugural Elder in Residence in the Faculty of Medicine at the University of New South Wales – the first time any medical school in Australia has made such an appointment.

Aunty Joan Tranter is a Murri woman from Wakka Wakka country about 180km north-west of Brisbane. She has been an active member of the NSW Teachers Federation and the AEU for many years and is currently Elder in Residence at the

University of Technology in Sydney where she provides advice in Aboriginal protocols.

"She and Aunty Ali are truly inspirational role models for other indigenous elders and peoples across the world," Te Makao said.

The three main kaupapa presented in workshop sessions were the Gonski campaign promoting a properly funded needs-based aspirational system for schools (that has been a focus for AEU over the last three years), connecting and campaigning with colleagues, friends, family and the community and campaigning with social media. ▪

# Well batted, Norm

Long-term PPTA activist **Norman Austin** held many offices in the association and wrote a number of high profile annual conference papers. On retiring from teaching he reflects on 43 years with the union.

My first teaching position was in 1972 at Fairfield College, Hamilton. It was a very active branch (and still is). My earliest memories of union activism were a TV news crew arriving at the school to film teachers' views about low pay and general working conditions. At the time non-contacts were few and far between and there were teacher shortages. The school also opened up its doors to the local newspaper, to give an insight into the typical day of a secondary school teacher. Pretty brave stuff at the time, given the reluctance today to allow this to happen, in case a negative story would impact on the school's roll in a competitive environment.

Despite issues over pay and the need for more non-contact, the job seemed simpler than today, and schools were well supported by the Department of Education.

I moved to Melville High School in 1977, was promoted to head of Social Sciences and stayed in that role over the next 35 years. I got involved with PPTA more, filling branch officer and regional positions, before being elected to the national executive in 1986.

Before then, I assisted in the preparation of a Waikato region conference paper on the role of the branch in the association, with then field officer, Chris Edmonds. The 1983 conference was my first, to be followed by many more. The paper led to a significant event in Hamilton, the *Role of the Branch* conference in 1988. This coincided with the release of the *Picot Report* and *Tomorrow's Schools*, along with state services and treasury publications on the education sector. The conference was able to debate and put in place ideas to assist branches in a devolved and changed structure, the framework of which still is relevant today.



My involvement with PPTA extended into the surplus staffing situation in the mid 1980s, working with the district senior inspector of schools then directly with boards of trustees as the Department of Education was disbanded.

After leaving executive in 1989, I took a greater part in regional activities, association task forces and branch roles at Melville High.

A further conference paper in 1997, highlighting the learning needs of boys, sharpened national debate on the issue. Another paper from the region, *Sport and extra curricular activities*, presented in 2001 also led to widespread debate.

I left Melville High in 2006 and took up a head of faculty position at St John's College, Hamilton. I served as regional treasurer from 2004 to 2012 and on the Waikato regional committee over the past 20 years.

My most satisfying accomplishment over the past three years has been writing annual conference papers, with assistance from PPTA head office advisory staff, on inequality and polarisation between schools. In 2012 there were two papers – *A Level Playing Field?* examining the importance of local funding to support inadequacies with the operations grant and the differences

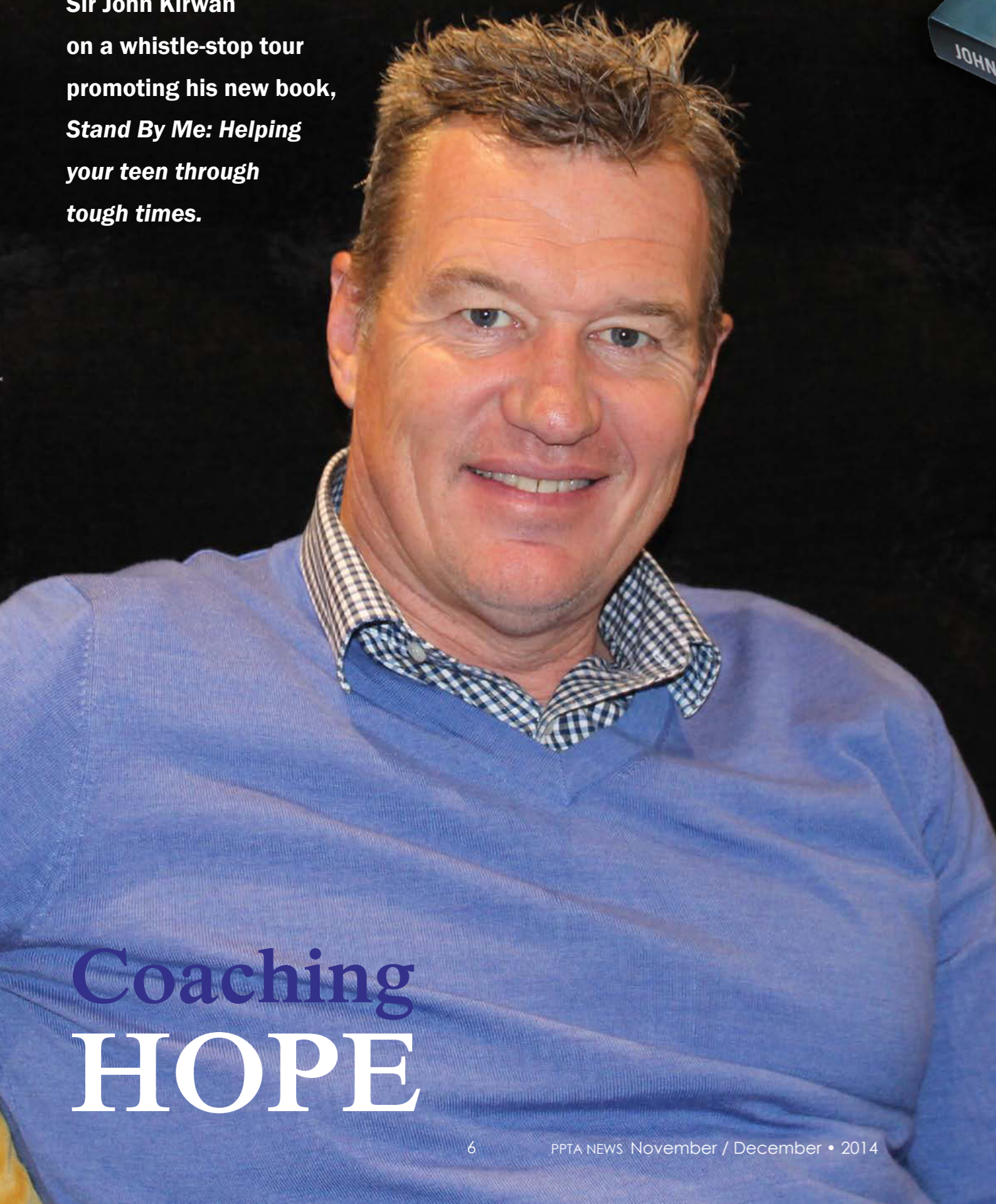
between schools' ability to raise funds. The other related to fees and donations, an offshoot examining what schools charged parents and how fees were collected. There was plenty of anecdotal evidence fees were being charged illegally so an advice manual was produced and I was invited to some regions to do presentations about the issue. Shortly after, the Ministry of Education reissued an updated circular clarifying the legal requirements.

