

PPTA NEWS

The magazine of New Zealand secondary teachers

Real teachers, real stories
(pages 9-11)

LET'S

**BRING OUT
THE BEST**



PPTA News



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Our pay and the conditions of our employment

PPTA president Jack Boyle on why we should care about collective bargaining.



Jack Boyle | President, PPTA

Late last year we conducted some research and discovered that many teachers don't understand collective agreements, how they are negotiated and why it's important for PPTA members to be involved.

Some viewed collective bargaining as "what 'the union' does" and the 'how' appeared to be coloured by media soundbites, opinions and political decisions which over time has resulted in some antipathy regarding unions and their representation of workers.

So what is collective bargaining, and why should we care?

Collective bargaining is when employees negotiate together as a unit with their employer to come to an agreement about pay, benefits and working conditions. The principle stems from the idea that as a group, employees have more bargaining power if they collaborate than they do if they try to negotiate with their employers individually. Despite the rhetoric of the 'free market', any individual is expendable when an employer wants to retrench on pay and conditions – but trying to replace an entire workforce is more of a challenge.

Because of its basis in collaboration, collective bargaining is inherently a democratic process; a majority of employees decide what they bargain for and then after negotiations have taken place, vote whether to accept the agreement.

Collective bargaining is generally considered to be a fundamental human

right, and in Aotearoa, is a legal right that gives employees -professionals included - the ability to create changes and find solutions with their employer. Bargaining collectively is beneficial to the economy and to society as a whole as it helps to promote a society that empowers its citizens.

As for what can be negotiated, aside from pay, a collective bargaining agreement with an employer can ensure job flexibility; proper training and/or mentoring; career advancement opportunities; maintenance of quality control and shared problem solving; as well as ensuring fairness for both employees and employers.

Over the last 20 years secondary teachers have worked together to make sure Global Budgets and their antediluvian predecessor Salaries Bulk Funding were resisted, saw off the targeted assault on collectivism under the Employment Contracts Act in the 90s, gained guaranteed paid planning and administration time for all teachers, the inclusion of

career pathways including specialist classroom teachers, mentors and Investing in Educational Success roles, management allowances and a raft of minimum standards and incremental improvements for workers.

At the same time we have negotiated pay increases that the majority of our membership has endorsed that have kept teacher remuneration largely in line with inflation or CPI.

We did all those things collectively, and the same collective motivation is needed now. As we look to 2018, we need to create the opportunity for all teachers to participate in this collective process, to work together with the government to improve our conditions, recruit and retain the most effective professionals, build individual and collective motivation—and by doing so, improve educational outcomes—in all of our schools.

The nub of it is that we all need to stand together.

We hope you will join us and have your say.



Teachers stand together during the 2015 collective agreement negotiations.

PPTA joins 21st century with online membership

PPTA News talks with Anne-Marie Clarke, the first teacher to join PPTA online.

When resource teacher of learning and behaviour (RTLB) Anne-Marie Clarke signed up through our online membership form she had no idea she was becoming part of PPTA history.

As a thank you for helping us move into the 21st century, PPTA sent book vouchers out to the first five members to sign up and Anne-Marie was number one.

Based in Otaki, Anne-Marie works in the Horowhenua/Kapiti area. She has been a member of NZEI as a classroom and specialist teacher, a member of PSA union as a Transformational Teacher and is now a member of PPTA.

Anne-Marie is new to the RTLB position and, as her cluster's employing school is a college, she was able to join PPTA.

"I had the option to join the NZEI or the PPTA. After talking to people I decided to join the PPTA.

"People I know appreciate the PPTA's bargaining powers and the strength of the union, plus the way they advocate for teachers," she said.

While new to the RTLB position, Anne-Marie has been teaching for 18 years. "I am fascinated by education and especially love working with diverse learners," she said.

Anne-Marie found the online joining process excellent. "It was very simple and quick."

She would definitely recommend joining this way to others. "As I was joining online I was telling my colleague how easy it was," she said.

Anne-Marie was very pleased to receive her book voucher.

"I received a \$100 book token for joining online out of the blue in the mail. I wasn't expecting this but was very happy to receive it as, like many teachers, I love stationary," she said.

How to join PPTA online:

Just visit ppta.org.nz, click the 'join PPTA' button and follow the instructions.



Teacher Pride

Teachers parade with pride

Teachers from across the sector march together in the Auckland Pride Parade.

Early childhood, primary and secondary teachers showed their true colours by marching together for the first time in the Auckland Pride Parade.

Auckland teacher Michael Cabral-Tarry said it was an important moment for the profession.

"While we have joined to Pride Parade in the past, this time we marched together to express pride in our diversity."

"We are proud of who we are, we are proud of our colleagues and we are proud to be setting a positive example for our students," he said.

Michael said joining the march was one

of the ways teachers could make safe and affirming environments for children and adults alike.

"Each student has the right for their unique identity to be recognised, respected and celebrated. By celebrating our diversity we make it safer for others to celebrate theirs," he said.



"We are proud of who we are" - Teachers unite for Auckland Pride Parade.

Unions engaging with Sustainable Development

PPTA president Jack Boyle travelled to Fiji and Kathmandu to engage with the United Nations Sustainable Development Goals.

