

# PPTA NEWS

The magazine of New Zealand secondary teachers



PPTA celebrates 125 years of women's suffrage,  
resources for women at work – pages 12-13

## PPTA News



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## Partnership requires trust and transparency

PPTA president Jack Boyle examines the evidence for partnership after a year of a new government.



Jack Boyle | President, PPTA

When Education Minister Chris Hipkins spoke at the recent PPTA conference and committed to “working in partnership” with teachers and the union, the general view was that he meant it, (some in attendance were a bit more cynical, of course).

Chatting to a couple of activists afterwards I heard a few comments like, “actions speak louder than words” and “we can’t talk about partnership when there’s daylight between what we know we need and what we’re being offered”. No doubt our current negotiations are front of mind for teachers and politicians alike, but leaving that aside - for the moment - It’s worth examining the evidence for partnership after a year of a new government.

### Legislation

The legislative changes made in the last 12 months have dealt directly with some of the issues we’ve raised for years. After a decade of ‘squeeze and measure’ educational policies that eroded teacher agency, drove up compliance-related workload and seriously damaged the trust between government and the profession, the swift removal of National Standards and charter schools and the re-democratisation of our regulatory body must be acknowledged.

### Consultation

There has definitely been a more explicit ‘partnership orientation’ in the design of the Education Work Programme and in the operations of ministry working groups than we experienced around the creation of the Education Council, Communities of Online Learning or charter schools under the previous administration.

It’s also pretty clear that this ‘partnership’ approach has come from the top, having been articulated by the minister at the International Summit of the Teaching Profession in Portugal earlier this year – in a commitment he made with union leaders that, “anything affecting the profession would be designed and implemented with the profession”.

Whether or not we’ve completely escaped the ‘non-sultation’ of the last decade may remain to be seen but things have certainly looked more promising over the last year.

### Shared problem solving

Despite these positive signs, there are some pretty big issues on the horizon and we know much more will be needed for genuine and sustained partnership to make possible our shared commitment to the best education for all our rangatahi.

The people needed to deliver on the government’s vision are not choosing education as a career.

The decreasing relative salaries and burgeoning workloads of our workforce are why we cannot recruit, and will continue to be unable to retain, sufficient numbers of teachers to deliver on the government’s vision.

Sadly, the quick ‘fixes’ - from relocation grants for teachers living overseas, to increased money for recruitment companies have not been designed in partnership. I rather suspect the government hopes they are some kind of alternative to properly resolving the current collective agreement negotiations...

### Next steps

If we really are working together in partnership, we should not have to spell out to ministry officials that they

need to be totally upfront about the challenge, stop ignoring our evidence and overselling the effectiveness of their ‘solutions’ - because that does not build trust. Making “she’ll be right” statements knowing full well that the new Ministry of Education teacher shortage model underestimates the size of the shortage is basically the same as saying unions are over-egging the whole thing – we are not.

The same goes for showing no obvious qualms about describing 2000 people clicking on a website in a foreign country as if they were already in front of our students. In fact, there are only about 200 overseas teachers assessed as ‘ready to teach’ and they aren’t in jobs, haven’t been through an interview process and won’t have accessed the sort of preparation for teaching in Aotearoa that our kids deserve.

And there’s the rub. While ‘partnership’ doesn’t mean you always end up agreeing, it has to mean you keep trying to find solutions - and that requires trust and transparency. Dressing things up or deliberately downplaying them limits partnership.

As the minister declared in his recent speech – the sort of partnership that happens around the negotiating table “is much harder”. No doubt acknowledging how far behind teachers’ salaries have dropped, how heavy their workloads and how bad the shortages really are, will cause all sorts of political consternation. But at the same time, without a commitment to working in genuine partnership to redress these issues, there is a real risk the minister’s speech imploring the profession to, “think beyond the current collective agreement negotiations and resolve to work with us over the longer term” could actually end up eroding the trust he has worked so hard to build.



Education minister Chris Hipkins talks partnership at PPTA’s 2018 annual conference.



# Mahi tika – learning to make a difference

PPTA runs employment relations education courses for members. Attendees at a recent session in Wellington share their experiences.

PPTA Mahi tika courses are employment relations education for PPTA members. They are practical adult education seminars based on case studies, collaborative problem-solving and discussion.

PPTA News attended a Mahi tika Stage 2: Rights and obligations in the workplace session held in Wellington in August and spoke with attendees afterwards.

Flaxmere College branch secretary Sam Bond said the course helped her better understand the collective agreement.

“The course material is easy to understand... I understand most of the clauses so much better now,” she said.

Cassandra Wilberforce, the branch chair at Flaxmere College said the course gave her a better understanding around sick leave, health and safety, bullying and the meaning of consultation.

She said she would make sure staff checked their sick leave regularly, that they were applying for the correct type of leave and that there was a health and safety representative and committee.

Sacred Heart College assistant principal Marysia Airey said she felt more capable of looking through the Secondary Teachers’ Collective Agreement (STCA) and had made some good connections.

“It was a safe environment where we were able to ask questions. I feel more confident in dealing with member concerns,” she said.

Otaki College branch secretary Margaret Priest said she appreciated being able to meet and hear from teachers from other schools and the reinforcement of members’ rights as employees.

“It gave a renewed feeling of being backed by the union and unity in a small country school,” she said.

Hawara High School branch chair Alison Wright said the course helped her develop her skills and confidence as chair. “I feel much more informed and ready to support PPTA members within my branch.

“I got some great ideas of implementation in my branch and contacts with members in other branches. Thank you for this opportunity,” she said.

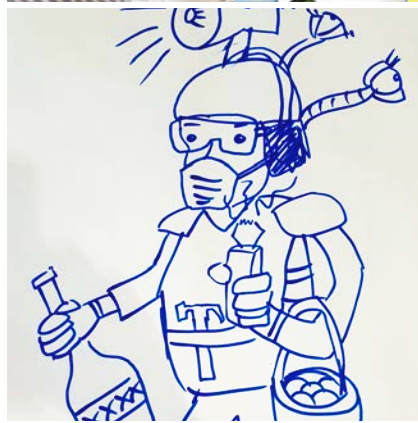
St Patrick’s College branch chair Michelle Duffy found the course very informative.