In 2013 a Waikato region paper *The Decile Divide* was presented, covering the inequalities and polarisation between schools, based on perceptions of decile ranking. It called for a review of the decile system, which has been picked up by the media and the minister. This year, the region presented a conference paper *Zoning – enrolment schemes and school choice or Educational Apartheid*, highlighting the way zoning is carried out to the detriment of many schools. Again, this has become a national concern, highlighting real estate prices and socio-economic differences between communities.

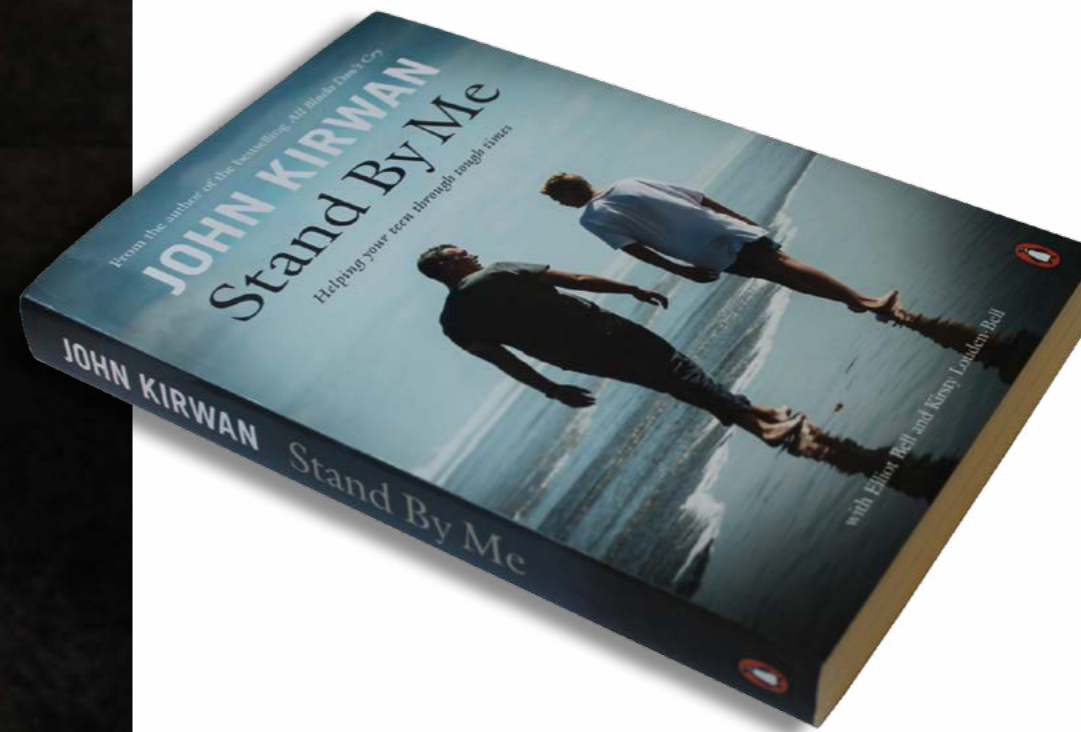
I do have a life outside PPTA, being a life member of both the Waikato Social Studies Association and the Hamilton Cricket Association and recipient of a Distinguished Service Award from the New Zealand Geographical Society. I also gained a Long Service Award from PPTA in 2009.

I have enjoyed the last 43 years of working with a lot of committed teachers and PPTA staff. This association is well served by everyone in an official capacity, right down to branch officers. To meet the challenges ahead, we must stay strong and united, make every endeavour to encourage new teachers to take part in association affairs and maintain our staunch defence of a quality public secondary education system. I will be maintaining an interest in education in different roles and wish the association well. ▪

**PPTA News caught up with Sir John Kirwan on a whistle-stop tour promoting his new book, *Stand By Me: Helping your teen through tough times*.**



# Coaching HOPE



The interview hasn't even kicked off before he apologises.

"Sorry, I've got to make a quick call. If you don't mind," he says with a grin. "I'm still doing my other job."

Despite suppressing a reporter's instinct to eavesdrop, it soon becomes clear that "other job" is coaching the Barbarians for their November clash with Australia. After a bit of talk where a few things get "teed up" he stows his other job back in his jeans pocket.

"Life's flat out, but you learn how to deal with it," he says. His shoulders relax and he seems to enjoy jumping from rugby to writing and the rigors of maintaining mental wellness.

John rejects the idea of "surviving" anxiety and depression and instead prefers to treat them as things he lives with and manages on a daily basis. Panic attacks were once a real ordeal.

"These days I'll only get them for a couple of seconds because I've learned to deal with them. But it takes time. It takes 10,000 hours to become a good sportsman and it's the same story dealing with mental illness."

*Stand By Me: Helping your teen through tough times* is John's second book about living with mental illness, following his 2010 autobiographical account *All Blacks Don't Cry*. He admits to a certain amount of relief about the level of public interest in his latest release.

"It's been huge. A lot of it has been generated by the TV awareness campaign. It's become a real issue in our society."

One of the main reasons why he wanted to lift a lid on the mental health of

teenagers is that even though the 10-year campaign had helped raise awareness of anxiety and depression among an adult audience, it still seemed a topic too many teenagers choose to avoid — a fact that doesn't sit well with New Zealand's high rate of youth suicide.

"Because many people don't think it's an illness, but a weakness, there's still a stigma."

**“Teachers have got a bit of a raw deal. We tend to expect them to do our job as parents.”**

In the introduction to the book, John discusses the mixed responses he got from his own children when trying to open dialogues about their mental wellbeing. Sometimes they seemed willing to admit to feelings of fear or apprehension, while too many times the observation that there were "too many questions, dad" brought impromptu appointments with quality parenting to an abrupt halt.

"Being a parent it's hard to know when it's a mental health issue. Are they just being a little s\*\*\* or is there something seriously wrong?"

His ultimate wish is for *Stand by Me* to become a "book of knowledge" for parents and caregivers concerned about the mental wellbeing of teens in their care but unsure how to tackle it.

The book is co-written with two clinical psychologists and includes extensive verbatim interviews with a number of teenagers who share experiences of living with various manifestations of mental illness — along with some commentary from their parents.