The United Nations Sustainable Development Goals (SDGs) have recognised the ability of education to empower people by including a specific education goal for the first time.

PPTA president Jack Boyle took part in this by joining union leaders from NZEI and TEU to attend workshops in Fiji and Kathmandu aimed at engaging with the SDGs.

New Zealand is a signatory to 'The 2030 Agenda for Sustainable Development', which was endorsed by the United Nations General Assembly in 2015.

"The SDGs have real potential as a direction of travel for New Zealand, not only because they set out a universal and pro social agenda but also because for the first time ever there is a specific education goal," Boyle said.

As former Prime Minister and UNDP Administrator, Helen Clarke says:

"...education empowers. It is an indispensable part of the development equation. It has intrinsic value – extending far beyond the economic – to empower people to determine their own destiny. That is why the opportunity to be educated is central to advancing human development"

Council of Pacific Educators (COPE), Nandi, Fiji – New Zealand has some work to do

The New Zealand contingent noticed straight away that, while other Pacific nations were well on the way, with either a national strategy and indicators for meeting SDG 4 (education) by 2030 or planning underway with trade unions and social sector groups to try and get there, New Zealand and Australia were a long way behind.

"While that was a little embarrassing, it was really motivating to hear other nations such as Tonga discussing how government and trade unions had worked together to establish a clear policy framework and action plan for a range of SDGs and were actively promoting them as part of their national agenda.

"Having the time to explore the education goals in detail was really helpful too because they actually



(From left) Jack Boyle (PPTA), Sharn Riggs (TEU), Sandra Grey (TEU), Louise Green (NZEI) and Lynda Stewart (NZEI) talk sustainable development.

demonstrate a clear and achievable commitment to universal, free public education", Boyle said.

After the first day the general feeling amongst the New Zealanders was that if these smaller nations - who in many cases have even less straightforward relationships with their governments - can do it, why can't we?

Education International Asia Pacific Conference (EIAP), Kathmandu

The focus of this conference was to analyse what was working and what wasn't around promoting, implementing and supporting the 2030 Agenda within the policy framework of nations across the Asia Pacific Region.

"It felt like a United Nations event, with large numbers of representatives from an array of different countries, cultures, (and languages). But again it was inspiring to see the strides made by many nations towards engaging with the 2030 Agenda," Boyle said.

There were workshops on how to build indicators at the national level and lots of information around monitoring progress, Boyle said. "Again this was a

little embarrassing as the Australia and New Zealand governments were singled out for being recalcitrant in getting back to UNESCO (United Nations Educational, Scientific and Cultural Organisation) about their progress," he said.

TEU President Sandra Gray said the conference was a catalyst for how our unions could, "focus on, consult with the government about, and work together to meet our obligations towards the SDGs in 2018".

NZEI President Lynda Stuart also highlighted the connection between the education goals and the current state of education in New Zealand, "One of the goals is to ensure there are sufficient trained and qualified teachers, that's definitely something we need to be working towards".

"Despite taking our lives into our own hands a little by using public transport in Kathmandu, hearing the stories of other nations and learning from each other was a great experience and of course, given that this is an international commitment which New Zealand has signed up to it was well worth investigating," Boyle said.

Managing NCEA workload professionally

Secondary schools around the country have been sent a pack of posters about managing NCEA workload.

Produced by PPTA, and developed with the Ministry of Education, NZQA and other education agencies and organisations, the posters present a range of issues for teachers and school leaders to consider with advice on reducing unnecessary work for students and teachers.

The content is largely based on NZQA's "NCEA: the myths" material, which is available on the NZQA website.

They came about as a result of the Secondary Teacher Workload Working Group, which was formed as a result of the 2015 Secondary Teachers' Collective Agreement negotiations.

The posters are being addressed to branch secretaries, and if you don't see them begin to appear around the school, we suggest you ask about them. When the posters have arrived

in the school, it would be a great idea to discuss the points that they raise, especially when planning programmes of work, and ensure that they are put them up in prominent places, especially teacher workspaces, in your school.

Changes to NCEA may well be on the cards soon, as a result of the review that is currently underway. PPTA is heavily involved in this review, and has made sure that the well-being impacts of NCEA on both students and teachers are front and centre.



PPTA in at the ground floor of major NCEA review

PPTA junior vice president Melanie Webber and advisory officer Judie Alison share their experiences of the early days of the NCEA review.

A major review of the National Certificate of Educational Achievement (NCEA) is now underway and PPTA is in at the ground floor.



Melanie Webber

The association has four representatives on the stakeholder reference group for the review, with advisory officer Judie Alison also acting as liaison between this group and the ministerial advisory group (MAG), whose membership was announced by the minister of education last month. Judie is joined on the stakeholder group by PPTA junior vice president Melanie Webber, Te Huarahi member Hana Wijohn and advisory officer Kirsty Farrant.

A series of meetings of both the MAG and the stakeholder reference group were held from February 13 to 15 to kick-start the review process.

Melanie told PPTA News that, while it was clear people on the stakeholder reference group wanted quite significant changes to the system, it was not so clear what those changes might be. In the meantime, there was a need for an immediate focus on overassessment and excessive administration requirements, she said.