“Overall I just feel more confident understanding the collective agreement, especially health and safety issues and leave.”

Tawa College branch chair Nick Gartell said Mahi Tika had given him confidence in his role at school and ability to inform members of their rights.

“It’s really useful as a new branch chair. I would like others from school to attend in the future and will be advocating this to members,” he said.

For more information on PPTA’s Mahi tika courses, check out the events section of [ppta.org.nz](http://ppta.org.nz) or email [enquiries@ppta.org.nz](mailto:enquiries@ppta.org.nz)



Using our union power for good.

# Meet your PPTA presidential team (again)

Jack Boyle and Melanie Webber will be representing PPTA again in 2019 as president and junior vice president.

Congratulations to the 2019 PPTA presidential team. PPTA president Jack Boyle was appointed unopposed and Western Springs College teacher Melanie Webber was re-elected as junior vice president.

Jack served PPTA members from the branch level through to roles on executive and as junior vice president, before being elected as president in 2017.

Raised in Hawkes Bay and having lived in London and Auckland, Jack is now enjoying being based in Wellington. Before becoming a teacher Jack was involved in the commercial entertainment industry, which has given him a real appreciation of the scale of work teachers do.

Jack has relished the challenge and privilege of representing PPTA's members during his presidential term and is looking forward to the challenges the future will bring.

"I firmly believe that what education



Jack Boyle

unions fight for is what what's good for education," he said.

Auckland born and bred, Melanie teaches Media Studies at Western Springs College. A career-changer like Jack she moved from the world of television media to teaching.

At Western Springs she went from branch secretary to chair and was later shouldered to become Auckland regional secretary. Her experience working with the teacher supply



Melanie Webber

taskforce inspired her to run for junior vice president in 2017 and she was elected to the position.

"Over the past year I have felt privileged to be a voice for teachers in expressing the concerns that many of us feel in the face of chronic and increasing teacher supply issues. As a part of the presidential team, I will continue to sound the clarion call on these issues," she said.

We look forward to another year with Jack and Melanie at the helm of PPTA.

# Have your say on Sorted in Schools

The five-week pilot period for the first Sorted in Schools resources has closed and now it's time to have your say.

It's important Sorted in Schools hear from all teachers and students who participated in the pilot before the resources are released nationwide in term 1, 2019.

You have a unique opportunity to help shape the resources and help shape financial capability education in New Zealand schools and kura.

They want to know whether the resources meet diverse learning environments and teacher and student-led learning objectives, how easy the sortedinschools.org.nz website was to navigate and how the resources were received by students.

All feedback will be considered; the resources will be refined and amended to reflect your comments.



Teachers will be contacted by an independent evaluator to complete a survey and a student survey will also be made available for teachers to distribute in class.

The pilot teaching and learning resources will still be accessible via the Sorted in Schools website before the

programme is released next year to all schools and kura.

Sorted in Schools is currently developing the first resources for Māori-medium education and the second learning package for years 9-10, which will focus on retirement, KiwiSaver, insurance and investing. Both will be released in early 2019.

The aim of the programme is to equip all young New Zealanders for their financial futures, and to ensure all secondary school students have equitable access to financial capability education by 2021.

To receive regular updates on the programme or to become a Sorted School please register your interest online.

You can contact the Sorted in Schools team anytime with enquiries at [schools@sorted.org.nz](mailto:schools@sorted.org.nz).

# PPTA communications - walking the talk

## The results of the 2018 PPTA communications survey.

Information in your inbox, face to face conversations and stories about real teachers are some of the most important things about PPTA communications according to our latest survey.

In August a short online communications survey was sent to 1100 randomly selected PPTA members. The results showed the majority of respondents (80.98%) were happy with the amount of information they received from PPTA. Most got it from the PPTA News, followed by branch chairs, field officers, network emails and the PPTA website, with social media bringing up the rear.

There were a number of themes running through the responses that gave us good insight into what was working and where we could make improvements.

### Branch chairs are really important

A number of comments centred on the importance of branch chairs as the face of the union in schools and central point for information. Respondents who did not have an active branch chair felt somewhat out of the loop.

“We have a good PPTA representative at the school who is available to talk to each day informally,” one said.

“The info may be coming to the school but not being passed on. I am not sure,” said another.

An action point to come out of this was to investigate how PPTA can best support branch chairs in carrying out their work.

### How would you like your PPTA News?

While the majority of members were positive about the content of the PPTA News, there were two camps when it came to the format they would like to receive it in – those who would like it solely as a digital publication and those who preferred print.

“Could the PPTA magazine be online, with updates through emails?” one respondent asked.

“Keep producing the analog (paper) newsletters. Not everyone likes digital,” another said.

An online and email version of the PPTA News actually already exists. A digital version of the magazine, as well as individual articles, is available under the News and Media section of [ppta.org.nz](http://ppta.org.nz) and members can sign up to have the magazine emailed directly to them through the PPTA Newsletters tab at the top of the homepage. You can also request your branch be sent fewer paper copies by emailing [news@ppta.org.nz](mailto:news@ppta.org.nz)

### Negotiation updates

A number of respondents stressed the importance of having timely information during contract negotiations.

The Negotiator email newsletter and the STCA Negotiation Updates section of the members' only side of [ppta.org.nz](http://ppta.org.nz) are the best places for members to check on the latest information in this area. There is a sign up form for the Negotiator on the members' only side of the website. We are also running regular video updates on the PPTA members only Facebook group. If you are a member just search 'PPTA members – bringing out the best' and ask to join.

### Non-traditional members

Our less traditional members, such as semi-retired, relieving and itinerant music teachers have voiced concern about the consistency of the communications they receive.

“Itinerant teachers like myself are left out of the loop. We don't have or use a school email,” one said.

PPTA is certainly able to send email to personal addresses, our membership team just needs to be aware of them. We encourage branch chairs to check these members have updated PPTA with their personal addresses. They can do this by emailing [membership@ppta.org.nz](mailto:membership@ppta.org.nz). They are also welcome to sign up directly to the PPTA newsletters and Negotiator via the PPTA website.