While conducting some of the interviews, John found that what became most apparent about the perennial teen rebuff to certain avenues of conversation was timing — that just because they won't open up on the spot doesn't mean the door is permanently locked. "You need to listen when we need to talk" was a recurrent theme of many of the group sessions.

"Parents shouldn't need to feel they have all the answers, because we don't," he says, and that even a quick browse of *Stand by Me* could help alleviate feelings of parental helplessness.

Parental support is, however, just one light along the path to greater teen wellbeing. John favours a greater emphasis on mental health in school curricula.

"We teach them maths and science etc, as a way of working things out, so why not teach them to be aware of mental health issues? The way I see it is we just need to teach awareness. Even make it a bit medical and equip them with a whole lot of tools to get you through mentally," he says.

But outside of structured teaching and learning, he believes schools are making great efforts to support individual students experiencing anxiety and depression.

"The important thing to watch for is behavioural change. I've talked in the book about the importance of having a team around someone who needs help. I think teachers and guidance counsellors are an important part of that team.

"Teachers have got a bit of a raw deal. We tend to expect them to do our job as parents."

No matter how it's achieved, John says that *Stand by Me* underlines the importance of identifying mental health issues at an early age.

"It will be a lot better for our kids — we'll have fewer suicides and fewer mental health problems." •

# Maternity grant win

A three-year dispute between PPTA and the Ministry of Education regarding the ministry's refusal to pay a second maternity grant to a member has been resolved in PPTA's favour.

The Secondary Teachers' Collective Agreement (STCA) parental provisions (clause 6.3) entitle female teachers to take up to 24 months' maternity leave without pay with a maternity grant equal to six weeks' salary.

Wellington secondary teacher Deborah Marshall was on maternity leave following the birth of her son in 2008 when she became pregnant with twins. She applied for a second maternity grant but was declined by the ministry on the grounds that the grant calculation would be based on how much she'd earn in the last six weeks prior to her second allocation of leave. The ministry concluded that, given she would already be on maternity leave in that period, her grant entitlement would be nil. It said this reflected the fact that the parental provisions didn't entitle female teachers to take two consecutive allocations of maternity leave following the birth of subsequent children.

Sensing that the ministry wasn't interpreting the parental provisions correctly, Deborah got PPTA to assist her with negotiating a resolution. Months of discussions and mediation followed to no avail. The case eventually went before the New Zealand Employment Relations Authority (ERA) who ruled that there was nothing in the STCA to suggest a second allocation of maternity leave could not immediately follow a first with the birth of a subsequent child.

The ERA also ruled that the ministry must not use the applicant's rate of pay immediately prior to a period of maternity leave to calculate her maternity grant, but instead make the calculation based on the salary apportioned to her position.

The rulings drew media attention and Deborah told the Dominion Post that it shouldn't be just teachers who get to receive this kind of maternity support.

"It's a reflection that our union has a strong voice and I feel bad for all those women that don't have the same wonderful privileges," she said.

PPTA president Angela Roberts said



Photo by Sean McGrath CC-BY

**“It's a reflection that our union has a strong voice and I feel bad for all those women that don't have the same wonderful privileges.”**

the decision reinforced the association's view that workplace support for women teachers as they have children ultimately benefits everyone.

"It's a great investment because you're more likely to retain teachers in the profession as a result, which is cheaper than training someone else."

"This decision is a big win for women."

Angela said that, despite being satisfied with the outcome, teachers shouldn't be put in the position where they're forced into a drawn out struggle to receive what a collective agreement entitles them to.

Between 2010 and 2012, the ministry declined five teachers who applied for a maternity grant after becoming pregnant while still on unpaid leave.

Speaking on the ministry's behalf, deputy secretary Dr Graham Stoop said the ministry was in the process of identifying teachers who might be affected by this decision and would work with PPTA to ensure they receive what they're entitled to.

If you're experiencing similar issues with an application for maternity leave and maternity grants please contact your local PPTA field officer. ■

# Phoney philanthropy

To what extent is education in New Zealand for sale? — Massey University professor John O'Neill has been investigating "the relentless push of the privateers" into education decision making.

During a presentation of his research to PPTA's annual conference O'Neill spoke of seeing a shift to education "policy networks" that blur the divide between public and private.

## Teach First NZ — How charitable is 'charity'?

One area where this was becoming apparent was teacher training, O'Neill said.

As part of his research he investigated Teach First NZ — an organisation presenting itself as a philanthropically funded alternative to state funded initial teacher education.

"Teach First presents itself as an opportunity for high performing graduates to have a CV building opportunity — it's not teaching for life, it's teaching to build your CV for whatever career you plan to go on to," he said.

O'Neill dug deeper to see how charitable the organisation really was and found some interesting connections.

Teach First NZ is notionally philanthropically funded but also has prominent partners from the public sector — University of Auckland and the Ministry of Education — as well as what O'Neill calls the "big players" private companies such as ASB, Chapman Tripp and Deloitte. There are also a number of high profile international philanthropic private foundations and, a local sounding entity, the Aotearoa Foundation.

O'Neill's main concern around Teach First NZ was its lack of transparency. "If you look at the partners you have corporate actors trying to influence state education in the form of initial teacher education."

He was also surprised to discover what he thought would be a New Zealand charity — the Aotearoa Foundation — was actually registered in New York. Its philanthropic source is Julian Robertson (a hedge fund billionaire infamous for tax avoidance) and his Robertson Foundation, a Cayman Island entity.

"The thing I find an anathema is venture philanthropists, who have made billions out of their activities in the



John O'Neill

financial sector, giving back to us the money they are avoiding paying in personal and corporate taxation. That's the main reason the state education system is underfunded in the first place.

"These are the networks which we are intended to know nothing about but which are becoming extraordinarily powerful when it comes to deciding the direction of state education."

**“The thing I find an anathema is venture philanthropists, who have made billions out of their activities in the financial sector, giving back to us the money they are avoiding paying in personal and corporate taxation. That's the main reason the state education system is underfunded in the first place.”**

## Cognition Education — poaching public resources

O'Neill also examined Cognition Education. Established as a wholly owned company of Multiserve Trust in the mid-2000s, Cognition has grown into a huge corporate player. All surpluses it creates go to the Cognition Education Trust and supposedly go back into education for public benefit, O'Neill said.

"If you look at this in detail they do. But they also advance the interests of Cognition as a company."

O'Neill cited Cognition products Visible Learning Plus and Culture Counts Plus, two of the company's main revenue generating initiatives.

Visible Learning Plus, derives from the tax-payer funded work of professor John Hattie, now commercialised as a professional development package and sold all over the world at considerable cost.

Culture Counts is the commercial version of the successful Te Kotahitanga programme. No longer being funded by the Ministry of Education, it is now commercialised through Cognition.

Professor Hattie is now a member of the Cognition team, as is former secretary for education Howard Fancy and Waikato University deputy vice chancellor Alister Jones.

