

PPTA NEWS

The magazine of New Zealand secondary teachers

Why I teach!
Secondary teachers
tell us why they
do what they do
(pages 8-9)



PPTA News



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Time to support the teachers who bring out the best

PPTA president Jack Boyle outlines our Bring out the Best campaign, highlighting what teachers do and what they need to keep doing it.



Jack Boyle | President, PPTA

For teachers to do their best work, to bring out the best in each of their students, they need to be properly trained and supported, and there has to be enough of them.

Our bargaining strategy for the 2018 STCA round reflects the reality that to have the right number of well-trained teachers in schools, we have to pay them enough to get them in and keep them there. It's well established that at the moment that's not happening. We simply don't have enough teachers to be able to guarantee that our children will have trained, registered teachers guiding their learning.

It's not just an Auckland problem (although housing costs have severe impacts on teacher shortages), nor is it just in Maths and Technology (although recruitment into those subject areas has long been affected by more lucrative career options). It's across the board. As the number of new secondary teachers joining the profession continues to fall (from 1200 to 700 a year) and student numbers climb (they'll be 10% higher by 2025), it's inevitable that many high school students will have overly large classes and won't have access to specialist teachers.

Because we are committed to bringing out the best in the next generation we need to act now. Of course, the challenge for the government is to come to bargaining later this year with the funds and a plan to fix this. (We've got plenty of ideas for the latter, but only they can provide the former!)

Money isn't the whole argument though. Teaching is always going to be a really complex and challenging job but more needs to be done to ensure the conditions of work allow teachers to bring their best. Economist Shamubeel Eaquib told our recent conference, "the goodwill tanks are almost empty".

We need to be supporting our teachers to be the best by addressing the compliance and administration demands that occupy such a large part of a teacher's job. Teachers need time to teach, they need access to professional learning to best meet the needs of their students. They need to be trusted to bring out the best in students. While we often just put our heads down and do the best we can, managing intense workloads and finding professional learning on our own time is having a big impact. The pool of prospective teachers in schools

- our top students - see their teachers and how hard they work and they're choosing other options.

A key part of our bargaining strategy for this year will be to share what we do. Making the job sustainable for current teachers and attractive for prospective teachers will be underpinned this year by our campaign to "bring out the best". We will be showcasing real teachers and asking people to share their stories of teachers who 'brought out the best' in them. There is a website and lots of ways our teachers (and the wider public) can support this campaign (see pages 8-9).

It's simply not necessary that the government has to tell teachers leaving the profession due to overwork that they're terribly sorry but their hands are tied. They could choose differently, and we're asking them to do that.



Sharing info and building connections at I&O 2018

New Wellington Regional chair Ahmad Osama shares his experiences at the PPTA Issues and Organising conference.

PPTA members were able to network and bring information and practical ideas back to their schools thanks to last month's Issues and Organising (I and O) conference.

More than 140 people attended the annual seminar, the largest turn out for the conference to date.

Wellington's new PPTA regional chair Ahmad Osama attended the conference because he thought it would be a good way to find tips to grow the region he now represents.

Formerly branch chair at Hawera High School in Taranaki and Network of Establishing Teachers representative for the region, Ahmad is now in his second year teaching Science, Biology and Maths at Aotea College.

"It's my first year (as regional chair) and this is an amazing opportunity to network and organise for them. I want to develop the region more and I feel like I'm working towards that," he said.

Conference attendees learned about PPTA's industrial campaign to empower the government to value teachers, education and students. Workshops covered bargaining, organising, collective agreement entitlements, innovation in education and safety in schools.

Keynote speakers economist Shamubeel Eaqub and organiser Dr Jane McAlevey spoke with members about bargaining and organising.

Ahmad valued the opportunity to connect with members from his region, particularly in such an important bargaining year. "We are the capital city. It's a big region, so it is a great opportunity to create an active network," he said.

He also valued the opportunity to network with PPTA staff and learn about the strategies around our industrial campaign. "When we talked and shared ideas some great things came up. It was really exciting," he said.

Ahmad appreciated the chance to talk about the factors that make a region work well. "Getting people coming together and communicating is something we want to work on more."



Participants make the most of the conference.

After having branch officers training sessions run in the region, Ahmad was keen to create more regionally based social events for people who weren't necessarily interested in meeting and paperwork. "Teachers have limited opportunities to get together and network, particularly in isolated schools. Sometimes the best PD can come from talking to colleagues," he said.

Ahmad encourages all members who have the chance to attend an I and O conference.

"I would 100% recommend I and O to anyone, from branch officers to all members. The first PPTA training session I did (a provisionally registered teacher Mahi Tika course) was some of the best PD I had ever been to. Every PPTA event or training session I have

been to has been great PD," he said.

The only thing Ahmad thinks could have been improved at this year's I and O was to have more time to talk with other regional chairs as a group.

"With new people and experienced chairs together it was really helpful, particularly in such an important bargaining year. I would have liked more time to discuss the next steps forward with other branch officers," he said.

PPTA president Jack Boyle was excited about the conference turnout.

"For me, it was a PPTA conference like this one that opened my eyes to what we can achieve together. My wish is that, for some of you, this conference will do the same," he told those there.