“Large scale changes will take a long time, but these are things that need to be dealt with immediately.”

Melanie was particularly concerned about the low number of practising teachers on what was a large (40 plus) reference group. There was also no-one on the group representing the Pasifika

community, an omission many of those on the group were shocked at and hoped would be rectified.

The MAG held a full day meeting on February 13 and Judie joined them in the afternoon in her liaison role to get a feel for what they were thinking. They appeared to be very keen to reduce assessment and enable teachers to focus on teaching and learning, she said.

“It became clear they were wanting to shift from the Teach + Assess + Teach + Assess treadmill that currently forms the senior secondary curriculum in so many schools,” she said.

They were also well aware that the level of change they were considering would require a massive change process, including extensive professional learning and development (PLD). The MAG asked the liaison people to encourage the reference group to identify for them any unintended consequences of their proposals that they might not have considered.

The sector reference group met for the day on February 14. As well as the four PPTA representatives, the New Zealand Secondary Principals Council (NZSPC) had one representative, Heretaunga College principal Bruce Hart.

At the start of the day, participants were asked to arrange themselves on a continuum reflecting the level of change they thought was required in the NCEA, from ‘minor improvement’ to ‘transformation’ and the bulk of the people clustered at the transformation end, Melanie said. “However, exactly what that transformation would look like and how we would get there was not much clearer at the end of the day

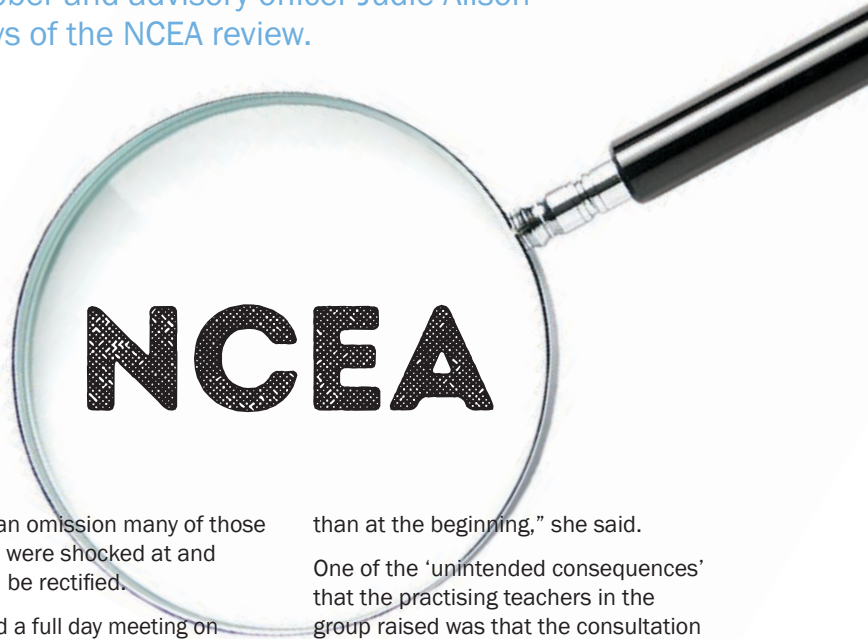
than at the beginning,” she said.

One of the ‘unintended consequences’ that the practising teachers in the group raised was that the consultation process for the review will be taking place during term two, the same time that PPTA will be holding Paid Union Meetings (PUMs) with members. Suggestions of anything that signalled a further increase in NCEA workload would likely be received very poorly during this time, Melanie said.

The day following the stakeholder reference group, the liaison people returned to meet with the MAG to report. Judie told the MAG they would need to look for ways to offer significant short term reductions in the assessment and moderation areas if they were looking to make medium or long-term changes. “It was clear to me that the MAG was listening very intently to this and realised its significance,” she said.

What happens next?

There will be a further meeting of the reference group on 19 March to consider a draft consultation document, which is to take into account the thinking of both the MAG and the stakeholder reference group. This will be published by the end of April. The public consultation will include national and regional workshops, focus groups with young people, parents and whānau and an online submissions and survey process. It will run between the end of April and August. The final phase of the review (August to November) will include further meetings with the MAG, reference group and youth advisory group to consider the implications of the consultation for recommendations to Cabinet, to be submitted in November.



Backing public education by ending charter schools

PPTA Komiti Pasifika executive member Natalie Faitala and president Jack Boyle celebrate the government's decision to support state schooling.

Students, teachers and parents will all benefit from the government's decision to back public education in New Zealand by removing the legislation that created charter schools.

PPTA Komiti Pasifika executive member Natalie Faitala is a passionate advocate for Pasifika education. She believes the funds being diverted into charter schools could have a much bigger impact on those groups if they were returned to the state system that serves all students.

There was nothing charter schools were achieving that could not be done in the state system, Natalie said.

"There is no amazing innovation or difference that's happening in charter schools that couldn't happen if state schools had the resources."

These approaches should be used for everyone, not just the select few that can attend charter schools.

"Public schools can and do reflect the diversity in their communities and are responsive and accountable to them."

"You can innovate and have new ideas and find things that can work better but there should be no reason why that can't happen in the state system," she said.

