

PPTA NEWS

The magazine of New Zealand secondary teachers



Weaving the fibres at
PPTA's Māori Teachers'
Conference
pages 10-11

PPTA News



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Being on the right side of history

PPTA president Jack Boyle shares how the association has often been ahead of its time



Jack Boyle | President, PPTA

As we head into negotiations with the government to agree a new Secondary Teachers' Collective Agreement, it's worthwhile to reflect on how our advocacy and strength have come to be proven right time and time again.

We advocated for Māori to become part of the core curriculum in 1985 and for Te Reo Māori to be universally available in all schools. We enshrined the principles of Te Tiriti O Waitangi in the PPTA constitution. In 1987, we established Te Huarahi Māori Motuhake to support kaiako Māori and endorse tino rangatiratanga in education. PPTA is often ahead of its time.

The same can be seen in our advocacy against corporal punishment which led, eventually, to a change in legislation and in our support for making schools safe places in terms of gender diversity and bullying. Our ability to lead the conversation, build and implement policy and lobby the government put us on the right side of history.

Of course, knowing what is right is only one part of it: often the more important factor is knowing how to make what is right into what is real. In that respect, it is worth reminding ourselves that the terms and conditions of employment for secondary school teachers were not created in a vacuum—they have been won by PPTA members.

For instance, guaranteed non-contact time for planning and administration was only won the last time Labour

was in government... after prolonged industrial action.

In 1989, PPTA was able to fight off the State Services Commission's attempts to give authority for setting teacher pay and conditions to school boards (e.g Performance Pay) by taking industrial action, launching an intensive publicity campaign, and challenging the commission to refute the evidence from Auckland Teachers College principal Rae Munro (and others) that it did not work.

This was significant, not just because site bargaining had seriously dented the ability of unions to guarantee minimum conditions for teachers in the UK and other countries, but also because it would have had catastrophic impacts for teacher collaboration. Teachers would be forced to pit themselves against their colleagues for a share of a finite pot of money in each school.

We knew that teaching did not fit the neo-liberal tenets of the day; it's a

creative and collaborative endeavour. Time has proven us absolutely right.

Our parallel campaign against bulk funding took nearly a decade of industrial action, pickets, staff and student walk outs, and extremely costly media campaigns. But we won. And we won again in 2016. We won because we collaborated with communities who shared the same values.

Today, teacher salaries have shrunk, administration has ballooned to such a degree such that there aren't enough teachers to staff our schools, and fewer people are entering the profession. We once again need the courage of our convictions.

It won't be easy. But by tapping into those intrinsic values that we collectively hold by feeling the fear and doing it anyway we can feel confident we will prevail. I'm sure of it, because history tells us there actually is a 'right side of history'.



Time has proven PPTA members right for opposing bulk funding.

Standing together

PPTA members stand with fellow unionists in demonstrations throughout the country

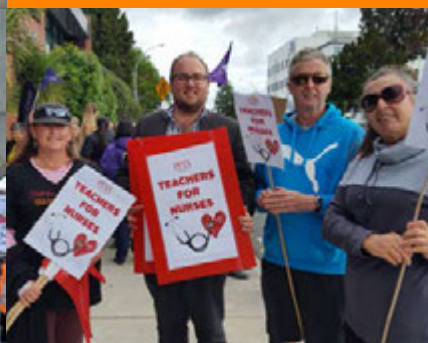
PPTA members throughout the country have been supporting fellow unionists campaigning for decent working conditions, better pay and equal pay.



Rallies and industrial action have been held by Ministry of Business, Innovation, and Employment (MBIE) and Inland Revenue Department workers through the Public Service Association (PSA), Farmers employees through First Union, and nurses through the New Zealand Nurses Organisation (NZNO). PPTA members have been right there alongside them.



"Workers and whānau across the motu are struggling to make ends meet. The chickens of poor policy are coming home to roost: rundown and dangerous infrastructure, major workforce shortages, rising inequality and poverty, to name a few," PPTA president Jack Boyle said.



A labour of love – drama teaching and resilience

Macleans College drama and dance head of faculty Dr Jane Luton examines the long hours drama teachers put in to provide students with a school production experience

One of Jane Luton's first loves is being a drama teacher. "It's about reaching and inspiring students...for some kids it is their best experience in school," she said.

The drama and dance head of faculty recently spent 268 unpaid hours directing her school's production of *Miss Saigon* and has been giving her time in this way for her whole teaching career. She has directed plays with her baby daughter in her arms, and this year that same daughter, now a drama expert in her own right, co-directed *Miss Saigon* with her.

"She grew up around drama and took it up herself, not because I forced her, but because she loved it," Jane said.

Productions that relate to drama assessments or support curriculum studies are considered co-curricular activities and allotted time for during the school day, but a major school production is considered extra-curricular and only allowed one day of school time.

This means drama teachers and musical directors spend many hours after school, in weekends, and during term break putting together productions that are increasingly expected to be up to a professional standard.

"Teachers are expected to put together productions at a professional level and they are doing it without professionals," she said.

So why do teachers do it? What keeps generations coming back, and what can be done to support the teachers who put their heart and soul into it?

Jane attempted to answer this through PhD research into drama education and the difficulties drama teachers face and has recently had an article, "The ugly side of drama teaching": Drama teacher resilience in the face of school productions", published in the *New Zealand Journal of Research in Performing Arts and Education: Nga mahi a Rehia no Aotearoa*.

"Little research has been done on this...it's such an important subject in schools. People don't always realise how important it is. It's a subject we



Drama teachers and musical directors spend many hours after school.

have to justify in a way that you don't if you are a maths teacher," she said.