Students to show community it's okay to ask for help

Alternative education students and graduates promote non-violence through art.

Wainuiomata's Rangatahi Learning Centre provides young people with a second chance and now those students are using that chance to promote non-violence in their community.

Trish Morgan, the teacher in charge of the alternative education programme, said last year's students became involved in their version of the 'It's not okay' campaign around non-violence in their community.

"We changed it up a bit to 'it's okay to ask for help'," she said.

"We decided to get our kids involved by creating a mural for our community, to remind them about our young people."

The students came up with non-violence themed designs, based around the white ribbon anti-violence campaign. There were ribbons, doves and koru themed designs and the process of creating them led to

credits in NCEA level 1 digital design.

As part of their graduation celebrations at the end of last year the students were presented with hoodies with their designs printed on them.

Trish said these designs will form the basis of a mural which the young people will be working on this year with the aid of local artist Ranga Tuhi.

Ranga has worked with the centre's students before, helping them create a mural on a once graffiti plagued wall for children with motor disorders at the Conductive Education Trust.

"It's something that gives these kids pride. A place that was tagged is now a mural, these kids get NCEA, everybody wins – the community especially...If you don't motivate them they will end up in gangs or doing crime and going to prison. This gives them hope and an opportunity to better themselves," he said.

This year's project will be much bigger

and take pride of place on Queen Street, Wainuiomata's main street. It will also be part of the town's anti-graffiti programme. "It's about giving back to the community," Trish said.

Trish was proud of her graduates and said they were making great progress.

"Some have gone into trades and some have gone back into mainstream schooling. It's really, really nice."

Those that have moved on and won't be able to help with the painting will still have their designs up on the wall, she said.

The students keep in touch when they leave the centre or return to mainstream schooling, Trish said. If they had any difficulties in the mainstream they also still had the option to go back to the centre for the day to calm down.

"It was a really great year last year. It is great getting them back into the community and doing things for the community," she said.



Non-violent design – Rangatahi Learning Centre graduates model the art that will appear on a mural in Wainuiomata's city centre.

Tomorrow's Schools – how did we get here?

The government has announced a review of New Zealand's education system, but what is Tomorrow's Schools? How did we get here? And where are we going now?

“The government’s objective, broadly expressed, is that all persons, whatever their level of ability, whether they live in town or country, have a right as citizens to a free education of the kind for which they are best fitted and to the fullest extent of their powers.”

This was Prime Minister Peter Fraser’s vision for education in the 1940s. Today’s competitive education system with ‘have’ and ‘have not’ schools appears to be a far cry from that. To see how we got from there to here, PPTA News looks at the timeline of Tomorrow’s Schools.

Before Tomorrow's Schools

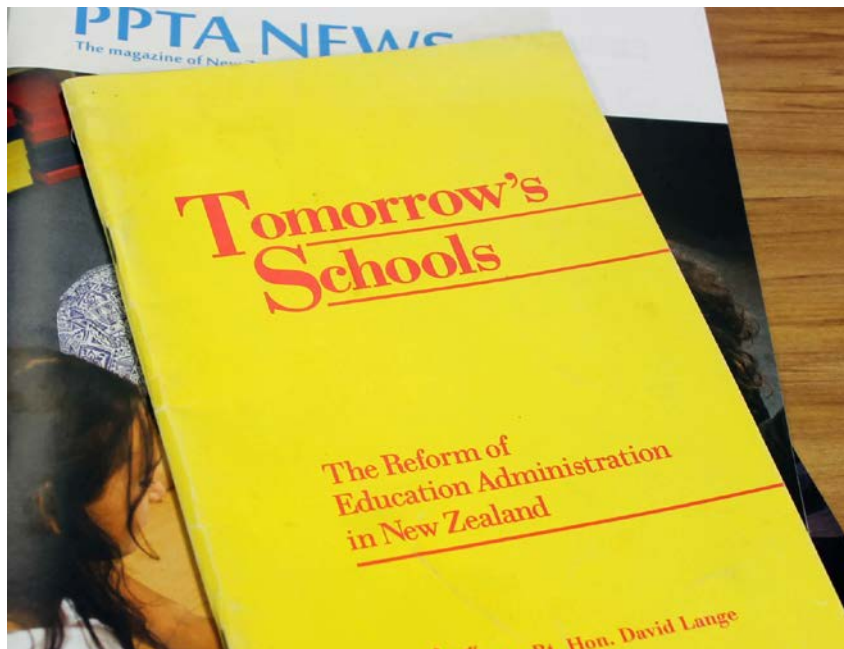
Before the introduction of Tomorrow’s Schools New Zealand had a tightly controlled and centralised public education system. Schools operated under regional secondary school boards and local education boards. Schools were monitored and supported by a system of inspectors.

The Department of Education administered property and provided support around curriculum and professional development and central functions such as payment of salaries, building and funding entitlements. The curriculum was the same for all students, which the department supported through an advisory system. Teachers and principals were employees of the department and the principal was the school’s professional leader.

Schools were zoned and the expectation was that people would attend their local school. Schools were more socially diverse and there was limited parental involvement.