Hattie is also on the board of the Cognition Education Trust, blurring the lines between that and the commercial company.

"What you tend to find with these education management organisations is they employ people who used to work

in the public sector at very senior levels. So what you have is knowledge gained in and funded by the public sector being transferred to the private sector," O'Neill said.

"To what extent can we call this a charity?"

PPTA Komiti Pasifika chair Natalie Faitala thanked O'Neill for opening teachers' eyes to the way public education is being manipulated and taken over by the private.

"We must continue to stand up against this in every way we can," she said. ■

# Variation put to the vote



Members gathering at the Auckland, Western Ward, regional meeting

PPTA members have voted to include two teaching roles central to Investing in Educational Success (IES) in their collective agreement.

At paid union meetings held throughout the country 80.3% voted to include the Community of Schools (CoS) Within School Teacher and the CoS Across Community Teacher positions in Secondary Teachers Collective Agreement (STCA).

27 meetings were held and all voted to include the positions.

PPTA president Angela Roberts was pleased with the way PPTA had been able to work constructively with the government to turn IES into something that could operate well in schools.

"This is a win for collectivism. It is an example of teacher unions being in their rightful place, at the table taking part in the process. Decisions are being made with us rather than for us," she said.

"Our collective agreements are one of the few levers we have across the system. We have a highly devolved system and anything we can do to lock in good pay and

conditions for our members is really good."

PPTA sat down at the table because many elements of IES reflected long standing association policy, Roberts said.

"We sat down at the table because we believe in career pathways and we believe in collaboration. We had huge problems with the original model and we have been able to push back against those things. That's the strength of being there," she said.

PPTA members looked at the facts, considered them through a professional lens and made a decision that was based on what was good for them and their students, Roberts said.

She acknowledged there would be challenges ahead and that membership support for the IES initiative was by no means universal with 19.7% opposing the inclusion of the positions in the agreement.

"Members have valid concerns that

we will continue to push the government to address.

"It's not perfect, it's going to be problematic to implement but we have an opportunity to start pushing back against the competitive culture that's in our schools," she said.

There was still a lot of work to be done and Roberts advised the government to continue the collaborative approach it has taken so far.

"Internationally the best performing education systems have a robust, functioning relationship between the government and teacher unions. We know what the risks are and we know what will and will not work when it actually lands in a school," she said.

"When John Key said he wanted to work with the unions to try and make this work, what else could we do? We've been calling for that for a very long time. They best way to develop and implement policy in the education system is with the teachers," she said.

"That doesn't mean these relationships are easy. I wouldn't say that peace has broken out. There are still some big battles to be had – such as EDUCANZ," she said. ■

“ This is a win for collectivism. It is an example of teacher unions being in their rightful place, at the table taking part in the process.”

Photo by Melanie Webber



Casting votes at the Wellington regional meeting in Porirua

## Refining specialisation

Speed-dating, skill-sharing and cupcake making were all on the menu when 75 committed, focussed and energetic teachers got together at a Specialist Classroom Teacher conference.

Implemented in 2006, the Specialist Classroom Teacher (SCT) role grew from a 2004 PPTA collective agreement claim to provide support and learning in schools and an alternative career path for classroom teachers.

All schools are entitled to employ one SCT for four hours per week and larger schools are able to employ someone for eight hours a week. A review during the pilot year of the scheme showed SCTs significantly assisted with professional learning and development of individual teachers and the development of schools as learning communities.

SCTs from across the country took part in the Teachers' Refresher Course Committee (TRCC) conference. It has been more than five years since any tailored support has been offered to this group (since the days of the School Support Service contracts which had a specific line in them for supporting SCTs) and, as major sponsors, PPTA was looking to reignite the networks SCTs had been so active in progressing.

The conference aimed to shift SCTs thinking around the possibilities the role offered, build knowledge, develop skills and create communities and the

attendees did not disappoint.

Conference planning committee member Martin Henry said the three days of workshops and forums provided the knowledge and skill development required, with Massey University professional learning facilitator Adie Graham, Massey Centre of Educational Development deputy director Colleen Douglas, education consultant Geoff Childs, Te Kete Ipurangi professional development director Hine Waitere and Victoria University School of Education post graduate programme director Brenda Service all commended for their offerings.

Thinking was shifted most by the Investing in Educational Success (IES) forum where PPTA advisory officer Jane Benefield was able to clearly lay out the role of the SCT in the new IES structures, Martin said.

Speed dating style workshops provided the SCTs with opportunities to learn from each other with many describing this as the highlight.

"The SCTs who were presenting had come well prepared with some great resources to share and participants appreciated the by-teachers-for-teachers element," Martin said.

"From observation skills to making cupcakes, all entered it with gusto and left with new knowledge and plenty of laughs."

The connections made were never clearer than in the session where SCTs set up their own association, Martin said.

"Julia Tod, the cupcake Queen from Rangitoto was elected president, Sarah Parker from Lynfield College was recognised for her supreme organisation skills and elected secretary, and Janice Wright from Howick College, who had them enrolled in an online community in the blink of an eye, rounded out the team by taking on the treasurers mantle."

The committee has set straight to work in contacting IES deputy secretary Graham Stoop about ways that more clarity can be provided about the delineation between IES Community of Schools (CoS) roles and the SCT role.

"This group is a useful and long overdue addition to the subject associations that work tirelessly to support subject delivery across the country," Martin said. ▪



## Standing up for sovereignty

Saturday 8 November this year saw PPTA members take to the streets with thousands of others in Australia and New Zealand to express concern about the TransPacific Partnership (TPP) agreement currently being negotiated in secret between countries in the Asia-Pacific region.

Kiwis have voiced concern that these types of trade agreements could allow corporations to sue governments of other countries.

"TPPA poses an enormous threat to New Zealand's ability to regulate for itself, and gives foreign investors and multinationals new rights to control our laws" said PPTA president Angela Roberts.

"This could mean losing the ability to regulate our workplaces, our environment and our health and education systems — such as allowing charter schools even less public accountability."

To find out more about how you can get involved in the TPP campaign action, visit [www.itsourfuture.org.nz](http://www.itsourfuture.org.nz).



TPP unwelcome in Wellington



Auckland rally



Nelson rally



Wellington rally

# Standing up to sexual violence



Students Lathan Thomas and Maeve Hughes in a scene from *Riverside Drive*

With calls for sexual consent education in schools resurfacing in the wake of the Roastbusters case, one boys' school has been facing these issues head-on through drama.

“As men we need to become part of the solution” — says a Wellington College student about the school’s recent production of *Riverside Drive*. The play, written by the late Graeme Tetley, covered the events and hysteria following an incident in Lower Hutt that led to the Mazengarb Report on juvenile moral indecency in the 1950s.