"The charter schools crying foul about closing – if they are really passionate about what they are doing – should be able to find a way to do it within the state system," she said.

"Nobody's opposed to success or innovative ways of learning for Māori and Pasifika students. The opposition is to the privatisation ideology behind the charter schools. We had to draw a line," she said.

The charter school experiment was very small and Natalie hopes practitioners can take the things they have learned

and share those ideas within the state system, so all students could benefit.

The removal of the legislation was not a surprise to Natalie who had expected it from the new government.

"The first I heard of it was David Seymour's protest against charter school closures. I thought, why are they protesting? The Labour/Green/NZ First coalition has always indicated that was their policy. They just did what they said they were going to do."

PPTA president Jack Boyle said the decision to include the removal of charters schools in Education Amendment Bill marked a great day for public schools and their communities.

"Public schools can and do reflect the diversity in their communities and are responsive and accountable to them. Many public schools are using the creativity of NCEA and the New Zealand Curriculum far better than any charters

and it is no surprise well-supported and skilled professional teachers are more likely to be innovative. We don't need charter schools for innovation," he said.

Jack gave credit to the Labour-led government for following through on their promises in good time.

"This was a strong policy position of all three parties of government, so a majority of New Zealanders clearly voted for this," he said.

This was in stark contrast to the way charter schools were introduced, with the Act party not even having them on its manifesto. "No one saw them (charter schools) coming when they emerged from the coalition deal," he said.

With the rest of the world turning against privatised, for-profit, education New Zealand can lead the world with real investment and support for public education, he said.

"This is a really positive sign."



Natalie Faitala will be pleased to see charter school resources returned to the community.

It's time to bring out the best!

Real teachers telling real stories - PPTA's 'Bring out the Best' campaign highlights the vital work teachers do.

When we ask teachers why they teach they invariably say it's the relationships that are the biggest reward; that feeling when a child has a 'lightbulb' moment, the satisfaction when you build a whānau relationship that boosts a student's confidence; the day you know that the passion you have for a subject has imbued your class with curiosity and delight.

Teachers want to bring out the best in their students. They want them to leave school equipped with the skills, confidence, values and knowledge that will allow them to make the most of every opportunity in life.

PPTA members bring out the best

PPTA members bring out the best in other teachers, by organising in their schools to make sure everyone has their rights as workers, and by standing up on educational issues that matter to the teaching profession.

It's a big role, and one that carries with it a duty of care and responsibility. Teachers play an important role in making New Zealand a better place for all of us to live and grow.

Spreading the word about the great work teachers do

'Bring out the best' aims to raise public support for teachers and give people a glimpse into the real lives of the people who make the profession what it is.

We're launching a campaign to highlight the wonderful work that teachers do. Over the next couple of months you'll start to see posters and media featuring real teachers telling their stories.

We'll be showcasing real PPTA members in national media campaigns, and asking people to tell their stories of teachers who 'brought out the best' in them.

We'll also be providing lots of tools to help you participate in your schools and in social media.

You can help by sharing your story too.

Keeping it positive

This year, with unprecedented shortages of teachers, and the secondary



Real teachers share real stories about bringing out the best in their students, colleagues and community.

teachers' collective agreement expiring, there's real momentum to make much needed improvements.

We know that being a secondary teacher in 2018 isn't all fluffy-bunnies and daffodils, and we're not going to go soft on the issues that matter to members. While we're talking about the positives,

we know that there's a long way to go to get things right; but just like with our students, we know that scaring or depressing people doesn't create the motivation for lasting change!

To join us on the journey and to help us to bring out the best, go to bringoutthebest.nz

**LET'S
BRING OUT
THE BEST**

TOBY MORRIS

"HE SHOWED ME BEING A LITTLE BIT DIFFERENT WAS AN ASSET"



"I'll always be thankful for my favourite high school teacher Tom Hunter. As a comics obsessed kid my interests didn't always fit into the usual curriculum, but Mr Hunter recognised and encouraged my skills and interests and helped steer me into paths that I would come to define my life. He got me interested in media and politics and good films and most importantly he showed me that being a little bit different was an asset, not a hindrance. He talked all his students with respect and maturity - he talked to us like equals and made us feel like we had something to say. He trusted us and we trusted him."

"Thanks Mr Hunter - I wouldn't be where I am today without you."

Toby Morris is a cartoonist, comic artist, illustrator and writer. He draws regular cartoons for The Spinoff and RNZ and is the author of several graphic novels and children's books.

ANNA DEAN

"A LIFETIME APPRECIATION OF THE ENGLISH LANGUAGE"



"I'll always be very grateful to my form and English teacher Rachel Nunns. As a third former she took me aside one afternoon and told me I wrote very well. It made a huge impression on me and led to a lifetime of appreciation for the written language. I studied English lit, journalism and eventually became a communications specialist. While a teacher because of her encouragement. While a teacher she also worked as a poet on her own work and was a great role model on how you could follow your creative passion on the edges of a career as she honed her craft. I've always appreciated that example of a life well lived."

Anna Dean is a creative campaign specialist based in Wellington, and one half of the marketing and PR firm Double Denim.