The Picot report

In the late 1980s the then Labour government announced that the schooling system was not responding to the broader changes happening in the economy. “More immediate delivery of resources to schools, more parental and community involvement and greater teacher responsibility” was what was needed, according to then prime minister and minister of education David Lange.



Tomorrow's Schools responded to changes in society.

In 1988 the Administering for Excellence: Effective Administration in Education report (more commonly known as the Picot report) by a taskforce headed by businessman Brian Picot was released.

Picot was the managing director of supermarket operator Progressive Enterprises and his report encouraged government to shift from centralised management of education to local communities with a focus on “value and efficiency”.

The changes

In 1989 the national Department of Education was abolished and the Ministry of Education established.

Overnight control of primary and secondary schools was moved to locally elected boards of trustees made up of volunteers. Principals became CEOs as well as professional leaders and took on legal, financial, property and employment responsibilities.

The inspectorate system was removed and the education agencies were separated with the Ministry of Education handling policy, ERO accountability and the New Zealand Qualifications Authority (NZQA) qualifications.

In 1990 a National government was elected and in 1991 zoning was abolished and full parental choice

of schools was given, leading to the development of a competitive culture in the state education system. Schools were bulk funded and given responsibility for property and operations. As independent businesses competing in a market, successful schools survived and grew while unsuccessful schools failed and closed.

What happened?

There has been some innovation, greater flexibility but no educational improvement. The system has become incoherent with ‘successful’ schools oversubscribed, social segregation and decreased equity.

This has led to the call for a review of the system. “The benefits of the changes have run their course and we need to take a fundamental look at the system,” current education minister Chris Hipkins says.

An independent task force has been set up to review the last 30 years with a cross-sector advisory panel due to report by the end of 2018. Any change is to be constructive, evidence-based and done in a way that schools and communities feel empowered.

See page 7 for PPTA’s position on the Tomorrow’s Schools review

Tomorrow's Schools – advice for the decision makers

PPTA wants member voices heard in the education system overhaul.

It's time to take a "fundamental look" at our education system, says education minister Chris Hipkins.

"The benefits of the changes have run their course, and we need to take a fundamental look at the system," said education minister Chris Hipkins when announcing a government review of Tomorrow's Schools.

He wants changes that are constructive, evidence-based and done in a way that schools and communities feel empowered and PPTA will be part of that discussion, president Jack Boyle said.

It is time for members to start having discussions about what changes they think are needed to improve social and educational outcomes for students, Jack said.

An independent taskforce informed by a cross-sector advisory panel will review the last 30 years under Tomorrow's Schools and report to the minister by the end of this year. PPTA expects to be involved with this panel and will be collecting your views to share, he said.

PPTA believes there are a number of risks in the current model. Competition is leading to winner and loser schools and loser schools mean students miss out.

Jack said there was no oversight of the interest and needs of the current system as a whole.

"Local school management is prioritised over other important aspects," he said.

The board of trustees model can increase inequality between schools and has equity implications for students.

Insufficient funding and the difficulties rural, isolated and low decile schools can have attracting parents to be trustees can mean schools in more affluent areas are able to attract more qualified boards.

"Other schools lose students, then lose funding and have less opportunity to offer a broad curriculum," he said.

There is a lot of duplication in the current system, with neighbouring schools competing rather than complementing and collaborating. This meant a lot of extra monitoring – 2300 school

Education
Conversation
2018

conversation.education.govt.nz
#EdConvo18

Me kōrero tātou! **What do you think about education?** **#EdConvo18**

Education Conversation - Kōrero Mātauranga

boards means 2300 schools must be audited each year. Administration and compliance workload had been driven to extreme levels, he said.

Tomorrow's Schools has led to a loss of system support around schools and a loss of collective responsibility for the wider profession. "Coherence and support has gone," he said.

There was also a lack of continuity with board membership turning over as new members are voted on.

Jack believes the review could be a valuable unifying opportunity and looks

forward to hearing members' thoughts.

In the meantime the government has set up the Education Conversation – Kōrero Mātauranga survey, which will inform the taskforce's report.

It is described as "your chance to shape the future of New Zealand education, for all our children and young people, for the next 30 years or more."

PPTA encourages members to share their thoughts. The survey can be found at conversation.education.govt.nz and the social media hashtag is #EdConvo18

Why I teach – why teachers do what they do

As part of our Bring out the Best campaign PPTA News asks teachers to tell us in 25 words or less why they teach.

To help people get to know the faces our students see each day, PPTA News has asked secondary teachers to share why they do what they do.

If we bring out the best in our teachers, they can bring out the best in our young people. Check out the bringoutthebest.nz website for ways to do this and opportunities to share your own stories, whether you are a teacher or someone who has had a teacher make an impact on their lives.



JASON WANG
CANTERBURY, 7 YEARS TEACHING

One of the reasons I love teaching is that I like to share Mathematics as a language and a tool to shape kids' lives.