Jane's research has shown the answer to these questions is largely the students. A research paper she cites—*Lifelong Impact: Adult Perceptions of Their High School Speech and/or Theatre and Participation*—gathered long-term statistics on the benefits of arts and drama, and showed the positive impact of drama on a number of aspects of students' lives. "It's really a context for learning. It boosts school attendance and academic performance," she said.

"We love what we get from students doing productions. Seeing them grow in confidence is one of the best parts of teaching. You work with the students to get it right. It's a great place for collaboration. We learn from each other," she said. "I am passionate about giving that experience to students—all drama teachers are. It's why they put the massive hours in: because of the impact on their students' lives."

Guided by PPTA guidelines for extra-curricular activities, health and safety regulations and academic research, Jane's article questions what drives drama teachers to commit themselves to long hours above and beyond their normal teaching load.

Quoting PPTA's 2016 workload survey, Jane talks about the pressure on teachers to undertake extra-curricular activities, which schools see as a competitive necessity. "There is no resourcing provided to schools for extra-curricular activity (either in terms of staffing time or specific funding). The additional hours put into extra-curricular is largely unrecognised and contributes to the overall workload pressures," the survey says.

PPTA has created a set of guidelines designed to encourage schools to establish supportive practices around extra-curricular activities. They suggest as part of best practice, schools should release teachers who undertake extra-curricular activities from doing duty and that they should be recompensed for meals and expenses.

"PPTA suggest that schools which promote a work-life balance for their staff are more likely to recruit and keep staff than those who place undue pressure on them. In these days of teacher shortages, it is interesting that schools still expect that extra-curricular activities are carried out," Jane said.

What Jane would like to see is extra-curricular activities like school productions brought into the co-curricular fold. She hopes the Tomorrow's Schools and NCEA reviews can have a part to play in this.

"They are talking about a focus on project-based learning. There are massive opportunities to bring (productions) in. There can be links to history, English and social studies. They promote creativity and confidence. They are an absolutely valid part of education."

Jane's advice to drama teachers struggling to cope is to focus on finding the joy in the subject. "It doesn't solve the practical problems but it helps." She also advocates looking into the theory behind teaching drama.

"Doing my PHD really helped look at things through fresh eyes. It was good to explore why I do it. To be able to look at research into drama education and the way it changes students' lives—that was huge."

A qualification to be proud of

With the NCEA qualification up for review, it is vital that teachers make their voices heard. Aoraki regional chair Martin Kane shares his thoughts

I'm glad NCEA is up for review. When my first daughter was born, I was certainly hoping that it would be gone by the time she reached Year 11.

She's in Year 7 now, and while my concern with the qualification is not quite at the "Bring back School Certificate" level of discontent anymore, a few of the "no good, very bad" things about it still exist today.

Being in my mid-40s, I had it easy. I could skip through my schooling as a Year 11 (Form 5 in those days) and really enjoy the learning for the first nine months. We students could delve deeply into the 'why' during our lessons and skip quickly past the easy stuff. There was a little cramming around October/November, and then some short, sharp exams that I passed okay. The key concern I have now with NCEA is that the assessment is continuous, ongoing and high-stakes for three solid years. The enjoyment I had learning in Year 11 with no fear of upcoming grades is missing for so many of our young people. I don't know if they realise how lucky I was. They're certainly too busy to consider how unlucky they are.

My second concern is that NZQA seems to have employed teachers to make their qualification 'great'. Actually, more correctly, they've stolen our employment from our schools. The workload increases as NZQA tries to ensure that the untrustworthy professionals (strange how trust and status of the profession seem linked, dropping together) aren't cheating their great system: #checkmarking #moderation #resubmissions. Is it my imagination that there's always, almost annually, some new requirement from NZQA, some new form to complete, some new stage our marking has to go through?

The requirement for numeracy (and possibly even literacy) bothers me a little. I cannot really see value in it for students. Sadly, The Numeracy Project hadn't died by the time my daughter got to school, and I cannot help feeling that numeracy has smothered some of the joys in 'real' mathematics; the study of patterns in nature, in shape,

in data. Maybe it's the artist in me that now misses the art in my favourite subject. The delight I had in exploring mathematics in school would have been much lessened if I was merely trying to demonstrate I was 'numerate enough' to survive in society. How many of the readers would answer \$90 when asked, "What value, with 10% added results in \$100?" Those of the readers who passed through Year 11 knew the actual answer back then. I wonder how many know it now? What is the value of the numeracy credits they earned? Numeracy credits, along with NCEA Level 1 in its entirety, is something I believe is surplus to requirements for our students.

Otherwise, it is a qualification to be proud of. I'm just glad I don't have to do it.

The NCEA review – how can you engage?

The public consultation phase of the review has been extended until October 19 this year. PPTA will make two formal submissions. If you would like to have input please contact your local executive member or NZSPC representative.

There are several ways you can personally engage, including completing surveys, attending public meetings or making a submission as an individual, a department, a school or a CoL. Details can be found on the Education Conversation website - conversation.education.govt.nz

If you have any questions or would like to pass on input to the formal PPTA submission contact us at kfarrant@ppta.org.nz or ncea@ppta.org.nz

Future of NCEA belongs to all New Zealanders

Education Conversation 2018

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

Education Conversation - Kōrero Mātauranga

Shining the light on the NCEA Review workshop

A Pasifika perspective on the Ministry of Education's Six Big Opportunities for the NCEA review

Pasifika teachers had the opportunity to share their experiences on NCEA and used the Six Big Opportunities to provoke, inspire and encourage the talanoa on the upcoming NCEA review at the PPTA Pasifika fono – Ama Takiloa on Monday 16 July 2018.

Making NCEA work for teachers and students is important to our members, and the workshop was a productive space to share ideas.