TEACHERS

"I teach because I love it. I love my subject and I love sharing it with students. When they get fired up about something, when they question, when they push back, when they learn. I love it all." #WhyTeachNZ

"I've always enjoyed working with young people. It is a profession that gives satisfaction - you do have an impact on other people's lives."

"Teaching is exciting, challenging and rewarding. It's about preparing students for future life and helping them connect with their passion to make a difference."

"I bloody love the kids. I love seeing them begin making cross curricula connections, working out how to ask and answer the questions that create new understandings. Teaching is awesome." #WhyTeachNZ

"I enjoy working as part of a committed team. I enjoy helping young people grow up informed and ready to face the world as positive useful citizens."

SHOW YOUR SUPPORT FOR OUR TEACHERS

Democracy returns to education council at last

Education minister Chris Hipkins shows good faith by returning to teachers the right to elect their own representatives.

The announcement by new Education Minister Chris Hipkins that teachers and principals will be able to elect members to the governing body of the teachers professional registration body (Education Council) has been warmly welcomed by PPTA.

The Education (Teaching Council of Aotearoa) Amendment Bill proposes that elected teachers form the majority of the new 13 person council.

On the day the announcement was made, PPTA president Jack Boyle said authentic representation should be at the heart of a professional registration body.

“This legislation now puts teachers on a par with other professions, like lawyers, doctors and nurses, who also elect their own representatives to their professional bodies,” he said.

The bill also renames the Education Council as Teaching Council, which PPTA feels better represents its role.

The Education and Workforce select committee is calling for public submissions on the bill. These close on Friday 30 March.

No taxation without representation

Since 2014 PPTA and teachers around the country have been campaigning against the previous government’s decision to remove elected positions from their professional registration body.

While this was not the only area that we were opposed to in the legislation that gave rise to the Education Council, it was certainly one of the most frequently and loudly challenged of the changes amongst the thousands of teacher submissions to select committee.

What does the bill actually do?

The total number of members of the “new” council will be 13, of which seven will be elected and six will be ministerial appointees rather than all being appointed. The chairperson, who must be appointed by the minister, can be from among the elected members or the appointees. This means that elected representatives will hold the majority in the new council.

The other big changes, as far as PPTA is concerned, are that:

1. The previous position for a principal – who always ended up being a

primary person because there are many more primary principals – has been split into three positions:

- One for a principal representing the primary sector
- One for a principal representing the secondary sector
- One for a head teacher, senior teacher or supervisor in ECE. (Because all the elected people have to be registered and hold a current practising certificate, this can only be a teacher in ECE, and can’t be a proprietor of a private childcare centre, for example.)

2. Registered teachers in initial teacher education will have a representative: the clause words it as “1 teacher educator, elected by registered teachers working in the fields of initial and on-going teacher education”. (This presumably means that registered teachers working in PLD are also eligible to vote.)

The bill provides for the council to make rules about the election process, and we understand that Education Council CEO Graham Stoop is already preparing for this.



Successful submitters - thousands of teacher submissions called for a return to democracy on the education council.

Submissions

Opportunities to make changes (including whether specific teacher union nominations should be considered) will inform PPTA's submission.

The association encourages members to make their own submissions if they wish to show their support of a change back to democratic elections. Alternatively, they are invited to share their views with their regional teams or directly with national office to help build the PPTA submission.

Timeframe and process

The bill had its first reading in February this year and will go through a select committee process where teachers and the wider community can have their say.

30 March 2018 – the closing date for public submissions on the bill

1 August 2018 – the Education and Workforce Committee will consider the bill and report back to parliament by this date.

How to submit:

Search for 'Education (Teaching Council of Aotearoa) Amendment Bill' on the New Zealand Parliament website – www.parliament.nz

If you would like to contribute to the PPTA submission email aneyland@ppta.org.nz

Branch chair at the heart of PPTA receives award

Lynfield College teacher Chris Bangs receives the Guy Allan award for branch activism.

Lynfield College chair Chris Bangs sees the branch as the heart of the PPTA, making him the perfect recipient for this year's Guy Allan award.

PPTA general secretary Michael Stevenson said Chris's focus at branch level, rather than representing members at a national level, was the main reason he was such a worthy recipient of the award.

"The Guy Allan award is an award with a distinct purpose – service to the branch and the members who teach in it," he said.

The late Guy Allan was a field officer to the Auckland and Counties-Manukau regions, who had previously been an outstanding branch activist.

Michael said he had heard of Chris long before he first met him at the 24 Hour PPTA People Auckland activism seminar

in November 2015. "Chris struck me as the quintessential branch chair," he said.

Chris's long list of work within the branch includes organising branch meetings to canvass issues, resolving individual issues for members and ensuring members attend Paid Union Meetings both at school and off-site.

He has led issue-based member focus groups (most recently on Health and Safety), taken the lead on key Collective Agreement consultation processes including the timetable policy, class size and units.

Chris encourages new teachers to join the union and, most importantly, never forgets to distribute the PPTA News.

Chris has two further skills that shouldn't go unnoticed – listening and knowing when to seek assistance from the field service, Michael said.

"Listening seems obvious, but it's not something we all do well. Chris does. He doesn't assume what's of concern or causing stress to a member, instead he listens patiently, his key tool for uncovering what the real issues are," he said.