LIA TE WAO
COUNTIES-MAUKAU, 4 YEARS TEACHING

Ko āku tamariki tōku ngākau, ko tō rātou tipuranga te tino pūtaketanga o tōku whāinga. Ka tū pakari ai ahau i tāku tūranga o te Kaiwhakaaka mo ngā tamariki katoa, ko rātou ngā Rangatira mo āpōpō. 'Ko te Amorangi kei mua, ko te hāpai ō kei muri.'



BRIAN DUNCKLEY
NORTHLAND UPPER, 10 YEARS TEACHING

I thrive on the challenge; no day is the same and I feel like I'm actually making a difference.



CAMERON THOMSON
AUCKLAND, 2 YEARS TEACHING

I teach because I believe my God-given purpose is to make a difference in the education sector of our society.



RUBY GRANT
AUCKLAND, 2ND YEAR TEACHING

When I'm feeling my most exhausted, I look back and realise that all my energy was spent working with young people, teaching and learning something I love.



ESTHER VAN DUKE
NORTHLAND UPPER, 36 YEARS TEACHING

I teach because I get to come to work every day and be inspired by the amazing students I work with.



SIMON REID
TARANAKI, 42 YEARS TEACHING

Even after 42 years in classrooms, every day gives me a laugh and a sense of achievement. I like sharing the love.



GLENN CASSIDY
BOP/CENTRAL PLATEAU, 20 YEARS TEACHING

It's in my blood. I come from a line of teachers. My great grandmother taught in the Stone House in Kerikeri.

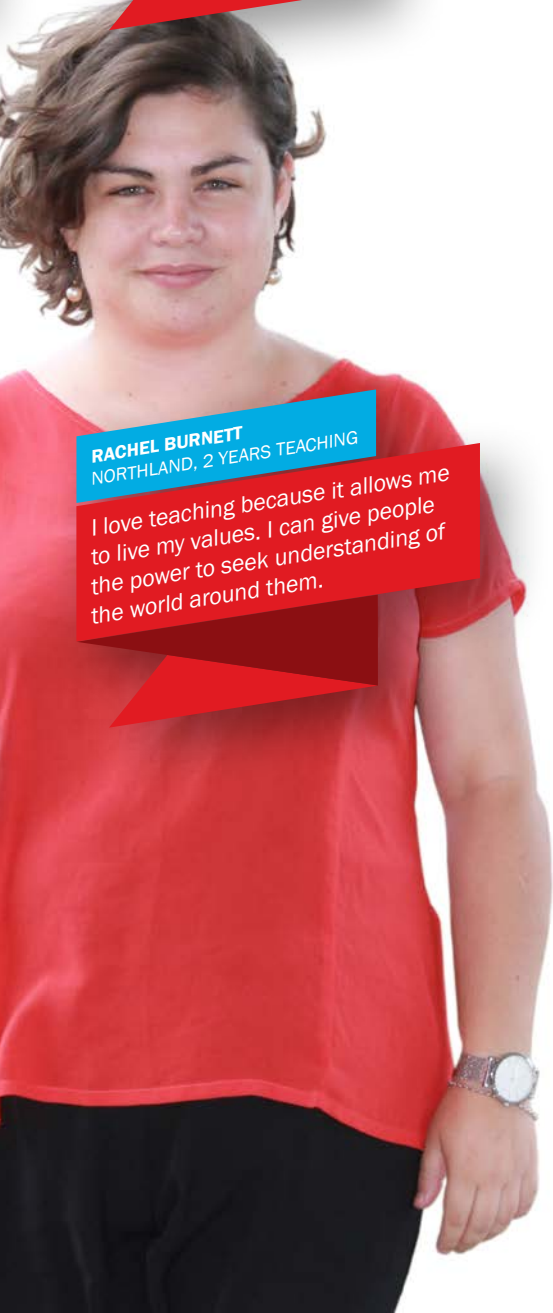
Teachers care for our greatest taonga

John Paul College principal Patrick Walsh writes to the Rotorua Daily Post about how teachers deserve better.



KIERAN BROWNE
TARANAKI, 27 YEARS TEACHING

I love the interaction with young people; my energy levels and enthusiasm are directly related to time in the classroom. There would be very few days when I don't learn something new and I've never had a day when I didn't laugh.



RACHEL BURNETT
NORTHLAND, 2 YEARS TEACHING

I love teaching because it allows me to live my values. I can give people the power to seek understanding of the world around them.

We all have personal experience of the schooling system and therefore know the life changing difference a passionate, well qualified and competent teacher can make to our education, sense of self-worth and future directions in life.



Patrick Walsh

We also know first-hand that teachers in New Zealand go the extra mile as coaches, camp leaders, after school tutors and that they regularly work through their lunchtimes and school holidays.

Teachers at John Paul College are no exception.

In recent times teachers have also had to take on the role of substitute parent, counsellor and in some cases, provide breakfast and referee students with anger management problems.

The above is all in addition to their core business of planning, teaching and marking which, with NCEA, is no mean feat.

In relation to the "pay and conditions" of teachers, we have relied on their goodwill and professionalism for the last nine years as their salaries have eroded. The net result of this has been a looming crisis which has now come home to roost.

Applications for teacher training have dropped by 40%, and record numbers of beginning teachers are leaving the profession.