Workshop attendees were curious to know how the changes would be implemented, and how much professional development would be available for teachers needing to upskill. There were concerns raised about the fragmentation of subject areas, and inconsistencies in the value of credits across subject areas.

One of the most pertinent comments urged the government to not change for the sake of change!

Creating space at NCEA Level 1 for powerful learning

Some thought the proposal that NCEA Level 1 become a 40 credit qualification is achievable: 20 for a project and 20 for literacy and numeracy. Others were worried that

basic numeracy and literacy will be missed or 'brushed over'.

A challenge for the Samoan community is that a 40 credit Level 1 may mean fewer students taking specialty subjects like Samoan. Forty credits may limit young people's world and opportunity.

As with all change in the sector, the impact of teacher workload was a concern, as was the importance of change being based on sound evidence.

Some wondered whether the voices of students and whānau/aiga would be heard.

Strengthening literacy and numeracy

There were suggestions that teachers could change our 'traditional' style of questioning and instead test the application of skills and knowledge. Is there an opportunity for this to be gained through other languages such as Samoan?

Ensuring NCEA Levels 2 and 3 support good connections beyond schooling

Workshop attendees stressed that work opportunities need to extend beyond the coffee shop. Our young people need connections right across the economy – limiting them to low-paid service jobs is institutional racism at its worst.

That begs the question, though: who will make the connections for our children, and who will be responsible for creating

that change? And, how do we motivate and sustain student interest?

Some wondered whether changes to NCEA would be reflected in the expectations and teaching methods in universities.

Making it easier for teachers, schools, and kura to refocus on learning

It was clear the group believed that culturally responsive pedagogy should be paramount and inclusive.

Within the current system there is still that possibility, but clearly more time and energy is required to make long term and sustainable change.

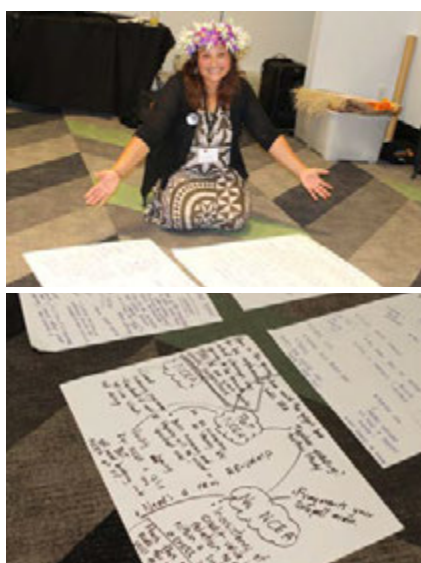
Ensuring the Record of Achievement tells us about learners' capabilities

Teachers raised the prospect that project-based learning may affect students' records of learning. Learnings must be reported in an appropriate way and reflect the purpose of the project.

Dismantling barriers to NCEA

All activities that are curriculum-based should be validated. Speech competitions and community events should not be charged for these learning experiences.

Students need to be given a choice of working with a reader/writer, using a laptop, or other ways of supporting their learning and assessment.



A Pasifika perspective: Attendees at PPTA's Pasifika Conference discuss the NCEA review.

Uniting to eliminate the gender pay gap

The government has committed to eliminating the gender pay gap in the public service by launching new gender pay principles

Finding and eliminating gender pay gaps in the teaching profession is now on the cards with the launch of new gender pay principles.

PPTA's part-time pro-rata equal pay case is awaiting an employment court date, and these principles sit alongside that case as a way forward for fairness and equality.

Launched in June this year by state sector unions, State Services Minister Chris Hipkins, and Minister for Women Julie Anne Genter, the five principles are:

1. Freedom from bias and discrimination
2. Transparency and accessibility
3. Acknowledging the relationship between paid and unpaid work
4. Sustainability
5. Participation and engagement

The Gender Pay Principles Working Group was established in June last year to agree on principles and actions for eliminating gender pay gaps in the state sector.

The group includes members from the state sector unions, and representatives

from the state sector commission, the ministries of education, health, justice, innovation and employment, and the Inland Revenue Department, with secretariat services provided by the Ministry for Women.

PPTA Women's Officer Liz Robinson said one of the key achievements was that, to implement the principles, unions must be involved right from the start and every step of the way.

"The role of collective negotiations as a key tool for reducing gender inequalities is embedded in the principles," she said.

The principles also recognise that advancing Te Tiriti o Waitangi principles of partnership, protection and participation, and applying them in the workplace, is integral to achieving outcomes for Māori women, she said.

Hipkins and Genter said the launch of the principles marked a major milestone in the government's commitment to eliminating the gender pay gap in the public service—a goal agreed through Labour's confidence and supply agreement with the Green Party.

The working group was established following a claim filed against the State Services Commission.

"These five principles represent significant progress for women who've waited too long to be recognised fairly at work," Genter said.

"I'm proud to be part of a government committed to eliminating the pay gap in the core public sector, and valuing women's contributions, skills and experience across the board—including through unpaid work. These principles will guide all government work on gender pay, and are a significant step forward for the whole of the State sector.

Hipkins said the principles' purpose was to ensure working environments in the State Sector are free from gender-based inequalities.

"This government recognises that workplace gender equality must be addressed by policies around recruitment, remuneration, career progression, and many more," he said.

Each of the principles has an issue statement with information that shows how the principle links to the workplace. Further guidance is being developed and will be made available so employers and employees can use it.

To find out more, visit women.govt.nz and search for Gender Pay Principles.



The Equal Pay Principles Working Group celebrates the launch of the new gender pay principles.

Mental Health and addiction in schools

What's working and what's not in the secondary sector

At the beginning of the year, the government launched an inquiry to improve mental health and addiction treatment in New Zealand.