### Social media

Those respondents who accessed PPTA's social media channels were happy with what they were seeing.

“The socials are good – FB and Twitter content is uniformly excellent. The fact

that PPTA senior/regular contributors are so active on both is very good for newer members. I find the magazines a bit slow since you're on my feeds daily anyway. Thanks,” one said.

Unfortunately we are not yet getting the cut through we would like and many respondents never use these channels. The appointment of our third communications advisor, Matt Maguire, who will have a direct focus on social media, should have an impact on this. The results also show that, while sharing material via social media is a good way of reaching a certain audience, it is most definitely not time to switch focus and resources from our traditional forms of communicating just yet.

### Financial transparency

A number of commenters would like an easy way to see what their membership dues are being spent on.

“You need to update us on what is happening with money given and how it is used every year,” said one.

In response to this we have made our annual report with financial details clearly accessible through the front page of the PPTA website.

### What we are doing right

We asked respondents what they thought was good about PPTA's communications with members. These responses also fell into a number of categories.

That they are clear and concise, teacher-centric and supportive and that there are a number of different forums.

“Good effort made to convey sometimes technical information in easy to grasp language. Useful real world field officer case studies.”

“Actual people's experiences recorded and reported on.”

“There are a variety of ways we can keep in touch with PPTA and vice versa. This reaches more people and suits different lifestyles,” members said.

PPTA News, face to face communications and email newsletters were the top ranked forms of communications.



“Keeping us informed and reminding us of stuff to be thinking about, especially when we are knee-deep in the work of teaching. Thank you – that’s why we need you,” one said.

#### What members would like to see change

More email communications and emails sent directly to members were high on the list of things members would like to see change about our communications. This is already possible through the newsletter sign

up on the front page of [ppta.org.nz](http://ppta.org.nz). Important and urgent issues around negotiations are also currently being emailed directly to all members.

More email communications and newsletters were also requested. PPTA has a number of member group newsletters available including Te Huarahi Panui, NETs Bulletin, Senior Positions Advisory Group Update, Professional Issues Update, PPTA Women’s Network, Pasifika, NZSPC and Rainbow Network newsletters and

the regular Collective News. These can all be signed up for under the PPTA Newsletters tab on the homepage of the PPTA website.

#### Tell us what you think

To keep an eye on how we are doing with our communications PPTA’s executive has agreed to run a communications survey on a yearly basis. If you didn’t get the latest survey however and would like to share your thoughts with us now, feel free to email [news@ppta.org.nz](mailto:news@ppta.org.nz).

## Did you know you can have the PPTA News delivered straight to your inbox?

The PPTA News is available online and via email. Sign up through the PPTA newsletters page at [ppta.org.nz](http://ppta.org.nz) or look for the web version under News and Media.

If you no longer wish to receive a paper copy of the magazine just email [news@ppta.org.nz](mailto:news@ppta.org.nz) and we will arrange for fewer copies to be sent to your branch.

If you are a member there are also a number of interest group email newsletters you can sign up for. These include, Te Huarahi Panui, PPTA Women’s Network Newsletter, NETs Bulletin, Pasifika Newsletter, NZSPC Newsletter, PPTA Rainbow Network Newsletter and the Professional Issues Update, among others. Just go to [ppta.org.nz](http://ppta.org.nz) and look for ‘newsletters’.



## Long awaited mental health teaching resource a hit

Lynfield College teacher Kat Wells and Auckland University researcher Katie Fitzpatrick on the launch of a much-needed mental health teaching resource.

A long-awaited mental health teaching resource is already in such demand 100 copies were pre-ordered before it even launched.

Secondary teachers and students can now engage in learning about mental health in a meaningful way, thanks to the efforts of a Lynfield College teacher and an Auckland University researcher.

Lynfield College health and physical education head of faculty Kat Wells and University of Auckland associate professor Katie Fitzpatrick spent the past year and a half collaborating on a mental health teaching resource, with the aid of a Beeby Fellowship grant.

The 'Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing' resource is a collaborative project, supported by the New Zealand Council for Educational Research (NZCER).

Before Kat and Katie began working on the new resource most schools' go-to document was the 'Taking Action - life skills in health education' booklet, that was last updated in 1994.

"There haven't been a huge amount of teaching and learning resources available for mental health, hauora and resilience, so I think this will help teachers to include some great stuff in their programmes," Kat said.

'Taking action' has now become one section of a much larger resource. "It was an enormous job that seemed to get bigger and bigger as we decided we needed to include more and more."

"It's a huge resource, well over 350 pages," Katie said. "But most of that is activities. Step by step guides for teachers, background information - really practical stuff."

The resources were adaptable to different year levels and different teaching and learning programmes, Kat said. "Every teacher will use this differently I expect. It is very versatile."

While the resource has a strong practical focus, it is underpinned by research from the fields of health education, mental health, positive psychology, wellbeing and critical studies in education.



Kat Wells and Katie Fitzpatrick

This was because it was important mental health education focussed on learning rather than trying to 'fix' specific health issues or behaviours, Katie said.

"This resource supports teachers to plan and deliver lessons that will help students develop knowledge about their identity and wellbeing, their relationships and communication, about social issues and social justice, and about health promotion and action."

At the time of writing the resource had not yet had its official launch and already 100 copies had sold, Katie said.

"Teachers had backordered it. Some got it before I did," she said.

Kat was very excited that the book was finally in print. "It is lovely to be able to hold it in my hands," she said.

"Loads and loads of people are saying they are excited to get their hands on a copy and start using it in their schools."

The resources were created with input and feedback from teachers from a diverse range of schools.

The resource also had five different authors, Katie, Kat, University of Auckland associate professor Melinda Webber, Taking Action's original author Gillian Tasker and Dr Rachel Riedel, who each came with their own perspective.

"I have a teaching background but I am not in a classroom. Kat is a classroom teacher and workshopped material with her students. She drew on things she did every day."