On seeking assistance Chris has a particular knack for knowing when his own knowledge and tool-kit is becoming stretched so it's time to get on the phone and have a chat to the local field officer, Michael said.

"But he doesn't just hand over the member's concern or issue there. He makes sure he stands by his member throughout the entire process until the issue has been dealt with," Michael said.

"So, thank you Chris. Your approach is spot-on. The branch and its members are the heart of the PPTA and you thoroughly deserve this award for all your hard work, listening and intuition."



The quintessential branch chair - PPTA president Jack Boyle (left) and junior vice president Melanie Webber present Chris Bangs with the Guy Allan award.

Inside the Education Hub

PPTA News talks with Nina Hood, founder of new research resource the Education Hub.



Nina Hood

Q: In a couple of sentences please explain what The Education Hub is all about

A: The Education Hub has a mission to bridge the gap between research and practice in education. There's lots of great research taking place in our universities, however, it's not routinely finding its way into the classroom or leading to changes in practice. At the same time we have exceptional teachers across the country who are doing lots of innovative things but we are not always very good at identifying this innovative practice, or capturing it and sharing it across the system.

Q: What will teachers get out of it?

A: We are creating free, trustworthy and usable resources on topics that matter to teachers, including research overviews, school case studies, and interviews with researchers, which will enable teachers to easily stay up to date with the latest research in education. Teachers will also be able to submit questions for researchers to answer. From March we will be running a series of monthly events to complement our online offerings. These will include research seminars and teacher Q+A sessions where expert teachers share practical strategies and answer questions on key topics.

Q: What are you providing that isn't already out there?

A: At the moment there isn't any one-stop-shop for accessible and up-to-date research for teachers or a way for teachers to easily engage with researchers.



Q: How will you decide which research to share?

A: Last year we did a nationwide survey of teachers asking them about what topics they'd most like to have up-to-date research on. We have used this feedback to identify the first topics we are focusing on, which include assessment for learning and feedback, learning skills, the science of how we learn, high expectations teaching, and using data and evidence to inform practice.

Q: How do you plan to deal with any copyright issues?

A: At the moment we are creating our own materials and so are not facing copyright issues.

Q: How is this being funded? Will it always be free to access?

A: Currently, we are philanthropically funded. We believe that teachers should always have free access to knowledge and will endeavour to ensure that we always offer free resources.

Q: Briefly walk us through your plan to establish professional learning circles.

A: A strong piece of feedback from teachers was that while they want access to information online they also want opportunities to network and share ideas in person. This year we will be trialling a professional learning circle focused on assessment for learning. The learning circle will enable

a group of up to 20 teachers, with the support of an expert facilitator, to delve deeper into the research on assessment for learning, to discuss and share strategies and practices, and to experiment in their practice.

Q: Will these be the same as subject associations? Is there room for both?

A: Subject associations play a really important role and we are not trying to replace or compete with them. The learning circles are not subject-specific, but rather are focused on a particular teaching approach and can be joined by teachers from any subject area.

Q: How can teachers access it?

A: The resources we are creating will be shared on our website from late February (www.theeducationhub.org.nz) and also will be disseminated via social media. Our events are free and open to anyone, and details can be found on our website. We also will be uploading a video of each event to our website for those who cannot attend in person. For people who are interested in joining a learning circle, they can register their interest on our website or send an email to enquiries@theeducationhub.org.nz

We are always keen to connect with teachers and school leaders. If you would like to get in touch, send us an email and for regular updates on our work and offerings, follow us on social media and sign up to our newsletter.

New year, new changes

Advice from PPTA's intrepid field officers about fixed term positions.

A new year can bring changes in employment situations.

Our first topic of the year is letters of appointment for fixed term and long term relieving (LTR) positions.

Some of you have moved schools and others may be entering into a further fixed term employment agreement with the same school.

The key legal requirements for fixed term positions are for the school to clearly state in writing that it is a fixed term agreement, the reasons for the fixed term and how or when the employment will end. The employment may end on a specified date or after a specified period, on the occurrence of a specified event or at the conclusion of a specified project.

There must be "genuine reasons based on reasonable grounds" for the appointment to be validly fixed term rather than permanent.

If the real reason is to exclude or limit the legal rights of the teacher, or to establish their suitability for permanent employment, these will not be

considered "genuine reasons based on reasonable grounds".

This means that an employer may not employ someone on a fixed-term agreement where the job is really a permanent one or to avoid having to go through a fair disciplinary or dismissal procedure later on should problems arise. (See ASTCA 2.2.2A and STCA 3.2.3).

One commonly given reason which may be challenged is that the position is funded by the board of trustees above the staffing entitlement. Such funding arrangements in isolation do not necessarily justify a position being fixed term. If such reasons are being used for a number of fixed term teachers in the same school, it raises questions about the validity of the reason.

What is a genuine reason?

The most common "genuine reason" in schools is to provide LTR cover of more than six weeks due to a teacher's sick, study, refreshment or maternity leave. The start and end dates must be stated. In the case of maternity or parental leave the letter may also state the possibility of the parent returning earlier than the stated end date and

consequently the relieving position ending early. If it does not, the reliever will be entitled to remain until the stated end date, even if their colleague does return early.