Its aim is to prevent these problems, respond better to people in need, and promote wellbeing. In short, it is seeking practical solutions that will build healthier communities.

The inquiry panel is now hearing from people around the country and across the community about what's working, what's not, and what could be done better, and it will report to government in late October.

What's working well?

Many schools employ highly experienced and competent guidance counsellors. These counsellors are able to act as an initial contact point for students requiring support, and may refer the student to other services where they are available. Where these services are not available, many counsellors have the skill and ability to support the young people through their issues.

Schools, particularly in larger centres, have access to specialist Alcohol and Other Drug (AOD) Counsellors who are able to work within the school setting and form strong relationships with the young people they work with.

The Education Review Office national evaluation, 'Guidance and Counselling in Schools - Survey Findings' (July 2013), identified that schools with very well-supported students use the skills of guidance counsellors.

What isn't working well?

There is no funding in the school system that is specifically tagged for guidance counsellors. There is funding for pastoral care, but this includes deans, Special Educational Needs Coordinators and other forms of support.

The New Zealand Association of Counsellors recommends a ratio of 1 counsellor to 400 students. That would be a good start but we are starting from a low base line. Some schools have no counsellors and many need a higher ratio than 1 to 400.



PPTA supports schools as community hubs with counselling and mental health services.

While the issues that guidance counsellors deal with are becoming more complex and challenging, we are hearing that the ability to refer students to external specialists is becoming increasingly difficult. But currently, there is no provision for guidance counselling services in Years 1-6.

What could be done better?

Firstly, PPTA's submission to the Government Inquiry into Mental Health and Addiction was in favour of 'tagged' funding for guidance counsellors for schools, starting at a ratio of 1:400. This would allow guidance counsellors the ability to support students who are not acute, while at the same time allow them the time to deal with crisis work as it arises.

Secondly, schools need provision of additional funding to specialist referral agencies such as mental health crisis

teams, chronic youth mental health providers, specialist alcohol and drug services, and so forth. This is essential not just in big centres, but also in more isolated areas.

Thirdly, schools must be developed as community hubs where counselling, nursing, alcohol and drug services, social workers and additional mental health supports are brought within the one facility, based in the school. While such hubs are in existence now in some schools, the presence of such hubs is often a knee-jerk response to a crisis rather than standard practice.

Lastly, we need provision of guidance counsellors in primary schools. By the time young people arrive at secondary school many already have complex mental health needs that have not been identified, and that as a consequence, have escalated.

Weaving the fibres connecting communities

Stitching communities together through the 2018 PPTA Māori Teachers' Conference

Ki te tangi a te manu e karanga nei "Tui, tui, tuituia!"

Tuia i runga, tuia i raro, tuia i roto

Tuia i waho, tuia i te here tangata

The theme of this year's PPTA Māori Teachers Conference was "weaving the fibres connecting communities", and the question that was asked over and over again was, "What can we use to stitch our communities together?"

The answers were many; our reo is one needle; our manaakitanga, our pedagogies. We can stitch a future with our histories, our waiata and our tikanga. Helping our students to connect with their whakapapa through their land and their stories is another way to weave our future.



Matua Wahoro Shortland

Sharing the warmth of the whare

Matua Wahoro Shortland spoke of the need to revitalise te reo Māori. There is a hunger in our communities for it and we must answer the need with pedagogies that will sustain the language, he said.

He exhorted teachers to think hard – to plan, engage and evaluate. "For too long we have been doing the same thing over and over again and expecting different results. It's time to do things differently."

His challenge to teachers is to acknowledge that if Māori is to thrive again, it must happen within mainstream schools. That's where around 80 percent of children are getting their education.

"Te reo teachers in mainstream schools have their work cut out. You are the frontline." Shortland believes all teachers of te reo in New Zealand schools learnt Māori as a second language. That gives teachers a unique perspective on the needs of their learners. They understand the process of going from no language to being entirely comfortable with it.

For those teachers without te reo, Shortland has one thing to say: It's time to get that tool in your tool kit!

Shortland suggests we build communities of language where the learners are, so the reo is heard, learned and embedded in everyday tasks and in everyday places. He is clear that the marae must be only one place that Māori is spoken, not the only place. Teachers must take the reo outside the school gates.

In this way, Shortland aims to bring Mātauranga Māori from academic and mystical places to be grounded in the here and now.

He likens those without te reo to people who are standing in the rain: they don't know the warmth of the whare. It is our job to lead them in and provide the sustenance they need.



Professor Taiarahia Black

Mātauranga Māori is the key

Professor Taiarahia Black is an academic who has worked for decades making Mātauranga Māori real. He has developed evidence for Treaty claims by examining waiata for their underlying meanings. His presentation at the Māori Teachers Conference

introduced ways that teachers can use the same methods to teach te reo Māori, history, and understandings of te ao Māori that fit within a cross curricula NCEA framework.

"Te reo Māori cannot be separated from Māori lives. Nor for that matter can Māori lives be separated from the diversity of experience that constitutes modern living. For that reason, the dynamics of te reo Māori are inextricably linked to the social fabric of modern living. Te reo Māori has the potential to reinforce social, cultural and economic heritage, as well as individual wellbeing, self-esteem, confidence, pride, and intellectual potential," he said.

Teaching truthful, respectful colonial history

Professor Black explained that teachers and learners can take a local waiata or writing and analyse it line by line.

When was it written, and where? What was happening at that time in Aotearoa? What personal experiences was the author going through?

Learners can then find images, texts and other evidence to match the kupu. Perhaps students might research a river mentioned in the text, or an historical incident. Perhaps family relationships are known that explain emotive language.