"I was really pleased with how the students engaged in some of the activities that I trialled. I asked lots of the teachers at my school to trial it with their classes so that we could have some good reflections/reviews together and it was great to see how positive it was across the board," Kat said.

Resources have also been created and tested with the help of teacher education students at Auckland university, which was a great help, Katie said.

"I also just want to really thank NZCER. They have been fabulous and really supportive," she said.

Katie believes a larger focus on mental health in the health curriculum could combat the stigma around mental health issues.

"I would like to see schools give health education as much timetable space as other subjects," she said.

Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing is available in physical and e-book form through the NZCER website ([nzcer.org.nz](http://nzcer.org.nz))



## An opinion does not make tikanga

### Wynyard Peeni's trophy-winning Ngā Manu Kōrero speech tackles gender discrimination in kapa haka.

Jointly managed by PPTA and the Ministry of Education, the Ngā Manu Kōrero speech competition has been encouraging fluency in te reo Māori and English since 1965.

This year Kamo High School student, and aspiring pastry chef, Wynyard Peeni's speech on gender discrimination earned him the Korimako trophy for senior English.

#### **Gender doesn't have to define your role within kapa haka**

How many of us know the number of times the All Blacks have won the Rugby World Cup?

Now how many of us know the number of times the Black Ferns have won the Rugby World Cup? The answer is five. And the fact that most of us don't know that shows what happens when we have attitudes that discriminate based on gender. We miss out, and we devalue people who work really hard to achieve their goals because of our own bias.

I live in a world where I am defined by my gender. As a Māori, my inherited mana dictates that I whaikorero, I haka, I hold a taiaha, and that I am a born warrior. But I do not believe that I am limited to the mana that I have inherited. I want to talk about the mana that I have earned.

Gender doesn't always have to define your role within kapa haka. I want to challenge that the mana to perform certain items in kapa haka can be earned, and doesn't always have to be inherited depending on gender.

#### **Skills and skill sets**

On the kapa haka stage, this means that there are certain things we accept males doing, and certain things we accept females doing. There are some skills that are seen as 'masculine' and some skills that are seen as 'feminine'. But I believe that mana tane and mana wahine do not dictate what skills a person is capable of learning and perfecting.

#### **Hauora (Part 1)**

Gender discrimination and gender bias is very damaging for Māori hauora,



**Changing the norm – Wynyard Peeni with the Korimako trophy for senior English.**

especially mental health. Transgender Māori youth have the highest rates of suicide and serious mental health issues among all youth groups in Aotearoa. The stats are everywhere.

The attitude is, tikanga comes first, tikanga is first. But where is the 'rule' that states that only one gender may perform an item? Where is the 'rule' that states wahine are not allowed to perform the wero even though they can be better than the tane? I asked my kaiako, they didn't know. I researched, and couldn't find the answer - but what I did find were strong opinions of INDIVIDUAL people who stated that men should stick to men's items and women should stick to women's items. Now, I respect an opinion but an opinion does not make tikanga.

#### **Hauora (Part 2)**

I know of many individuals who perform beautifully alongside the opposite gender. But, because of society's attitude, they decide to switch to guitaring or decide to leave kapa haka altogether because of FEAR. The fear

of being ridiculed and being ashamed for doing what they love. I know what this feels like. If you haven't guessed already, I am a passionate performer of the poi who, in the past, HAS been relentlessly mocked for doing what I love! I'm lucky that my pouako kapa haka are open-minded and are proud of me, and give me the opportunity to showcase my skills. I feel free when I do the poi - an extension of my body. But I feel bad for other tane who aren't allowed to do what I do.

#### **I want to change the norm**

Sometimes, I get the impression that Māori are too afraid to progress because we are terrified of losing what little tikanga wasn't already stolen by colonists. These common values are what have kept us together from the beginning. However, we need to shift our focus to the days ahead of us. To me the future is an opportunity to evolve and to grow. Kate Sheppard was the first lady to ever vote in New Zealand. Back then women never had the same status and rights as men. Men believed women were timid and fragile like glass - but nowadays we know that a woman is more like a teabag, in that you never know how tough she is until she gets herself in hot water! Especially wahine Māori. This is why gender discrimination is so dangerous. It creates false ideas of what a person should and shouldn't be. For Māori to evolve we have to take those first steps away from gender discrimination.

I have spoken about stereotyping skills and skill sets based on gender. I have discussed how gender discrimination can affect a person's well-being and mana. And I have shared my opinion on this matter and how it makes me feel. My goal was to make you understand that gender doesn't have to define your role in kapa haka. I challenge that the mana to perform certain items in kapa haka can be earned. It doesn't have to be inherited depending on gender. I know that traditional gender roles are very real, and flipping the norm is difficult for even the strongest, funniest, smartest person. But I want to change the norm.

*Abridged – see [ppta.org.nz](http://ppta.org.nz) for full version*

## Government's STCA offer rejected by conference

Nationwide union meetings held to vote on second offer and possible industrial action.

Last month, PPTA annual conference delegates, representing more than 17,000 secondary teachers, rejected the government's first Secondary Teachers' Collective Agreement (STCA) offer.

They called on the government to come back with an offer that genuinely addressed teacher shortages and excessive workload, before paid union meetings began on 7 November – once senior students had left for exam leave.

"Secondary schools are facing an unprecedented shortage of the trained, expert, quality teachers that our young people need," PPTA president Jack Boyle told the conference.

"We can't accept this offer: it would leave secondary teaching on the downward trajectory that it's been on for the last decade, with the attractiveness and sustainability of this great profession being eroded further."

PPTA members made a claim for significant improvements to pay and conditions in August this year. "The government's offer doesn't touch the sides of addressing the problem," Jack said.

The second offer from the government was received just before PUMs began.

It was taken out to members with a recommendation from the negotiating team and the executive that it be rejected. Members were also asked to vote to authorise strike action for

the first term of 2019, and a plan for further action beyond that.

At the time of printing the union meetings were just winding up.