In essential subjects such as Science, Mathematics, Technology and senior

English, schools often have no applicants, or a very poor field to select from.

A large number of teachers are due to retire in the next five years with no national succession plan.

I have just finished interviewing all of the Year 13 students, in part to determine their destination in 2019.

Of the 170 students only three indicated a desire to become teachers.

At John Paul College they are very grateful for what their teachers have done for them but they have seen first-hand the workload and stress they are under and don't want that for themselves.

They also know that other professions and occupations that require a degree will offer far superior salaries and work conditions. The status of teaching in New Zealand is at a low ebb.

I am in awe of the fantastic job teachers do at JPC and nationally. I wish to share with you as parents who have a vested interest in the education system that unless there is a serious correction to their pay and conditions the future of our children's education will be seriously compromised as well as our ability to remain a first world economy.

It's not my intention to make a political statement but the situation is the worst I have seen in nearly 15 years as a principal.

LET'S

BRING OUT THE BEST

The worth we attach to our teachers reflects directly the value we place on our children's education.

They are our greatest taonga and therefore those who educate and care for them deserve better.

Patrick Walsh
Principal, John Paul College.

“Speak up! Stand together! Stop bullying!”

Specialist Classroom teacher and Avondale College branch chair Shawn Cooper shares how his school supports Pink Shirt Day when it falls during exam week.

Celebrated annually around the globe, Pink Shirt Day (PSD) began in Canada in 2007 when two students took a stand against homophobic bullying, mobilising their whole school, after a peer was bullied for wearing a pink shirt.

In New Zealand, Pink Shirt Day aims to create schools, workplaces and communities where all people feel safe, valued and respected.

For many years now, PPTA has had representation on the PSD steering committee, now hosted with the Mental Health Foundation, and this year we are advocating for a larger than ever uptake of the key messages in schools across Aotearoa.

“Speak up! Stand together! Stop bullying!” is more than just a tag line. Developed in consultation with students, this message calls for both targets and bystanders to use their voices to call out bullying behaviour, support one another and

promote atawhai and kindness in our workplaces and schools.

The official date for PSD is May 18th this year. Schools are encouraged to promote the key messages of PSD, model respect for self and others in our communities, engage staff and students in participatory actions, and fundraise to assist services that provide ongoing education and support for targets of bullying.

For the past two years, the official day of PSD fell within the senior exam week at my school, Avondale College. In collaboration with the principal and the director of guidance, I was able to coordinate a staff fundraising breakfast on the official PSD to raise awareness of the key messages; encouraging all staff to wear pink to show our junior school that bullying was not going to be tolerated by any of the staff at school.

This was followed up by a full school mufti day and “Avondale PSD” the following Tuesday, announced at our weekly whole school assembly where speakers addressed the student body to explain the reason for the day and

how to participate. Incorporating student led bake sales, a lunchtime concert and visibility of students from our Safe School Leaders and Rainbow Group all assisted in the success of the day.

As the convener of the PPTA's Rainbow Taskforce I can assure you of the power that days of action like PSD can have in transforming the day to day behaviour and culture of a school community is immeasurable. Participating in PSD is not only an effective way to get the whole school on board in sending a consistent message about bullying to the students, it is an essential tool in helping students of diverse gender identities and sexualities to discover their own support network and community.

For more information on how to participate in PSD or to register your school's participation visit the official site (pinkshirtday.org.nz). Please also refer to the PPTA Guidelines for Affirming diversity of sexualities and gender identities in the school community (on the Rainbow Teachers page of ppta.org.nz) to see what more you can do.

Join the movement!



Avondale College celebrates Pink Shirt Day.

Quake affected Canterbury teachers living with PTSD

University of Otago associate professor David McBride calls for ongoing support for Canterbury teachers living with Post Traumatic Stress Disorder.

A University of Otago study of front line workers during the 2010 and 2011 Canterbury quakes shows affected teachers are physically and psychologically struggling and still in need of support.

Associate professor in Occupational and Environmental Medicine David McBride said the university gained insights into the health of teachers after the Canterbury quakes during a research study into the occupational health of front line workers.

The 'Risk and protective factors for the course of post-traumatic stress disorder in frontline workers after the Christchurch New Zealand earthquake' study was funded by the Canterbury Medical Research Trust. It also researched 'non-traditional responders' including those that provided continuity of social services such as welfare, health, education, justice, psychology and community outreach.

Teachers fit squarely into this category, as evidenced by a number of Canterbury teachers spoken to by PPTA News who have struggled with maintaining day to day normality for their students.

"Some people are tired. Some of us are still coping with broken houses. We are still battling away to get the insurance companies to pay what we are entitled to. Sometimes it's hard to find the energy to deal with it all," one member said.

"We are dealing with all of the issues teachers in the rest of New Zealand are, plus our own. These are huge issues. They haven't gone away. It's still going on, it's every day," another said.

David described the worrying state of teacher physical and psychological health in general.

"I admire professional educators. They are up there in front of a class most of the day every day, which is difficult enough without all the other teaching related imperatives loaded onto them. There are warning signs all is not well with the profession. A Google search for 'teachers under pressure' revealed a wealth of information on job stresses and strains, from both New Zealand and internationally," he said.