"In this way, word by word and line by line, a rich picture can be drawn of the waiata, and an understanding grows. Allowing students to relate the past to the present and the present to aspirations of the future, we can open the doors of the reo and te ao Māori – and at the same time build skills and knowledge that can help each student reach their potential," he said.

Professor Black also encourages teachers to use the resources available around them, whether they be kuia and kaumatua, government agencies, or universities. His experience is that they are always more than willing to help (and can often do it without cost to the school).

PPTA is lucky in that Professor Black is keen to share this pedagogy with us further, and Te Huarahi is looking forward to sharing more with teachers later in the year.



Attendees at the 24th Māori Teachers Conference.

Bring out the best

Pose with a poster!

Using selfies for good

If you were in one of the main centres during term break you may have noticed massive photos of real teachers at bus stops. If not, you may have seen a local teacher featuring in the newspaper.

At recent union meetings around the country, members of PPTA regional teams handed out "Teachers bring out the best" stickers and many of you will have seen our leaflets in your staffrooms.

To celebrate the launch of our campaign to bring out the best for students, teachers and schools we are holding a selfie competition. Pose with a poster, sticker, leaflet or any other *Bring out the best*

best material and share the photo on social media with the #bringoutthebest hashtag or email news@ppta.org.nz to be in to win great prizes.

You've got to be in to win, so start snapping now.

You can also purchase Bring out the best T shirts at PPTA's Print Mighty store: teachers.printmighty.co.nz



Pose and be in to with the 'Bring out the best' prize pack – including a Bring out the best T shirt as modelled by PPTA president Jack Boyle (top left).

The crafted voice

Activism through art

Textile artist Rosie White has found a crafty way of supporting the Bring out the Best campaign and would like you to join her.

Rosie makes beautiful work about tough subjects and would like to use her art as activism to help teachers achieve positive change in the profession. She is working with PPTA on a project where we collectively make textile art to send to decision-makers, stitched with our desires for education, teaching and the children we teach.

She says, "Recently I rediscovered Sarah Corbett and craftivism, a gentle kind form of activism".

Corbett is part of an activist family and went to her first protest march as toddler. As an adult she worked for

not for profit organisations, but she found the constant battle and fight exhausting. One day on a train journey, she stitched instead of working, and arrived at her destination relaxed and refreshed. She understood how making craft refreshed her soul. She decided then and there to use her crafting skills in a different way.

Instead of fighting for change she began to use her craft as a way to get alongside people, understand them regardless of their political persuasion and work with them.

Rosie says, "I too am tired of fighting and sick of hate politics. If only we could vote for issues rather than parties. I really want to see change, and reach people who make decisions about our lives; gently, and in a kind way."

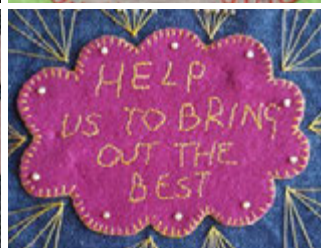
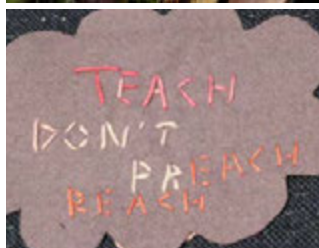
The purpose of our project is to give you the opportunity to craft your voice into a 'dream' for members of the Education and Workforce Select Committee and the Education Review team.

Teachers want the best for every child and we're sure our decision-makers do too. This is a chance to make a connection with them and to share our dreams and aspirations for an education system that works for every child and every teacher.

The project is a form of activism, expressing in a few words what you want to see for education.

If you would like to be involved please get in touch with PPTA women's officer Liz Robinson. You don't have to be a whiz with a needle, full training will be given.

Contact lrobinson@ppta.org.nz



Rosie White and Jess O'Brien making up craftivism packs, contents bottom right.

Branch engagement – our union is stronger for it

Information on branch claims and Education Council fees

Firstly, thank you for your input to the development of the claim for the Secondary Teachers Collective Agreement (STCA). Your feedback and engagement is critical in the bargaining process, our union is stronger for it.

After the regional paid union meetings (PUMs), branches were asked to hold meetings to discuss if there needed to be other matters included in the final claim that the bargaining team will present to the Ministry of Education.

Of the 414 branches covered by the Secondary Teachers Collective Agreement (STCA), 124 submitted a response. These claims were then analysed using the criteria of 'widely held and deeply felt'. This means that additional claims must be passionately held across a large section of our membership.

The national office team are conscious that, while many of the claims that have been submitted by branches will not make their way into the final claim, they are valuable feedback about the types of matters that are important to members. In the coming months there will be further analysis to look at how we can pursue these matters, including those that require a longer term approach to achieve improvements.

A change in practice this round was that branches could choose to send in their claims via the traditional email format or a new online form on the PPTA website via a closed link for branch chairs. This was very well received by branch chairs.

Your executive members will meet on 3 and 4 August 2018 to finalise the claim. The negotiating team will then commence negotiations on Tuesday 7 August 2018. Members will receive

regular updates about the status of negotiations via branch chairs, email and our regular social media channels.

Education Council fees

Members will be familiar with the agreement that was struck with the Ministry of Education during the last negotiating round in 2015 relating to the payment of practicing certificate fee.

The ministry agreed to cover the cost of practicing fees that were due to expire during the period of 1 November 2015 and 31 October 2018.

It is important to note that even though teachers can renew their practicing certificate up to six months prior to the expiry date, the ministry will only cover the payment if the expiry date is prior to 31 October 2018.

Members can refer to the PPTA website for further information.



Stronger together – after regional paid union meetings branches were asked to meet to discuss additional claims.