"We strongly support the government's intentions to make sure all learners in New Zealand have high quality and personalised learning opportunities to set them on a path for a great life beyond school. It is deeply disappointing that the challenges facing secondary schools are going to undermine this work. Support for our teaching workforce is urgently needed to bring out the best in our young people."

PPTA will continue to negotiate with the government in good faith.



PPTA conference delegates vote to reject the government's offer.



# Tomorrow's Schools, the Treaty and looking after yourself

A round up of the 2018 annual conference decisions.

A record number of delegates attended PPTA's annual conference this year to decide the association's policy and the direction of the work we will undertake next year. Here is a roundup of major decisions made.

**Kua tae te wā ki te arotake, ki te whakakaha ake i ngā tūhonotanga i raro i te tiriti / Time to review and strengthen PPTA's treaty relationships**

Next year a treaty audit of PPTA structures, policies and practices will be carried out, and a progress report and recommendations presented to the 2020 conference for membership consideration. Members also agreed that PPTA promote opportunities for members to share culturally responsive and relational pedagogy practice.

## **Career Pathways – Subject Pedagogy Specialists**

The conference agreed to look at subject pedagogy specialist roles, investigate the reinstatement of the regional subject specialists and then bring recommendations to next year's annual conference.

## **The Tomorrow's Schools review**

The conference agreed that PPTA will support the Independent Taskforce's amended design principles. It also formalised a list of priorities we believe the review should focus on.

PPTA reaffirmed the commitment made at the International Summit of the Teaching Profession to work with the Ministry of Education to co-construct the governance and administration system of New Zealand schools; and will urge the minister to ensure any changes be carefully planned, implemented, and properly resourced.

## **Professional learners**

PPTA re-affirms that all types of professional learning and development (PLD) are important and that teachers should be able to access relevant PLD.

We believe every teacher has a right to access to fully funded, readily accessible, timely PLD that relates directly to specialist areas; can be accessed from a centrally or regionally



A record number of PPTA members attended the 2018 annual conference.

based PLD provider; is based on best evidence; is in-depth and/or one-off, and may connect teachers with colleagues from other schools.

PPTA will call on the government to press ahead with its commitment to establish a national, public and comprehensive advisory service.

## **Improving the Community of Schools model**

PPTA endorses the underlying principles of collaborative practices within and between schools, and classroom-based career options. However we note that there are significant weaknesses in the implementation of Communities of Learning, and call on the Minister of Education to resolve these with urgency.

The conference agreed that the IES Advisory group be re-established and that PPTA prepare for members to consider options for changes to address the problems identified in the paper.

## **Looking after yourself**

PPTA will research best practice from other professions on how they protect the hauora (health and wellbeing) of workers, the ethics thereof, and how these can be adapted for the teaching profession.

A paper on this research will be prepared for the 2019 annual conference.

PPTA will also lobby the Ministry and Minister of Education to require all schools to provide access to external employee assistance programmes, and agrees to promote and support the inclusion, in all initial teacher education programmes of education, of hauora, mental and emotional health support for teachers and their colleagues.

## **Constitutional amendment: regional name change**

The Auckland region will henceforth be known as "Tāmaki Makaurau Auckland" in the PPTA constitution.

## **Recipients of the PPTA Service Award for 2018**

Colin Wood – Cambridge High School, Waikato

John Gaffney – Lately of St Thomas of Canterbury College, Canterbury

Perry Petelo – St Thomas of Canterbury College, Canterbury

Alec Campbell – Maniototo Area School, Otago

Pauline McNeill – Columba College, Otago



# Whakatū wāhine - Women stand up!

## PPTA honours 125 years of women’s empowerment and the continued fight for pay equality.

On the 19th of September 1893, women in New Zealand were the first in the world to get the vote.

While this is something to celebrate, 125 years later Kiwi women are still waiting to get paid fairly and equally.

Throughout the year PPTA members have been celebrating women’s suffrage through various events, culminating in a suffrage quiz and suffrage themed dinner at October’s annual conference.

Our great, great grandmothers grew their power by working together to push for equal rights and votes for women. In 1893, 25,000 New Zealanders signed a petition, marched, sang, protested and spoke up. At the time many thought it was impossible, but by working together, they changed history.

On suffrage day 2018 the delivery of that petition was re-enacted with the aid of a wheelbarrow (kindly donated to NZEI by ACT MP David Seymour) and some impressive Victorian costumes.

Wellington Girls’ College teacher Cam Stewart represented PPTA in the re-enactment as suffragist John Hall.

“To Kate Sheppard and her fellow suffragists, including a strong set of working women – notably Harriet Morrison from Dunedin, political equality was a first step to economic equality. I believe we are carrying on their legacy,” he said.

“Our work has been devalued over the years to the point where some of our colleagues are taking on holiday jobs. The government used our event to announce new legislation around pay equity claims. This is excellent news, of course; however, this means our part-timers, who are having their equal pay case heard currently, face the prospect of having to start the process again. Ironically, I represented PPTA on my own, as there wasn’t a part-timer realistically able to come with me.”

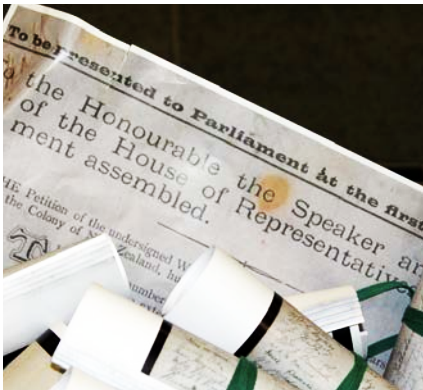
“I’m proud to have been the Solidarity Mister for Suffrage 125 alongside Georgia Choveaux from NZNO, and I’m even more proud to keep working for pay equity in our profession,” he said.

PPTA branches throughout the country also hosted equali-teas to pick up the conversation Kate Sheppard and the suffragists started 125 years ago.

“Suffrage Day isn’t all about the past. You can make it about your future and the future of all of us, just by making a space to talk about gender equality in your workplace,” PPTA women’s officer Liz Robinson said.