The effects of the earthquakes are still being felt.

The focus of this study, however, was on Post Traumatic Stress Disorder (PTSD), with the trauma defined as "a catastrophic stressor outside the range of the normal human experience." A comparison population was chosen from Hamilton, the nearest demographically similar centre.

Those with a higher change of developing PTSD tended to be female, married, university educated and working as teachers.

"One of the factors, obvious if you think about it, is that schools actually form a social support network for pupils and families, but teachers and principals have their own concurrent and personal disaster related problems to sort out," he said.

Many of the things the researchers thought would be risk factors proved to be so, David said.

"Teachers scored higher in burnout (except for personal accomplishment), very much higher in social dysfunction, anxiety and insomnia and lower in resilience. This would be expected in a stressed group," he said.

What they didn't expect to find, in the model predicting high levels of PTSD over time, was a high social support score. However a teacher specific survey looked at the relationship

between cynicism, role overload and intention to exit the profession, suggested material support was lacking in the long term.

"The explanation may be that those teachers engaged in seeking support are those feeling greater impact from their adverse earthquake experiences. Expression of high support, at least on these questionnaire items, may not necessarily be a positive sign."

The fact that distress persisted over the 18 month period suggested that support should be prolonged, David said.

"The efficacy of support mechanisms does need to be looked at carefully, and I am not sure how to do this. School autonomy might not work so well when it comes to accessing occupational health support," he said.

"Teacher stress must be managed if the profession, and our national future, is to thrive. It is up to us as health professionals to help where we can."

'Risk and protective factors for the course of Post Traumatic Stress Disorder in frontline workers after the Christchurch New Zealand earthquake' is available online at emeraldinsight.com

Keep an eye out for a future PPTA News special as we travel to Canterbury regions affected by more recent quakes and speak with members there.

Useful information with some limits

Freyberg High School deputy principal Craig Steed reviews *Real World Ready* – a book that aims to prepare students for life outside of school.

Real World Ready is written by teacher/author Wayne R. Benton. It is divided into 10 clear sections or chapters, each addressing an aspect of readiness for life beyond school.



The topics covered include career pathways, job applications, interviews, managing money, insurance, growing fresh veggies, cooking amongst others.

The intention of the book is that it is used by the owner in conjunction with a mentor. At the end of each chapter the owner and mentor have a task to complete and sign off. As an example, the money ready chapter asks students to develop a budget for success plan and set up bank accounts to support this.

Each chapter brings a range of information on each topic together, provides examples and has different scenarios presented. The book is also supported by a website <http://www.realworldready.co.nz/resources/>. However, this site is quite undeveloped at this stage, with essentially four single page resources available on it, leaving the website with plenty of scope for future development to support the book.

Overall, I am a little unclear on the target audience for the book. The word student is used throughout the book and I'd imagine the intended audience is Year 12 and 13 school leavers. However, some of the tasks assigned to go with the mentor indicate the student will likely have then left school. Chapter three for example is about being interview ready and the mentor task is to have checked the employment contract. This, in a sense, limits the usefulness of the book for schools.

The book is also very information heavy, with limited engaging reflections, tasks or activities, other than the mentor discussions. With similar information being available on the web, to spend \$35 on a book that largely provides information, albeit useful information, limits its usefulness for schools. It also takes away a level of actually helping students to seek relevant information from a range of sources and filter and apply this knowledge.

For regions working with a developed work ready passport then this resource adds very little. For those without a work ready passport, then this book goes some way towards providing some useful structure and ideas for teachers and students. However, to make it more applicable for schools you'd need to be prepared to develop your own support materials alongside it.



Real World Ready provides information for students and teachers to build on.

Something needs to be done to retain our teachers

Technology teacher Nigel Lowe is leaving the profession – he writes to MPs about what can be done to stop others following suit.

To whom it may concern

I am a secondary school technology teacher with 18 years' experience behind me. I have two kids and am a qualified builder with trade cert and advanced trade cert.

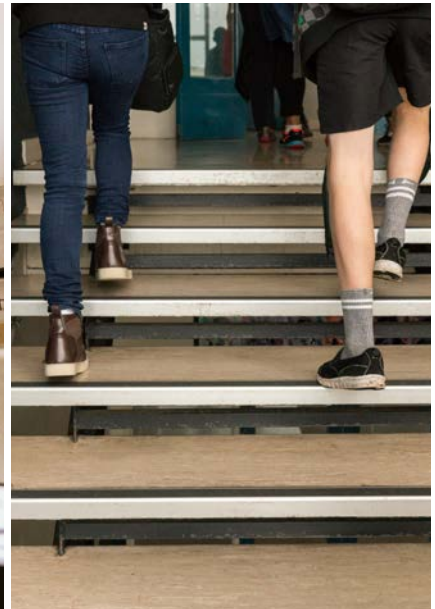
I feel the current government seriously needs to look at teacher training, pay and how to retain teachers in the profession.