Helping students navigate the financial world

The Sorted in Schools financial capability pilot will be rolled out in schools next term

Ensuring young Kiwis are money smart and have the tools to navigate their way around debt and money management is important, which is why the Commission for Financial Capability (CFFC) is launching Sorted in Schools.

The CFFC has engaged CORE Education to collaborate with teachers to design the content of the learning packages for the term 4 pilot. The packages will enable teachers to include the programme in existing learning areas of the New Zealand curriculum. Content will also be developed for Te Marautanga o Te Aho Matua.

The CFFC will support teachers so that they feel confident to teach the financial capability programme, which will include digital and interactive resources they can use with their students.

“Between us, we will help prepare today's young people to make wise financial decisions at each life stage, enabling them to live the life they want and arrive at retirement in good financial shape,” Maxwell said.

Teachers and schools interested in the pilot programme can email schools@cffc.org.nz to register their interest. Sorted in Schools will be rolled out gradually between 2018-2020.



Retirement Commissioner Diane Maxwell said CFFC research has shown 16 to 24 year olds are particularly vulnerable in incurring unmanageable levels of debt, which can send them down a financial rabbit hole from which they may never recover.

“The aim of Sorted in Schools is to equip these students with financial capability so they avoid the traps of high credit, loans and other forms of financial quicksand, and know how to build their financial wealth through every life stage toward retirement.”

Why is teaching financial capability at school important?

New Zealand's ageing population means that the young of today are facing a very different future than their grandparents: when today's young people reach their 60s and 70s the ratio of New Zealanders aged 65+ will be 1:4. There will be only 2.5 workers for every retiree. Our children need to reach retirement in good financial shape, and that takes a lifetime of planning.

The pilot programme will be trialled in term 4 2018 by a range of secondary schools and industry experts, with the plan to roll out the first Sorted in Schools online programme to all students in Years 9 - 10 in 2019. The programme will later be expanded to include students in Years 11-13.

In a CFFC survey of school leavers, 82 percent said they wanted to learn about money in class time. The two top topics students wanted to know more about were money management and borrowing money/loans.



Empowering young kiwis around money management.

A progressive case for bringing knowledge back in

Lower Hutt secondary teacher Taylor Hughson investigates the role of knowledge in developing 21st century learners

My reflections on the importance of knowledge began immediately after I started teaching.

Within my first week I had heard questions like “Mister, what does it mean the ‘capital’ of New Zealand?” or (as a student was pointing to various punctuation marks) “What do those little dot things mean in writing?” This bothered me. Although I knew there were many possible reasons for these apparent gaps in understanding, I also felt immediately like there was something wrong in the way we were approaching our delivery of the curriculum.

So often, we hear that at the end of the day it is the ‘skills’ we teach our students that really matter. Sure they will learn some content en route to gaining these skills, but the details of this content are less important than training students in the ability to be ‘21st century learners’ - to collaborate, be creative or think critically.

Increasingly, this takes the form of learning driven by personalisation and projects. The theory goes that since it is the skills that are really important, letting students select content that is engaging to them is a no-brainer. They will be hooked in by relevant material, and this will allow them an avenue to develop their skill. Any content they

don’t pick up in class can naturally be gathered later on via Google.

Of course, there is some truth in this argument. No doubt Google is a powerful tool, and we do want students to be engaged, creative 21st century learners. Yet we need to be cognisant of what research tells us about how ‘21st century learners’ are best developed.

Australia’s chief scientist Dr. Alan Finkel, in a recent address to Australian science teachers, used the metaphor of the “T-shaped learner”. In his words “the vertical line of the T stands for deep expertise in a discipline. You have to acquire that first. The horizontal bar stands for your flexibility to apply that expertise creatively...that comes second. Think of it like a garden trellis. Your subject, or discipline, gives you structure while you grow. Then you have the capacity to branch out.”

Research from cognitive science tells us that in many cases, skills we think of as transferable, like critical thinking or creativity, are actually domain specific. That is, one’s ability to create or critically think in a ‘domain’ such as chemistry or history is dependent upon deep knowledge in that domain - the vertical line of the T. Only once this is mastered can original and inventive work truly occur.

From this point of view, the role of a teacher to develop and train students

in specific domain knowledge becomes vitally important. Starting with ‘skill’ is jumping the gun - if we want our students to be truly skilled, we must first insist on deep and rigorous knowledge.

This is not to say we should return to a fully prescribed curriculum based on the memorisation of facts. But it is to ask the question: has the pendulum swung too far in one direction? How often do our school goals, open-evenings or PD sessions talk about the specific knowledge we want students to hold in their long term memories, as well as the skills we want them to acquire? How often, especially in humanities and social sciences departments, do we lay out explicitly (for staff and students) the specific knowledge students will need to truly succeed in our learning areas?

In my view, we have a duty to provide our ākonga with powerful knowledge as well as 21st century skills - so often indeed, these skills emerge from this knowledge. Google won’t do it all for us. It is our job as educators to think hard about what students need to know, as well as what they need to be able to do, and ensure we put this knowledge front and centre in our teaching. It is this that will fully prepare them for further study and for the world beyond.

You can read an extended version of this piece on Taylor’s blog, [The Native Hue of Resolution](#) – thoughts on NZ education.



“It is our job to think hard about what students need to know as well as what they need to be able to do.”

Time to prioritise teacher supply and retention

Christchurch Boys' High School board of trustees chair Leeann Watson urges Minister of Education Chris Hipkins to prioritise teachers in the education review

Dear Minister Hipkins

As a leading boys' school in Christchurch we were pleased to see the initial steps you have taken to start conversations about the future direction of education.