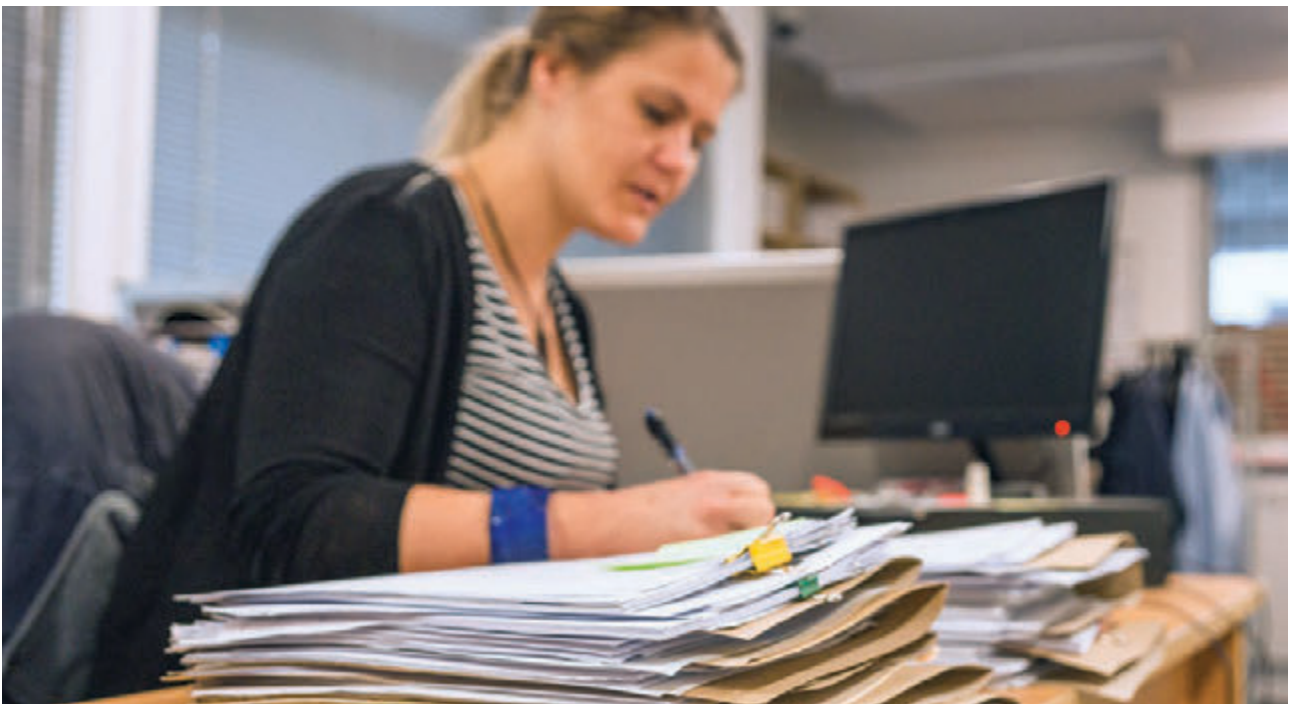
The Ministry of Education website also makes reference to the need for a valid reason:

"Your board of trustees is satisfied that there are genuine reasons related to the operational requirements of the school for the appointment of any temporary staff on fixed-term employment agreements."

What if no reason is given?

Section 66 of the Employment Relations Act 2000 also provides that where no reason has been given, in writing, for the fixed term, or where there has been no written agreement as to how or when the agreement will come to an end, that teacher's employment will be considered permanent.

Whether your fixed term or LTR appointment is new this year or has been rolled over from previous years have a look at your letter(s). If you have concerns or questions contact your field officer.



Get it in writing - A school must state in writing that an agreement is fixed term and why.

School camps and field trips – know your entitlements

This month we take a look at entitlements for teachers taking part in education outside the classroom.

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; however schools should be aware in advance of necessary trips and budget to meet these reimbursements.

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 (STCA), 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 \$100 under the field allowance provision.

When meals, accommodation and transport are provided, the teacher is still entitled to the Field Allowance for each 24hour period. If the transport is the teachers own vehicle then STCA 7.4 / ASTCA 6.4 also can apply.

These are not huge sums of money, but they 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.

PPTA MEMBERSHIP ALERT

Have your circumstances changed?
New job? Changed school? Let us know!

Starting Teaching?

Teacher trainees – if you've been appointed to a teaching position for 2018, please remember to fill out an application to join us as a full member of PPTA. Look for the Join PPTA section at 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 more information email 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 immediately. For other payroll errors contact your school's salary officer.



Teacher shortage cycle repeating

Former Freyberg High School principal and past NZSPC chair Russell Trethewey sees history repeating in the teacher recruitment crisis. He writes to education minister Chris Hipkins.

Dear minister

I was principal of Freyberg High School 1991-2004 and chairperson of NZPPTA Principals' Council 2002 and 2003.

I have observed the current teacher shortage crisis with interest and it has brought back many memories. The cycle is repeating itself.