When I started training to be a teacher in 2000 I only had to train a year due to having trade and advanced trade certificate. Over the years I have realised the trainees coming through for technology are not trained on machinery or how to use it properly and safely. They only train in theory, which is good, but employers want hands on experience in the trades. All subjects have fallen to dangerously low levels and technology, in a few years, will not be available in schools unless something is changed. I have seen 28 tech jobs advertised on the gazette (06/03/2018) which in previous years would not be there.

I know of schools that have had several teachers retire, leave and new positions come up. I can say most new teachers are coming in from South Africa or England. This should not be happening and something needs to be done so we retain our teachers.

Pay for teachers is very low when you see that in the 80s a teacher was on the same wage as a back bencher in parliament and in 2018 teachers on top of the scale are on \$78000 while a back bencher is on \$165000 - plus all the perks. Most people I have spoken to say that teachers are far more important than back benchers. There are other jobs that a few years ago would be \$50,000 a year and now pay more than teaching (sales reps, manufacturing jobs, truck drivers, hair stylists, painters, team leaders of rubbish companies are on higher)

I know of someone with no qualifications and is a rep earning over \$100,000 a year and to me that is disturbing. Teaching is a profession and should be treated and rewarded as a profession not as the second class job that I feel the government and Ministry of Education thinks it is. We need



Teacher shortages affect everybody.

to be paid as a professional around \$100,000 plus and also get rid of some of the unnecessary paperwork on why you are a good teacher and get back to concentrating on the kids.

For me it is too late. I have made the decision that I want out of teaching due to being taken for granted. I'm sick of teaching not being about the kids but about a bunch of know-it-alls justifying their jobs in Wellington by ticking a few boxes.

Teachers are due for a pay increase

of massive proportions and the negotiation will be starting soon. From what I have heard on the grape vine there will be a lot of disturbance and I believe there will be a lot of strikes unless the government comes to the party and steps up big time.

As for me, well I will keep looking and pursuing what I have started and leave teaching. It is a shame but things need to change for the better and I hope I will have some say about that.

(Abridged)

Be kind to yourself – advice from a beginning teacher

Beginning teacher Rebekah Milford shares the ups and downs of being the new kid on the block at school.

English teacher Rebekah Milford has found the holy grail of beginning teachers, a full-time permanent position in a job she loves, with supportive staff around her.

Like all new teachers, she hasn't found it all plain sailing though. She shares her experiences and advice to fellow beginners with PPTA News.

After finishing her teaching qualification in June last year, Rebekah did a number of months' relief work before starting her first full-time permanent position teaching level 1 and 2 English to year 9 and 10 students at Waitakere College.

She is very pleased to have a permanent position as she was forewarned that fixed-term contracts were an issue for beginning teachers.

At the time of writing she had been working at the college for eight weeks. "I'm just a baby," she said.

So far she is finding the experience "really, really great."

"I absolutely love it. I don't have times like I used to where I'd wake up and think 'oh God, I have to do that again!' I'm really enjoying it. Sometimes I finish the day and think 'wow, someone paid me to do this!'" she said.

"I'm really lucky being here at Waitakere. My department is really supportive and the rest of the staff share resources and are happy to answer any questions. The students are all really genuine, open and honest kids."

"There's something different to do every day and I feel like I'm learning a lot," she said.

Rebekah came to teaching in a rather roundabout way. She had always been interested in the idea but was initially encouraged into a different career path by her family.

"My father moved over (to New Zealand) from Samoa when he was 12. He did really well and was really successful but it was really important to him that I did, in his eyes, better than he had done.

He pushed me towards more traditional professions. I felt in the household I grew up in that I was expected to be a



Time management and work/life balance are key.

doctor or a lawyer, but I still wasn't sure what I really wanted to do," she said.

Rebekah decided to study law but two or three years into her degree realised it wasn't for her.

"I don't like quitting things part way through and I still wasn't confident enough to make a decision about what I wanted to do so I stayed and finished it (the law degree) off."

After completing her degree she took a year off to work and during that time decided she would not be happy pursuing law and that what she really wanted to do was teach.

"I worked up the courage to tell my father and went back to university. It has been a really long journey but a really satisfying one. I feel I have come home," she said.

Rebekah's biggest challenge right now is time management and work/life balance.

"It's my first year and I am sure I will get better at it but at the moment it takes me an hour to plan an hour lesson. Then there are the things teacher training doesn't prepare you for. Like answering admin emails."

Rebekah's biggest piece of advice to new teachers would be to be really honest about the things you don't know.

"We spend so much time on our own in the classroom that we are not always sure what we are doing is what everyone else is doing. Talk to your colleagues. Say 'I'm doing this, I'm struggling to teach something, I had trouble with that,' Often they will say 'I know exactly what you mean. This is what I do in that situation.' Don't be

afraid to ask. You will save yourself a lot of time and stress," she said.

"The other thing I would say to other new teachers is, be kind to yourself. Sometimes you will have lessons that are a little bit stink and don't go the way you planned. That's something that happens. Just focus on the learning you can take out of it. It's all part of the process."