We support the direction you have set for inclusion, diversity and adaptability within a high-quality education system that has both a future focus and successful outcomes for all. We are also pleased to see your acknowledgement of the unhelpful impact of the accountability and compliance policy settings with respect to student assessment, on providing students with a meaningful and modern education.

As a board we are very proud of the involvement and contribution that two of our Christchurch Boys' High School students, Rani Hammond and Rapheal Franks made at the recent Christchurch Education Hui. They greatly enjoyed the opportunity to participate and provide feedback following the hui. We were heartened by Raphael and Rani's report back; that hui delegates saw wellbeing as the number one priority for our future education system.

The focus on people, human characteristics and the wellbeing of our students, in a world that continues to be technologically driven, is an essential component of Christchurch Boys' High School's mission, and is seen by the board and our school community, as central to education. The board firmly believe that the essence of education is caring teachers working alongside students as mentors and influencers.

The board are deeply concerned about current teacher retention and supply, and critically aware of the importance of being able to employ and support high quality teachers. We are very conscious that in many subject areas (Te Reo Māori, mathematics, commerce, science and technology) we are one resignation away from crisis.

Non-existent teacher supply in digital technology has already led the school to outsource (at a significant cost



“The essence of education is caring teachers working alongside students as mentors and influencers.”

to the school) this vital area of the curriculum, though we remain unable to satisfy demand.

We therefore request that as Minister of Education, you prioritise your efforts and resources on teacher supply and retention as part of your overall review of education.

With a 40 percent decrease in those training to be teachers and 50 percent of new teachers leaving the profession within five years, the issue of teacher salaries is a key component that needs to be addressed.

We urge you to address the current poor state of teacher salaries. Raising teacher salaries will be the most effective, long term improvement to ensure that teaching is seen as a quality career choice for young people, and to ensure we retain teachers in their profession, resulting in improving educational outcomes for Zealand.

We have recently undertaken an analysis of teachers who have left our own school. 89 percent who have left, have done so to a private school with salary inducement being a key factor. This is having a significant impact on our ability as a state school to retain quality teachers and maintain a high-quality education.

The board and/or headmaster would welcome the opportunity to meet with you to discuss this further. We remain ambitious for the healthy character development and strong educational outcomes of our students and wish to support you as you go about achieving this for all New Zealand students.

Our current and future education system relies on having high quality teachers working alongside our students and, as argued by Bali Haque (2014), a top of the scale teacher earning \$100,000 per annum, is not unreasonable nor unattainable.

Outsourcing Healthcare Plus

PPTA members respond

Last month's article about the outsourcing proposal being pushed by the board of Healthcare plus has stirred many of you to action.

Below is a selection of the letters we've received. Although it looks like the proposed changes will be pushed through regardless of members' considerations, PPTA will continue to back our members and their decades-long investment in Healthcare Plus.



PPTA members share their views on Healthcare Plus's outsourcing plans.

I have been a member of EBS health care for many years, and appreciate the service provided.

As a subscriber, I would have expected to have an input into any changes that are to be considered.

The fund has accumulated over the years, and should be used only for the purpose for which it was collected-providing teaching union members with primary health care products on a benevolent basis.

Sandra Weston
PPTA member and retired teacher

EBS has been a useful and reliable low cost health insurer for a long time. Many of us in education have benefited from it from time to time

If the system changes, it's important that the membership stays 'low cost' and does not escalate like some health insurers do.

I wonder what the real reason is for this 'change of tack'? As you point out, there seems to have been no consultation with members. Is it just more convenient to outsource this insurance arm?

They seem to be concerned about the cost and commitment of upgrading their computer systems. But we don't need all the latest super technology so long as we have a system that works and benefits the members.

EBS has always seemed to be much more about people than profit.

\$9 million is a tidy capital sum from members' contributions and I think EBS should carry on as it is.'

Janis Cusack
Honorary member of PPTA
Whanganui

I write in support of the PPTA executive decision not to support the outsourcing proposal; and recommend the board stick to its core business of providing education union members with primary healthcare products on a benevolent basis.

I am a subscribing member of PPTA and of EBS/HealthCarePlus - since 1971.

I believe that what is happening here is the 'corporatisation' or 'corporate capture' of EBS/HealthCarePlus; with privatisation of the core business of the organisation. This process has no benefit to members: instead, its purpose is to enhance the power, control and remuneration of board officers; as well as to endorse a neo-liberal economic ideology.

I have observed similar processes taking place elsewhere in New Zealand to the detriment of members/subscribers: examples are the corporatisation of the NZ Youth Hostels Association and of the Public Trust.

I urge the PPTA executive to continue its support of EBS/HealthCarePlus subscribers by standing firm against the outsourcing proposal.

Yours sincerely,
Tony Knight
Auckland Girls' Grammar School branch

I was extremely concerned to read an article in the June/July edition of PPTA News concerning yet another change in direction for the EBS/Health Care plus organisation.

I have been a member of the EBS since 1978 and have been very satisfied with the service that EBS has provided to me, my family and my colleagues in the education fraternity.

Service to my colleagues has been a large part of my involvement in the PPTA.

I have had two periods as Wellington Regional PPTA Chair in between which I have years as national PPTA Executive member for the Wellington/Marlborough region.

More pertinent though, I was a PPTA appointed member of the EBS board for several years up until 2014.

In 2013/14 the EBS board, for various reasons, decided to investigate a change in direction for the organisation.

To guide this process the firm of KPMG (Peat Marwick) was contracted.

Presentations to the board of EBS, lunches and discussion groups followed.

I became unsettled at the direction this proposed plan began to be unveiled and expressed my concerns at a number of board meetings.

My main concern was that what was happening had the feeling of creeping corporatisation, which appeared to me as running contrary to the ideals of the union movement, and the structure of a cooperative enterprise.