“Even in teaching there is not equal pay. Part-time teachers, who are mostly women, don’t get non-contact time – it’s blatantly unfair. Find out about the case PPTA, Leanne Donovan, Debra Eno, Lisa Hargreaves and Pam Foyle are taking (at ppta.org.nz) and have a chat at work about how you can support them and all the part-time teachers at your school,” she said.

Attendees at PPTA’s annual conference this year also got into the spirit of equality by taking part in a suffrage themed quiz and dressing up to the nines for the suffrage themed dinner. Each attendee was also given a suffrage 125 badge in their conference pack.



## Women's rights at work – join the conversation

Introducing a new tool to help PPTA women make their workplaces safer and better.

PPTA women have been given the chance to add their voices to the conversation around gender equality and women's rights at work through a new organising tool.

Launched at this year's PPTA annual conference, the WRAW (Women's Rights At Work) chat resource is a series of fun, simple activities to identify the challenges women face at work.

The purpose of a WRAW chat is to help develop an agenda for change at work and inform campaigns and policy, so we are taking action on the issues that matter.

### How can I get involved?

To host a WRAW chat you will need a group of women, a time and place to chat and a WRAW chat kit. The kit can be downloaded from [ppta.org.nz](http://ppta.org.nz) (just search 'WRAW chat').

### What do I do when the chat is finished?

Gather up all the worksheets and either send them to: WWRC, Private Bag 92 645, Symonds Street, 1150 Auckland or upload photos or scans of the worksheets to the WRAW chat page of [ppta.org.nz](http://ppta.org.nz) (the files will go to PPTA communications advisor Matt Maguire who will pass them on.)

## Preventing violence and harassment in school

PPTA deputy general secretary Yvonne Oldfield talks safety in a school environment after attending the 107th International Labour Conference in Geneva.

The education sector is recognised internationally as being at relatively high risk with respect to violence and harassment.

Teachers in Aotearoa strive to foster a safe environment in schools, and we like to think that our members do not face the same level of violence as colleagues in some other parts of the world.

Nonetheless we are increasingly seeing situations where students or members of wider communities subject teachers to abuse, harassment, stalking, and assault, including gender violence and harassment. This has occurred on school grounds, in class, in the online space, and sometimes even at the teachers' homes.

Violence and harassment in schools (as in any other workplace) must be recognised and addressed as a significant health and safety issue. Schools must have appropriate policies in place to prevent it or, should it occur, must be able to rely on clear protocols to enable a prompt effective response that minimises the risk and the impact for teachers as well as students.

Each PPTA branch is entitled to one elected health and safety representative for every 20 staff members. These representatives are entitled to specialised training in the role, and have statutory rights to ensure that they can do their job. They can also call on the PPTA field service for support if they have concerns that their school environment is not safe, or that adequate prevention mechanisms are not in place, or in the

event that members are subjected to violence in their work.

PPTA offers health and safety training for new and existing health and safety representatives. To find out more about these go to [ppta.org.nz](http://ppta.org.nz) and search for 'health and safety courses'

### Ending work violence and harassment on the international stage.

Ending violence and harassment in the world of work was the aim of a new international health and safety standard PPTA deputy general secretary Yvonne Oldfield has had input into.

Earlier this year she attended the 107th International Labour Conference at the United Nations European headquarters in Geneva, Switzerland. Yvonne worked on the committee developing the text of the standard which began with a focus

on ending violence and harassment of women workers but was broadened to cover all workers.

The committee sat for 10 out of 11 consecutive days, late into the night, making frustratingly slow progress as the employer group sought to limit the scope of the convention. Meanwhile the worker group pushed to ensure a set of key objectives for the new standard which would:

- bring trainees and dependent contractors within its cover;
- address bullying and harassment as well as physical violence, and
- extend to the virtual space.

Support from government delegations ensured that these objectives were achieved, however the employer lobby signalled their determination to continue efforts to roll this coverage back.



Yvonne Oldfield and her UN sisters at the 107th International Labour conference.



## Teaching the New Zealand Wars

Historian Dr Vincent O'Malley and Victoria University faculty of education professor Joanna Kidman on the importance of teaching New Zealand history.

The New Zealand Wars (1845-72) were foundational events in our nation's history. Yet Pākehā have not always cared to remember them.

The response to the 2015 petition organised by students from Ōtorohanga College, leading to a national day of commemoration (Rā Maumahara), seemed to signal a greater willingness to engage with this history. But the students – profoundly moved by site visits to nearby Ōrākau and Rangiaowhia – also sought to ensure this history was firmly embedded in the school curriculum. Successive governments have proven more reluctant to accede to this call.

In a submission to the Māori Affairs Select Committee on the petition, the Ministry of Education voiced strong and uncompromising opposition to introducing the New Zealand Wars as a mandatory part of the curriculum, suggesting that such a move could damage the entire schooling sector. Such a move would, the ministry argued, “be a significant and unnecessary intervention likely to result in significant, negative systemic consequences for the New Zealand schooling sector.”

While there are broad achievement objectives in each subject, schools are not required to teach specific topics. The earliest achievement objective that potentially addresses New Zealand's difficult past, albeit tangentially, is in the year 10 social sciences curriculum which requires students to “Understand how the Treaty of Waitangi is responded to differently by people in different times and places”. Anecdotally, we know that some teachers use this as a basis for teaching about the New Zealand Wars but there is no requirement or expectation to do so.

History is offered as an elective subject in NCEA from year 11 onwards, although only just over 20% of students take the subject at that level. Those students who opt for the subject and have motivated history teachers may learn about the New Zealand Wars at this point but many others leave school without ever hearing about these



New Zealand History Teacher Association attendees at Ranglirī Pa site.

conflicts. No data is collected on how many schools offer this topic so the level of uptake is unknown. However, many schools do not teach New Zealand history, let alone the history of the New Zealand Wars, at NCEA level.

There are various reasons that some teachers are reluctant to teach this history. According to Mark Sheehan, schools instinctively shy away from matters seen to be contentious or controversial. Conversely, proponents of teaching more New Zealand history in schools face an uphill battle against those convinced that the topic is ‘boring’.