The students involved explored the challenging themes of rape culture in New Zealand, how we might unknowingly contribute to it and the lack of understanding of what consent means. It examined family sexual abuse, psychological distress from war and navigating adolescence.

“Throughout the production we knew what objective we were working towards; we had this really strong message that we as a cast believed in and wanted to bring to a larger audience,” the student said.

The play’s director, Wellington College Drama HOD Jane Armstrong, said the issues were definitely still relevant.

“We first received a copy of the script at the time the Roastbusters case was first being reported and started to work

on it as ACC was announcing programmes for sexual consent education in schools. There was clearly a need for an authentic and informed dialogue with students around this,” Jane said.

“As educators, it is our role to connect students to the world they live in. We found that through the production students had a radar switched on so they responded to this kind of material in the news and were more attuned to it,” she said.

**“We were conscious that some of the material was confronting and were careful to communicate with parents and schools from early on.”**

The Mazengarb Report labelled children “delinquents”, blamed the “precocity of girls”, fear-mongered about “suggestive love songs”, itemised instances of “depravity, both heterosexual and homosexual” and alarmingly stated that “in many cases the children came from excellent homes”, Jane said.

“The decision to stage a play should be driven by something more than to put on a show. It should have real purpose.

For *Riverside Drive*, that purpose is the opportunity to safely grapple with themes and material that are authentic to our students. This, absolutely, is our job,” she said.

“It is crucial that young men are informed and empowered to address these issues that are often pitched as the domain of women only. Most significant for the male cast was that they were able to discuss this material with females.”

There was an almost 50/50 gender split in the cast with girls from four different schools in Wellington.

“There were a lot of female staff involved on the creative team and the young men of Wellington College were very conscious of being good hosts to the women. We were conscious that some of the material was confronting and were careful to communicate with parents and schools from early on.”

## Students' views

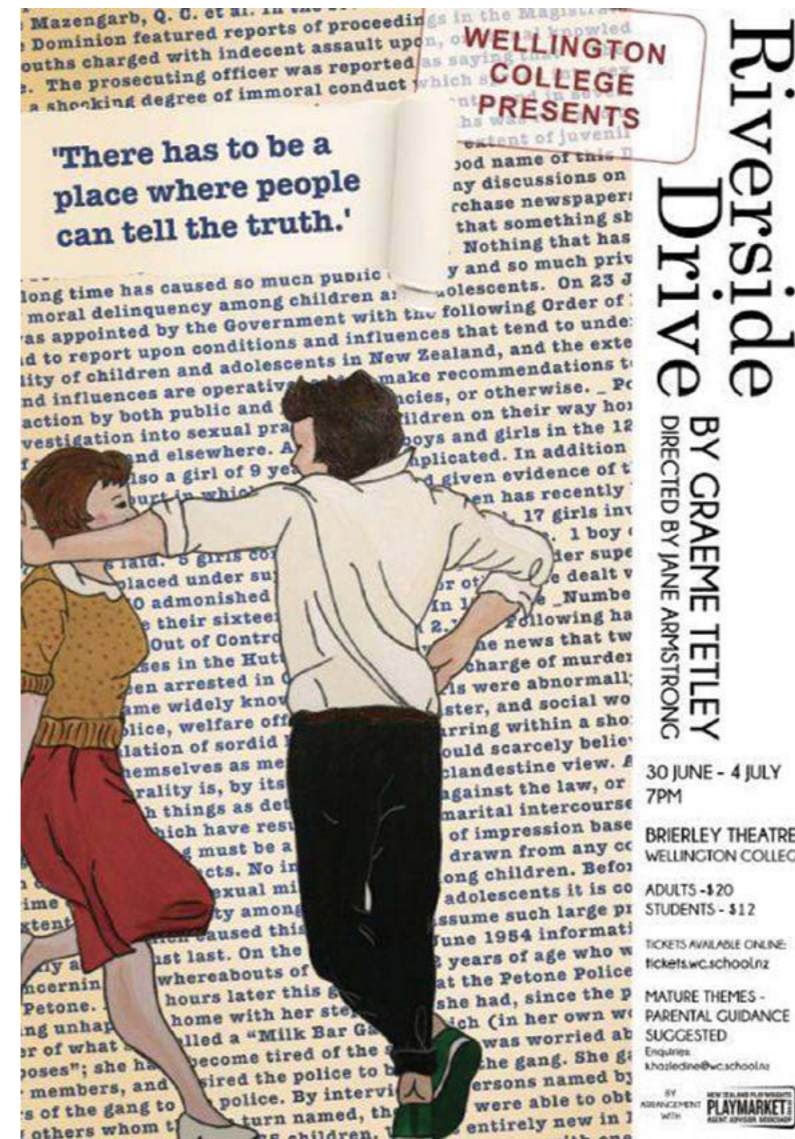
“Many female schools (that I know of) have groups dedicated to, or are at least well aware of, issues such as these. In a single sex boys school it has barely been touched on.”

“I think it was probably the single most important factor of this play that it was at a single-sex boys’ school. The culture surrounding rape in the present day, and in the past, has put much of the blame onto victims, who tend to be women. A lot of time is spent ‘protecting victims’ but little effort is put into rape prevention. So rape turns into a women’s issue, which it’s not... These issues are not often addressed in boys’ schools, because of the idea that rape isn’t their issue.”

“At the beginning I looked at the play in a dramatic sense, thinking how crazy we were dealing with rape and sex and all that stuff. Then once we started working on it I connected with it more and realised this was not dramatised, it was true events, and we owe it to everyone to honour and respect this story and make it known to people.”

“At the beginning I think everyone felt the large divide between girls and boys, and nobody really knew how to change that or had the courage to. The themes dealt with were uncomfortable for everyone and for a long time it felt like the elephant in the room. After Shadan’s talk it was a wake-up call and we were together on a different level... We were much more relaxed around each other and agreed that talking about it made it easier to figure out which part each of us plays in rape culture.”

“There is such stigma about rape that girls almost always feel like rape was their fault, that the way they dressed was asking for it etc, which is why so many rapes go unreported, because rape isn’t talked about enough that girls my age actually know what counts as rape. That’s what’s so good about *Riverside Drive*, I know all my friends had a huge chat at lunchtime the day after they saw the play trying to define rape – which was the whole purpose of the play I think, to get people to challenge what our culture tells us.”



Wellington actor and director Emma Draper collaborated with the school on some of the more confronting scenes and a real turning point for the cast was having rape prevention educator, actor and director Shadon Meredith work with them for one rehearsal, Jane said.

“By the end of the production the boys felt really proud of what they’d achieved from a theatrical point of view but also their own personal growth and contribution to a production they felt was a very significant one in the history of the college.”

A surprise outcome of the play was a shift in the female students’ attitudes towards the male cast, Jane said.