What I have read in the PPTA News strikes me as a further move down the corporate road.

Outsourcing will inevitably lead to privatisation; fewer services, increased costs.

The recent behaviour of banks and insurance companies both here and in Australia leaves me lacking in confidence if the outsourcing intentions of the current board go forward.

Yours faithfully
Bruce Kirkham
Honorary member of PPTA

Conduct and competence

When the Education Council becomes involved

The Education Act 1989 stipulates that an employer must provide a mandatory report to the council when:

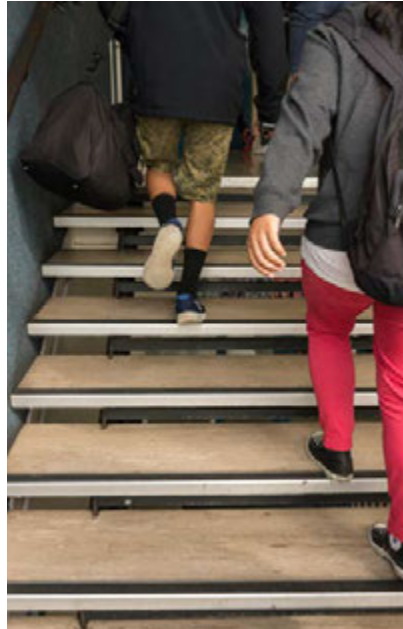
- A teacher is dismissed for any reason.
- A teacher resigns from a teaching position and, within the 12 months preceding the resignation, an investigation into any aspect of the teacher's conduct or performance had been initiated.
- Within the 12 months following the end of employment, the employer receives a complaint about the teacher's conduct or competence.
- The employer has reason to believe that the teacher has engaged in serious misconduct.
- The employer is satisfied that, despite undertaking competence procedures, the teacher has not reached the required competence level.

Teachers are required to self-report any conviction punishable by a possible imprisonment of three months or more within seven days of the conviction notice. This includes drink driving convictions. Court registrars are also required to report these convictions to the Council.

Obligation to report

Kim, a teacher at Kiwi College, had been enjoying a weekend with family and was driving back home to prepare for the school term. While driving her phone rang and, while reaching into the glove box to get it, Kim veered off the road and crashed into a tree, suffering minor injuries. In due course the police charged Kim with reckless driving. After appearing in court she was convicted, fined \$500 and disqualified from driving for six months. As the accident had happened during the term break (and she thought it had nothing to do with her as a teacher) she went back to work and completely overlooked her obligation to report the matter.

A few weeks later, the Education Council contacted Kim saying it had been notified of the conviction, and noting her failure to self-report. Kim



found herself going through lengthy Education Council processes. She learned that the conduct and discipline process of the Council has two tiers, a Complaints Assessment Committee and a Disciplinary Tribunal. She learned that if the Complaints Assessment Committee considered that her conduct amounted to possible serious misconduct it was obliged to refer the matter to the Disciplinary Tribunal, where any reports made of her accident and any penalty she received from the Tribunal could be made public.

Because of her failure to self-report, Kim's case was referred to the Disciplinary Tribunal. Kim received support in that process from her PPTA field officer and legal adviser and was relieved that the outcome was limited to a censure and a reminder of her obligation to report.

Complaint

Hana was working as a short term reliever for two weeks in term one. She did a few lessons with a boisterous, difficult to control Year 10 class. On the last day of her relief tenure, as Hana was dismissing the class, a boy pushed past her knocking her off balance. Hana stumbled but did not fall, and reported the incident to the school.

The boy's mother laid a complaint with the school alleging that Hana

had grabbed the boy's arm in order to prevent him from leaving the classroom.

The school's investigation consisted of interviewing students in the class after a long weekend. The investigator spoke to Hana on two occasions but did not ask for a written explanation.

The school decided not to re-employ Hana and submitted a mandatory report to the Education Council. Hana had no idea a mandatory report had been made and contacted PPTA when she heard from the Council. Many stressful weeks passed before Hana attended a meeting with the Complaints Assessment Committee in order to give her account of what had happened.

Within 20 minutes the committee decided that there needed to be no further action.

Competence

William is a provisionally certificated teacher who has had a number of fixed-term positions. His most recent employer endorsed his practising certificate, but following that, raised concerns about his performance.

After a period of working with colleagues to address the concerns, a competence process, under clause 3.3 of the Secondary Teachers Collective Agreement was embarked upon. This went its full course, two terms, and William was supported throughout by his PPTA field officer. However, at the end of this period the principal felt that some of the concerns had not been remedied, and wrote a report for the school's board of trustees. The board then needed to decide whether William's employment would continue.

William resigned, and the school sent a mandatory report to the Education Council, which then carried out its own investigation, utilising the copious documentation provided by the school and by William and the PPTA. The Council determined that it would be appropriate for William to sign an Agreement to Conditions. This means that William has to inform any future employer about the Council's report and the Agreement to Conditions, and the future employer has to provide reports to the Council about William's progress in meeting its conditions.

PPTA Annual Conference

Where all the best decisions are made

2-4 October 2018

Brentwood Hotel, Wellington

This year, PPTA members have some important papers to consider.

New Zealand has a once-in-a-generation opportunity to review, evaluate and change the education system. The conference will consider

whether the current system is fit for purpose, and what priorities the review should focus on.

Improvement to Kāhui Ako Communities of Learning will be considered, as well as teacher well-being, and consideration of an audit of our relationships with each other under Te Tiriti o Waitangi.

The PPTA team in your region is selecting delegates now. Let them know you're interested. Information for conference delegates can be found on our website ppta.org.nz

PPTA's annual conference is the decision-making authority of the association. All speeches, debates and decisions will be live-streamed.



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