In other cases, teachers may lack the confidence or resources to begin teaching this history or may feel they lack the appropriate connections and contacts with local iwi. These practical constraints can be overcome with the required support. That might involve professional learning and development courses or workshops tailored to teaching the New Zealand Wars, funding for a range of written, audio-visual or web-based teaching and learning resources, and facilitation of site visits and dialogue with tribal historians and kaumātua.

Although there has been much debate around the issue of compulsion, ensuring young people leave school with at least some understanding of

this history is essential. But so long as there is a requirement to teach about the New Zealand Wars, schools should be left to determine how they go about doing so. That would allow for place-based learning around the history of these conflicts.

A simple way of ensuring such an outcome might be to tweak the Treaty achievement objective in year 10 so that it is made explicit that the history of the New Zealand Wars should form part of this teaching. That would ensure all children left school with at least some exposure to the topic. A more ambitious approach would embed it throughout the school years. Some primary schools already teach about the New Zealand Wars and that should be further encouraged, along with additional resources for promoting it as an NCEA option at years 11 to 13. We also need systems in place to capture data about the numbers of students who are learning this history so that future progress can be monitored. The Ministry of Education may be happy with the status quo, but many others are not and the debate is unlikely to disappear anytime soon.

*A longer version of this piece was first published at [briefingpapers.co.nz](http://briefingpapers.co.nz). Resources and background material can be found on the web version of this article at [ppta.org.nz](http://ppta.org.nz)*



# Resourcing wellbeing not punishment

New Zealand Drug Foundation executive director Ross Bell shares the organisation's views on supporting rather than excluding students.

The NZ Drug Foundation says support, not punishment, is the best way for schools to address alcohol and other drug issues.



Ross Bell

In their submission to the Tomorrow's Schools Review they argue there should be more incentives for schools to promote wellbeing, and less reliance on exclusions. Ross Bell sets out where they stand.

The world around us and the future we're preparing young people for is in constant flux. This is equally the case whether we're talking about work, relationships, money, leisure, citizenship, or other aspects of life, including alcohol and drug use.

Schools have a fundamental role in equipping our future citizens so they can all thrive. The academic attainment and the life skills that schools teach are crucial, but so are the protective factors that come with being at school. These include things like stability, a sense of community, and a supported and safe environment to learn how to become an adult.

No school is an island. The way people live and behave in the wider community around the school will be reflected by the students. If at home and in the neighbourhood adults turn to alcohol or other drugs to celebrate, let off some steam or self-medicate, then it's more than likely young people will do this too.

It doesn't matter where people live, what parents earn or if they're regular

churchgoers, some students will use drugs. Some will do this in a way that affects their academic performance, behaviour and attendance. For a few it could be the beginning of a lifelong problem. In an ideal world, schools wouldn't turn their backs on anyone they find using drugs. As with other behaviour issues, such as fighting, bullying or absenteeism, schools have a role in promoting student wellbeing.

Schools are now grappling with an array of difficult issues, and many are doing this in ways that line up with current thinking about how people learn. Throwing a rulebook at someone and relying on negative reinforcement has been shown to be ineffective. Instead, the evidence points us to allowing young people to make mistakes and learn from them.

In many areas of school life this developmental approach has been adopted. But this is not so when it comes to drug use. The statistics show schools are still trying to punish students out of using drugs. Of the 900 odd young people aged under-16 excluded from New Zealand schools in 2016, alcohol and drug use was one of the most common reasons for exclusion. The majority of those excluded were Māori and/or from low income families.

*"The evidence points to allowing young people to make mistakes and learn from them."*

The Drug Foundation has been working with 11 schools to implement an evidence based approach to improve student wellbeing and reduce drug and alcohol harm. We're calling this Tūturu. The programme acknowledges that every student will ultimately make their own choice about alcohol or other drugs. Effective education, within different curriculum strands, is one part of equipping students for a world where drugs exist. And for those students whose attendance or academic attainment is slipping,

then extra support can be offered, in conjunction with local health services. Fundamentally, there needs to be a positive school environment that promotes wellbeing.

Introducing Tūturu, in full or part, is no quick fix. All levels of the school are involved, including the board, senior staff, counsellors, teaching and support staff. This takes considerable leadership and time, as changing a school culture takes at least five years.

*"No school is an island. The way people live and behave in the wider community will be reflected by the students"*

A proactive wellbeing focus is not something all schools will readily consider. The competitive environment in which schools operate means that they are incentivised to support students who are more able. In turn, exclusions or expulsions can be the preferred option – rather than providing support – to protect a school's reputation. The way we see things, exclusions will stop being used when alternatives are available instead.

In our submission to Tomorrow's Schools Review we called for better resourcing to ensure all schools could go down the support route. This might sound a radical idea but we do think removing the ability of schools to exclude students under the age of 16 is ultimately where we want to end up. This is provocative given the current state of funding within the secondary school sector. However, we strongly believe that we should aim high.

Moving away from a reliance on punishment to one based on support is the best thing we can offer our young people. Getting the incentives right so schools support young people throughout their school life will help grow adults with good life skills and self-management, and that helps everyone in New Zealand.

Visit the Tūturu website: [tuturu.org.nz](http://tuturu.org.nz)

# Teachers deserve to be represented well.

Elections for the Teaching Council of Aotearoa New Zealand will be happening next year. Now is the time to exercise your democratic right to representation.

After a successful campaign to return democracy to the teachers' council, now is your chance to exercise that right.

Elections for the Teaching Council of Aotearoa New Zealand are on the way, with nominations to stand for the elected positions due early next year.

PPTA encourages those members interest to stand and all members to vote.

Di Wills was PPTA's nominated appointee on the then New Zealand Teachers Council in the five years leading up to National government disestablishing its elected teacher representative positions.

She too urges members to vote in the elections. "You need to make the effort and the time because teachers deserve to have someone who understands them, represent them," she said.

When Di was on the council it had nominees from PPTA, NZEI and NZSTA and elected representatives from the ECE, primary and secondary sectors.

A branch chair from early on in her teaching career and member of the association's executive for 10 years, she was approached by PPTA to be the association's nominee on the council.