I began my teaching in 1968 with an MSc Hons Degree and a Diploma of Teaching on the princely sum of \$2534. A builder's labourer could earn more. There was an acute teacher shortage and I remember my head of department saying that there was just no solution ...teachers were simply just not there. PPTA was very active at that time. My wife and I departed for London in 1970 and returned in 1972.

To my amazement, on my return to New Zealand, I re-started on a new salary of about \$8800. Wow. What an increase!!!! Admittedly I was then on a PR 2 probably because of the previous teacher shortage.

National has never been prepared to really value teachers. Teachers have been generally under-paid. However, the very best teachers that I worked with came into teaching during the 1970s and 1980s when teacher salaries were corrected. A really good teacher has the ability to rise to the top in any profession. They not only have subject knowledge but interpersonal skills and organisational skills. Paying a decent salary not only improved teacher numbers but also improved teacher quality.

Housing prices especially in Auckland force teachers to look elsewhere. The

imbalance is now appalling.

I recall that the signs were there even in 2003-2004. In Palmerston North I had far less of a problem recruiting quality teachers than did my Auckland colleagues. Living costs were an issue even then.

In the old days a studentship also existed for teachers. Not only were my university costs paid but I received a living allowance. This was a real attraction especially if you came from a home which was not very affluent.

My thoughts may no longer be helpful but they are relevant to the current situation. If you want quality teachers in good numbers, the government must be prepared to pay attractive and realistic salaries. If MPs were paid similar salaries I am sure the quality would deteriorate and the number of applicants would decline dramatically.



"This one's still warm - he can cover a couple of classes."

History repeating – a cartoon from the PPTA News archives shows this has happened before.

PPTA supports work of Correspondence School staff

A Te Aho O Te Kura Pounamu member shares concerns about the November/December 2017 PPTA News article 'Correspondence School's corporate turn could hurt.'

To whom it may concern,

I am writing regarding the article written about the Te Aho O Te Kura Pounamu Correspondence School.

I have been a member of PPTA since I started teaching back in 2006. I am grateful and supportive of what PPTA does for the teachers across the country. However, this time, I was shocked and disappointed as to how this matter was handled. I am writing to express my concern about the article that was written about my work place.

The article (p6 of PPTA News Vol 38 No7 Nov/Dec magazine) mentions the frequency of the CEO's overseas trips, which we were indeed concerned about. We subsequently raised these concerns within the organisation and had a meeting about this.

In the article, it says,

"PPTA members at Te Kura have raised concerns....."(P.6) and "PPTA president Jack Boyle said members had contacted him with concerns about.." which implies ALL PPTA members at Te Kura agreed with this statement.

While this is indeed a continuing concern for our organisation, I feel

that this article was written with not entirely correct information and has misled the readers about our school. We, teachers (PPTA and non-PPTA members) work very hard to make positive changes to students who otherwise would get no educational help. These students have come to Te Kura, as the mainstream education could not accommodate their needs.

I believe in any organisation or any school, there are positive and negative matters that need to be addressed and this was one of those. I feel strongly that if this kind of issue were taken up by the mainstream media, more thorough research and consultation of the members would have been undertaken.

As a PPTA member, I was never consulted or notified that such an article would be published. Now I feel angry about the negative message the public may perceive about our organisation which is not justified. Much of the hard work the teachers do at our school has been discredited. I have been put in a position where I have to defend the many positive works we do in making positive change in students' lives to the public and also to non PPTA members that I do not hold the same view which was written in the article.

I hope that more consideration to all members will be given when an issue needs to be publicly addressed.

(Name withheld).

We are sorry you feel this way about the story we ran last year. PPTA doesn't intend at all to undermine the important work Te Aho O Te Kura Pounamu does. In fact the gist of the article, and the concerns voiced to us by the members who approached us about these issues, is that the behaviour highlighted and focus on becoming a COOL could detract from the vital work the school does. We are very supportive of Te Kura staff and apologise if you feel like this is not the case.

We were approached by a number of individual members about these issues and as a result we spoke with Te Kura PPTA branch officers about the proposed story. This is always our first port of call when writing a story about a school.

We don't believe using the word 'members' implies 'all members' and the phrase 'all members' was very deliberately not used. It was certainly not the intention of the article to undermine the good work being done by Te Kura and we do not believe it does this - ed



ATTENTION TEACHERS

O-I New Zealand Environmental Fund

Expressions of interest to make application for a grant from the O-I New Zealand Environmental Fund are invited. Up to \$25,000 will be available in total for suitable environmental projects. For application forms and guidelines see our website www.recycleglass.co.nz or contact:

O-I New Zealand Environmental Fund:
PO Box 12345 Penrose, Auckland 1642
Phone. 09 976 7127 Fax. 09 976 7119

**Deadline for expression
of interest is 31 March 2018**



Leaving teaching? Please fill in our survey

PPTA has started an ongoing survey to provide annual information from secondary teachers and school leaders on why they leave teaching in New Zealand schools. This information is not collected by the New Zealand Ministry of Education or any other organisation from those who leave. We believe this information is essential in planning for the future.

The survey can be completed in five minutes and responses will be anonymous. Just go to ppta.org.nz and search 'leaving teaching'.

If you have any questions about the survey please contact
Rob Willetts - rwilletts@ppta.org.nz