“To see them taking on these themes and true stories with real respect and care changed the way the ‘typical teenage boy attitude’ was viewed by us,” said one female cast member.

While events in the play took place in 1950s New Zealand, similar challenges

remained for young people in 2014, she said.

“If you look at how some of the recent news is reported, there is still definitely a culture of blaming the youth, rather than seeing them as a product of a society that we as adults are responsible.”

The play was a very special one to its author, who died on the eve of the first rehearsal of the first and only other production of it, Jane said.

“Tetley referred to this play as ‘The Teenagers Revenge’, he himself has been described to us as ‘a gentle giant’, someone who would be ‘tickled pink’ that the play is being tackled by high school students, for whom he has been described as an advocate.

“It has been an honour to work with Tetley’s text. It is simple, it is beautiful. It speaks to his empathy for those affected and it expects great things from our young people,” she said. •



# Government put on notice

While MPs were debating the “unjust and undemocratic” Education Amendment Bill (No 2) PPTA president Angela Roberts ensured each one was clear about the profession’s concerns through a letter.

Dear Minister,

I am writing to you to express the association’s grave concerns about this bill. Secondary teachers regard the process and the content of this bill as nothing short of a travesty of democracy.

In the first place, the proposed new council will have no elected teacher representation on it whatsoever; all members of EDUCANZ will be government appointees. This lack of democratic input from the profession which is supposed to “own” the body is unprecedented. As far as PPTA is aware, no other New Zealand professional regulatory body operates without any positions elected by the profession they are supposed to serve. This concern was expressed over and over again by the hundreds of secondary teachers who submitted to the Education and Science Select Committee but to no effect. Teachers will not see this new body as having any legitimacy.

Secondly, while teachers accept the necessity of funding a body to oversee the registration and deregistration functions and entry and exit to the profession, they are implacably opposed to the extra powers this undemocratic body will have to impose fees on teachers for a range of functions and activities that are unnecessary, or that duplicate work done by other bodies or that are more properly the financial responsibility of the employer.

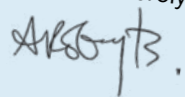
Clause 383 of the bill empowers the new council to charge teachers a series of additional costs in no way related to its prime purpose. Clause 383 (f) authorising the council to fix fees for “the provision of professional leadership” is the most egregious of these potential charges because it has no limit. It is left up to a future council to make whatever determinations it likes about what activities constitute “professional leadership” and sheet the cost home to teachers. Further, clause 381 (i) which calls for what appears to be on-site scrutiny of principals’ decisions about the issue and renewal of practising certificates in some 250 schools and 437 early childhood centres per year, involves setting up a costly auditing system. There is absolutely nothing to stop the new council from charging teachers for this low trust and wasteful duplication of work, most of which is already done by the Education Review Office.

This bill is unjust and undemocratic. The government is using its legislative powers to set up an unelected quango with no accountability to the profession whatsoever and then giving it almost unfettered powers to impose extra taxes on teachers.

There is no possibility of EDUCANZ meeting its stated purpose of “raising the status of the profession” when teachers can have no confidence in either its legitimacy or independence. Nor should it be assumed that teachers will meekly continue to fund a body which does not represent them and cannot act in the best interests of the profession.

PPTA understands there are a number of supplementary order papers that seek to ameliorate the worst excesses of this bill. I urge you to support them.

Yours sincerely,



# A new round of extravagant funding

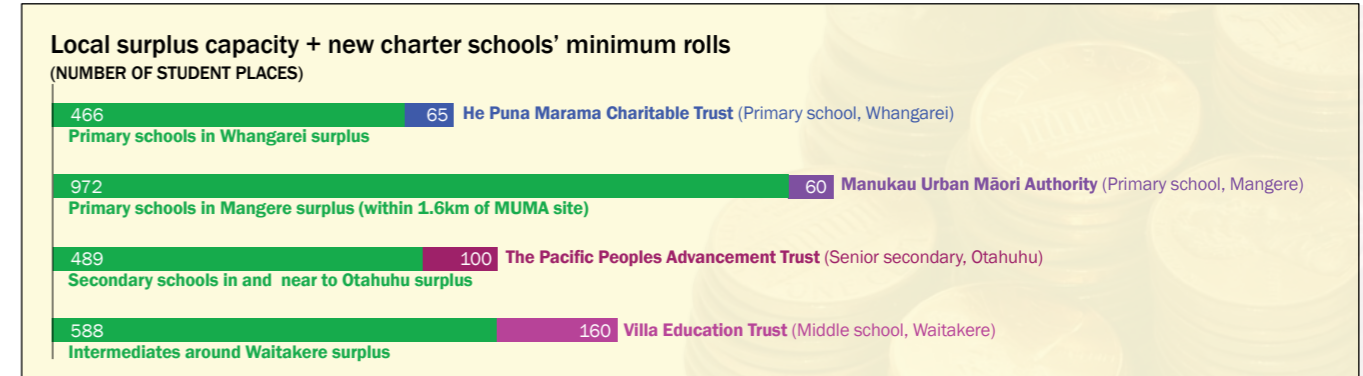
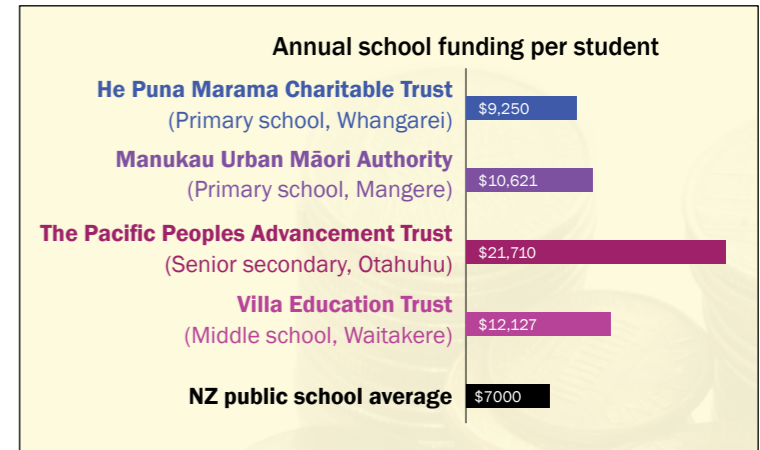
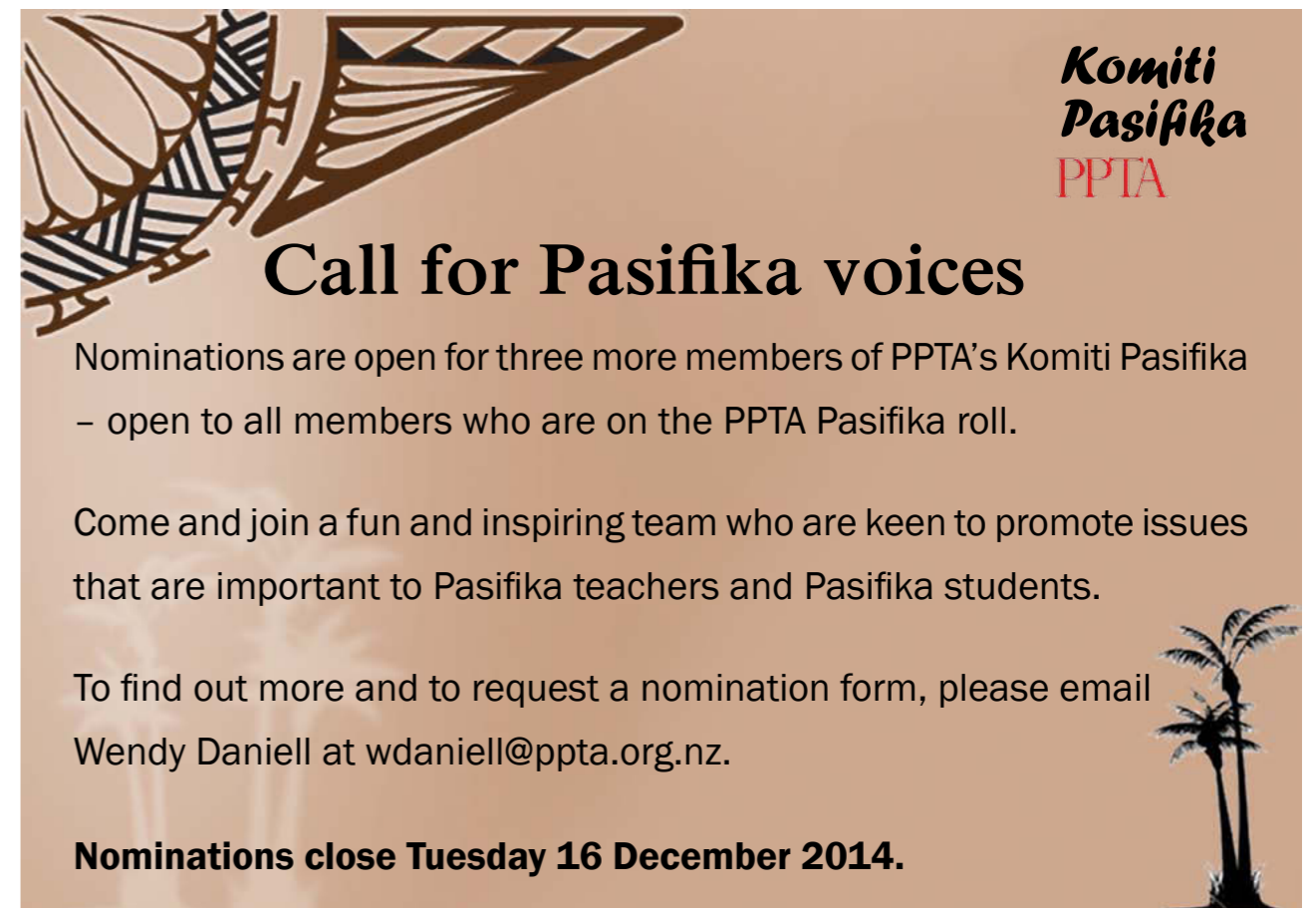
The contracts for the next four charter schools (opening in 2015) show that, like the first round, they are being funded at a far greater rate than public schools.