Support for beginning teachers

Network of Establishing Teachers – PPTA Network of Establishing Teachers (NETs) is for teachers in their first 10 years of teaching who are establishing themselves in the profession. You can find more about the network and how to get involved on the Network of Establishing Teachers community page at ppta.org.nz

The Promise to New Teachers – The Promise to New Teachers was developed as a way for schools to show their commitment to new teachers. You can also read more about this at ppta.org.nz

Beginning Teachers' Handbook – The Beginning Teachers' Handbook provides vital information for new teachers. You can ask for a copy from your local field office or download it at ppta.org.nz

Provisionally certified teachers one day course – focuses on professional and employment issues for teachers new to the profession. See Mahi Tika dates 2018 under 'events' at ppta.org.nz

PPTA NETs facebook group – this is a closed group of PPTA members helping PPTA members. If you are a beginning teacher and a PPTA member, just ask to join.

Email us – if you have any queries feel free to email nets@ppta.org.nz

Becoming fully certified: the first two years

Advice from PPTA's intrepid field officers on support for beginning teachers.

The school, as the employer, and a beginning teacher share responsibility for ensuring that a Provisionally Certified Teacher (PCT) progresses to full certification at the end of their first two years of teaching.

The school needs to ensure that they are providing adequate support to beginning teachers, including time to do the job, structured professional development time with the PCT co-ordinator and others, and an on-going induction and mentoring programme.

Both the beginning teacher and their Head of Department are entitled to additional non-contact time to engage in this programme.

It's important that all beginning teachers receive these entitlements from the start of the school year. Time allowance entitlements enable beginning teachers to have the time they need to work to gain

a full practising certificate. It is absolutely vital that beginning teachers are given all the opportunity possible to reach full certification, and besides, the school is being paid for the extra time allowance. So it should go to the right people.

Both first and second year teachers should be paid as full time teachers; however they are entitled to extra non-contact allowances. A full time first year teacher should have a timetable equivalent of 0.6 FTTE (full time teaching equivalent) – that's a total of 15 hours contact time per week. A full time second year teacher should have a teaching load of 0.72 FTTE or 17.5 hours per week. This entitlement is based on a weekly entitlement. Further details on this can be found in clause 3.8 of the STCA or 2.10 of the ASTCA

In addition, clause 3.8A of the STCA and 2.14 of the ASTCA sets out the entitlements for the Head of Department Beginning Teacher time allowance. Both full time first and second year

teachers are entitled to one hour per week mentor time with their head of department (HOD). The HOD should be allocated an extra hour per week in their timetable which should match with the beginning teachers non-contact, to allow for subject area support and mentoring.

There have been cases when a school has timetabled the HOD's beginning teacher time allowance at a time that the beginning teacher is teaching, not allowing for any shared non-contacts and therefore not giving the full entitlement. The timetable of the HOD and the beginning teacher must match, allowing them the opportunity to meet for an hour every week for the year.

The PPTA Employment Relations Education Leave (EREL) funded PCT course offers full advice on reaching full certification successfully. We look in depth at what schools should be offering PCT's and what PCT's need to complete to meet full certification. Please encourage your beginning teachers to register through their local field office.

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.



Ama Takiloa PPTA Pasifika Fono lighting the way

PPTA's 2018 Pasifika fono welcomes Pasifika teachers and teachers of Pasifika students.

The PPTA Pasifika Fono 2018, Ama Takiloa, is open to all Pasifika teachers and all teachers of Pasifika students. Ama Takiloa means to light the way in the Tongan language. Ama is the torch and Takiloa is to lead into the future.



Ama Takiloa
PPTA PASIFIKA FONO
16-17 July 2018

The fono programme includes inspiring speakers and a range of workshops. The theme Ama Takiloa encourages educators to be that torch that will light the way and lead our youth to prosperous futures.

There will be three strands to Ama Takiloa: lighting the way for ourselves, lighting the way in our communities and lighting the way in our classrooms.

The fono will be both enlightening and motivational for those that work with Pasifika students.

It is being held at the Holiday Inn Auckland Airport, 2 Ascot Road, Mangere, Auckland.

The fono starts on Monday 16 July and finishes on Tuesday, 17 July.

Information, registration forms and calls for workshops can be found in the 'events' section of the PPTA website.



Pasifika teachers leading the way.

Weaving the fibres... Connecting Communities

24th NZPPTA Māori Teachers' Conference and Symposium 2018.

Weaving the fibres
Connecting Communities
Tui, tui, tuituia!

The 2018 PPTA Māori Teachers' Conference will run from Sunday 8 July to Monday 9 July 2018



The conference speakers will cover a range of topics including implications for genuine relationships, working collaboratively with the communities we serve, reclaiming Māori history, teaching truthful respectful colonial history and Mana tangata mana ōrite

There will be a panel of Māori 'movers and shakers' speaking on weaving the fibres connecting communities.

Hosted by: Sudima Lake Rotorua Hotel, 1000 Eruera St, Rotorua

Venue: Millenium Hotel, 1270 Hinemaru St, Rotorua

Pōhiri 12.30pm, Sunday 8 July 2018

Te Huarahi Māori Motuhake extends a warm welcome to all people interested in attending and a special invitation to PPTA members to register once the forms are posted. The first 80 registrations from PPTA members will be free.



Movers and shakers at last year's hui.