On average, public schools are funded at a rate of \$7000 per student per year – this includes staffing, operations and property.

PPTA president Angela Roberts said the most galling part is that each of the areas in which the new schools are opening has hundreds of spare spaces in schools nearby.

“Even with the Ministry of Education’s conservative estimates, many schools are expected to lose 30 or more students to charter schools in the next few years,” she said.

All the areas in which charter schools are opening in 2015 or were established in 2014 have gone through recent surplus staffing rounds. ■

**Komiti Pasifika PPTA**

## Call for Pasifika voices

Nominations are open for three more members of PPTA’s Komiti Pasifika – open to all members who are on the PPTA Pasifika roll.

Come and join a fun and inspiring team who are keen to promote issues that are important to Pasifika teachers and Pasifika students.

To find out more and to request a nomination form, please email Wendy Daniell at [wdaniell@ppta.org.nz](mailto:wdaniell@ppta.org.nz).

**Nominations close Tuesday 16 December 2014.**

Out in the field

# Reimbursements for EOTC

Information and advice from PPTA's intrepid field officers.

One aspect of a teacher's job that gives great satisfaction is education outside the classroom (EOTC). Here members work with skill and dedication to extend student learning opportunities. This can include school camps, field trips associated with NCEA, sports and cultural exchanges and trips to another centre for resources not available locally.

Both the Secondary Teachers' Collective Agreement (STCA) and the Area School Teachers' Collective Agreement (ASTCA) have provisions for reimbursement for teachers engaging in such extension activities. However field officers note members often don't claim their entitlements. This reluctance is often associated with a bit of pressure from

the school over affordability.

Such reimbursements are set out in Part 7 and Appendix D of the STCA, and Part 6 and Appendix 1 of the ASTCA. There is a premise the teacher involvement is "required" by the employer, but that does include any teacher helping supervise students because such supervision is needed for the activity to proceed.

For example, a four day sports trip for a secondary school, departing at 8am on a Monday and returning at 7pm on Thursday. The member stays in a motel each night. The school must cover reasonable costs for the motel. The member is also entitled to claim a total of \$221.16 under the travelling allowance provisions of Appendix D, and also \$79.44 under the field allowance



Phillip Capper CC-BY

Spotswood College tramping club on Mt Taranaki, 1969

provision. These are not huge sums of money, but can defray some of the costs of supporting student learning in these situations.

Over many decades members fought to gain all the provisions of the collective agreements. You are encouraged to make full use of those provisions and claim your full entitlements. •

## Story with good intentions fails to engage

### Roskill

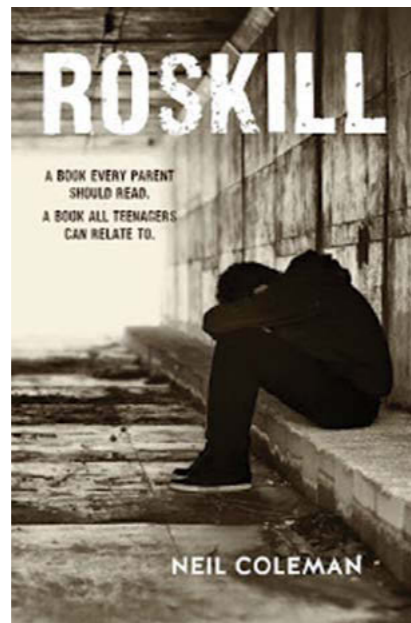
By Neil Coleman

2014

Review by Mark Weston

*Roskill* is the second novel by author and secondary school guidance counsellor Neil Coleman. Based loosely on his professional experiences of working with students dealing with the effects of drug abuse in their personal and family lives, Mr Coleman describes *Roskill* as "a story that touches on many of the issues facing today's youth in New Zealand".

The Camptons are a family leaving post quake Christchurch to start a new life in Auckland. No sooner do they arrive in their new house in Mount Roskill than they are engulfed by a tsunami of social issues; including, the father's immediate and headlong plunge into the world of P addiction, the son's running away from home and the daughter's sinister encounter with a paedophile via social media. Moana, the mother, is the anchor of the family, trying desperately to keep her family together while holding down her new job. However, with the almost constant introduction of conveniently well-placed and well-intentioned people, Moana is able to eventually navigate her



whole family to safety.

While I applaud the author's attempts to throw a spotlight on the social impact of P addiction and his radial treatment of other issues affecting young people, I did not enjoy reading this novel.

I agree with a previous reviewer that the spelling, grammar, plot inconsistencies and compressed timeline made for a difficult and at times frustrating read. The plot races from incident to incident, bouncing over issues like a jet

skier with a stuck throttle. At times I just wanted the story to slow down, take in its environment and engage me.

I was annoyed by the heavy-handed manner in which I felt treated as the reader. The author would often be compelled to explain a character's intention and expression rather than just being able to let their words do the work. I felt that I was not allowed by the author to think for myself for fear I would not manage to understand any subtleties of plot or character he may have created.

And here lies the crux of my major problem with *Roskill*. It is intended to be a kidult novel, and by Mr Coleman's own admission is aimed squarely at the Year 8 to 11 market, with a mind to schools picking *Roskill* up as a set text. But, like the old Honda 250XLS road cum trail motorbike of my youth that wasn't particularly good either on the road or off it, *Roskill* is neither a kid's story nor an adult's novel. It lacks the necessary spark and colour to hold the interest of young readers, seemingly relying solely on its hectic pace to do so, yet is too contrived and heavy-handed to appeal to many adults. •

Mark Weston is a school guidance counsellor at Tokomairiro High School in Milton.

## IN THE NEWS...



We hate to break it to the *Herald* reporters but socks and sandals haven't been a thing for many a year. We find it difficult to picture a mass of Auckland Grammar

teachers roaming the halls in walk shorts and suspect they would be highly insulted to be accused of such a fashion faux pas.



### Separated at birth?

The *New Zealand Herald's* Ana Samways points out an uncanny resemblance between parliamentary undersecretary to the Minister of Education David Seymore and Red Dwarf's uptight hologram Arnold Rimmer.

### Socks and sandals long out of style

"Male teachers will need to stop wearing the traditional walk shorts, knee-high socks and sandals. Instead, a corporate wardrobe of ties, business shirts, dress pants and formal footwear will be required. Suit jackets were also deemed desirable." — *New Zealand Herald* on Auckland Grammar's new dress code.

### McSchools on the menu

If Tony Abbot gets his way Ronald McDonald could be running a suite of schools.

Inspired by New York's hi-tech IBM school the Aussie PM thought he could do something similar with Macca's — announcing last month that the federal government would provide the cash for corporate-sponsored Pathways in Technology Early College High Schools. According to Melbourne's *Herald Sun* the first of these set-ups could be a group of "McSchools" where kids learn about the fast-food industry.

"Parliamentary secretary for education Scott Ryan said McDonalds could have value teaching school students about logistics, the supply chain and other operating concerns," the paper says.



Photo - the Shanghaist

### Exam season in China – don't forget the binoculars

1000 students, one sports field and 80 teachers with binoculars. One Chinese school has resorted to extreme measures to prevent students cheating in the country's notoriously competitive college exams.

Teachers at a college in Shaanxi Province have developed a somewhat extreme method of moving all desks and chairs outside onto the sports field, using HD cameras and teachers perched on ladders with binoculars to pinpoint the cheaters.

The high stakes of the exams, which determine the order in which students are recommended to their prospective employers, make this prison-style method necessary as students have evolved into such excellent cheaters. •

## Chalkdust: a look into PPTA's past

A series looking at education through the eyes of the PPTA Journal. This month we travel back to 1940.

### Subversive tendencies

When the governing body of a post-primary school allows a suggestion to be broadcast in the daily press that in a time of war there is a need for measure to counteract any subversive tendencies that might exist among the teachers employed in secondary schools, we feel that a very emphatic protest must be made. Such a statement is a grave reflection on the integrity of the teaching profession, which has always prided itself on the fact that although its members may hold widely divergent political views these were never allowed to influence their teaching.

### Rationing hits the PPTA Journal

We have been asked by our printers to conserve paper as much as possible. For this reason the magazine will be found to contain less pages in future.

### Education in wartime

We are pleased to note the *Economist* states: "The idea that education can or should be set aside in wartime, an idea too frequently expressed or acted upon in recent weeks is quite mistaken." While the immediate needs of war are of paramount importance, the permanent needs of the nation should not be wholly forgotten. Upon those in schools today will be placed the burdens which peace will bring... The war is being waged to save democracy; but, if democracy is to survive, the moral and intellectual power of the people will require strengthening.

### The late prime minister

It would not be fitting to allow the death of the Rt. Hon. M. J. Savage to pass without making some comment. In common with all other members

of the community, and irrespective of our political views, we regret wholeheartedly the passing of a very gallant gentleman.





ISSUES & ORGANISING  
SEMINAR

## Register now

**Delegate Leadership Development Workshop Friday, 6 March 2015**

**Issues & Organising Seminar Saturday - Sunday, 7 - 8 March 2015**

**Brentwood Hotel, Kilbirnie, Wellington**

Everyone planning to attend the I & O seminar and/or the regional officers training day can download and complete a registration form by logging in to [www.ppta.org.nz](http://www.ppta.org.nz) and visiting the “Events” section.

## PPTA membership matters



### Starting teaching?

Teacher trainees – if you’ve been appointment to a teaching position for 2015 please remember to fill out an application to join as a full member of PPTA. Application forms can be downloaded from [www.ppta.org.nz](http://www.ppta.org.nz)

### Leaving teaching?

If you are resigning from teaching please let us know so we can remove you from our membership records. Honorary PPTA membership is available. For information email [membership@ppta.org.nz](mailto:membership@ppta.org.nz)

### Does your payslip stack up?

Please remember to open and check your next payslip. Payroll errors can affect your PPTA subscription as well as your pay. If you’re a member and your payslip is **not** showing a subscription deduction, you need to email [membership@ppta.org.nz](mailto:membership@ppta.org.nz) immediately. For other payroll errors contact your school’s salary officer.