"I was happy to do it because I thought it would be interesting," she said.

Di had also previously worked for the Education Review Office (ERO) which she found valuable experience for the role and something she believed would benefit potential candidates.

"If you are interested in looking at some of the issues that impact on the whole education system outside of your classroom then have a go at it, and if you have experience in education outside of your experience in the classroom, even better."

During her time on the council Di was impressed with the combination of people who were on it with her. "It was a combination of people who were very much in touch with teachers' issues and with the reality of what a difficult job teaching can be," she said.

One of the biggest challenges, and most important tasks, of the council



Di Wills

was its disciplinary function, Di said.

"Sometimes it was heart wrenching, it really was. I was proud that teachers got a good hearing from people who knew about the issues of the job, but at the same time everybody was in the same place when it came to not allowing somebody who should not be in the profession to carry on teaching.

"The biggest challenge was not to be too kind because the students' interests always have to come first, they really do. It's all about the kids and the situation they are in."

Di was also proud of her role in reworking the standards for Initial Teacher Education providers. "It was time and it was a good thing. The professional standards and code of ethics had been written before I arrived, but that was something I was proud to be able to do."

Being on the council when the decision was made by government to disestablish its democratically elected positions is one of the reasons why Di encourages members to vote.

"One of the sad things was the fact that (when the decision was made) the percentage of people who were eligible

to vote that did vote was very low. I can understand that. People don't have time, they feel like they don't know the candidates, but you need to take the time to read the candidate outlines. If you don't vote it undermines the credibility of having those people on the council."

The low voter turnout was one of the reasons a distrustful government gave for removing the elected positions, she said.

"There was a feeling that people couldn't represent their colleagues on the job without being biased. It was part of a lack of trust in the profession on behalf of the government. There was an assumption on behalf of the people who talked to the council when they were doing the investigation (on it's make up and role) that if you were there representing a group then you would make decisions in the interests of that group. That was not true in any of the decisions I was party to. It was always about the students.

"We need to build that support and trust, so I really encourage people to vote," she said.

### Tips from the Teaching Council

- Think about who you might want to nominate – due to time pressures most of the nomination period occurs during term break.
- Make sure the Teaching Council has your current email address so you can vote electronically. (update your details at: [educationcouncil.org.nz](http://educationcouncil.org.nz))
- Make sure your practising certificate is valid through February and March or you have a LAT so you're eligible to vote.
- You can find up to date information at: [educationcouncil.org.nz](http://educationcouncil.org.nz) (search for 'teaching council board elections').

## A fearless advocate for the education system

PPTA farewells quality education stalwart, and PPTA News contributor, Emeritus professor Ivan Snook.

Emeritus Professor Ivan Snook has been committed for over 50 years to the goal of high quality education for all. His work as a teacher and an educator of teachers has been focused particularly on fostering ethical practice.

Although he retired from full-time work at Massey University in 1993, he has continued to speak and write about ethical teaching practice and quality education.

Ivan Snook was a powerful voice in the development of the first Code of Ethics for the teaching profession, eventually established under the New Zealand Teachers Council in 2004. In 2003, he wrote *The Ethical Teacher*, published by Dunmore Press. This book articulated clearly, in ways that were highly accessible to busy teachers, that teaching is complex work in which ethical decision-making is central. The power of Snook's work on ethics has continued to resonate, ensuring that despite more recent legislation requiring a "code of conduct" for teachers, what eventuated was in fact a "code of professional responsibility" which continues to sit within the paradigm of ethical practice.

Ivan Snook has been an active member of Massey University's Education Policy Response Group for over 20 years. That group has produced many useful contributions to policy thinking, including on the deficiencies of "value-added" approaches to evaluation of teaching, and the dangers of charter schools, work which has been invaluable to PPTA.

PPTA has always found professor Snook a fearless advocate for an education system that enables high quality teaching to prevail. He has been willing to challenge PPTA when he feels that we are on the wrong track, but always with the respect and care that we have come to expect from an ethical educator of his calibre.

*PPTA general secretary*  
Michael Stevenson



Emeritus professor Ivan Snook.

### **Tēnā tātou katoa e rau rangatira mā**

*E te Ahorangi o te Wehengarua e te  
Emeritus Professor Ivan Snook*

*Kia tangihia kia mihia kia  
poroporoakitia*

*Kua hinga te totara o te wao  
tapu nui o te PPTA*

*Haere atu koe e te pitau  
whakarei moe mai rā*

PPTA salutes you and bestows upon you  
the highest honour of acknowledgements.

We mourn we salute we farewell the  
great Totara of the PPTA.

The navigator of distinguished academia,  
the korokoro Tui author *Ethical Teacher*,  
the kākā wahanui first Code of Ethics for  
the teaching profession.

We bid you a distinguished farewell Te  
Wehengarua Emeritus Professor  
Ivan Snook.

Rest in peace e te Ahorangi e Koro Ivan  
moe mai rā.

*Vince Hapi - Te Huarahi  
Māori Motuhake*



# Salary increments – don't miss out!

Advice from PPTA's intrepid field officers on salary increments.

A beginning teacher recently contacted her field officer, concerned that her salary increment on the base scale appeared to be overdue\*.

### One step up the pay scale for every 1000 hours

Teachers joining the profession will start with a pay rate somewhere on the base salary scale depending on their qualification and credits for things like work experience. While these pay rates certainly need improving, teachers will progress up the pay scale until reaching the maximum pay rate for their qualification type. This progression (salary step increments) happens under both the secondary (STCA 4.2.3) and area school (ASTCA 3.7) collective agreements.

Permanent full-time and part time teachers should move up one step after each full year (the date you are due to move is called your increment date). Non-permanent part-time teachers are different. They move one step up the scale after every 1000 hours of timetabled employment. As they are employed for fewer than 1000 hours a year these teachers will take more

than one year to move each step up the scale and, as a precaution, should keep their own record of how many hours they are accumulating.

### The employer must attest the teacher has met professional standards

In all cases the employer must attest the teacher has met the appropriate professional standards (which are listed in Supplement 1 of the STCA, and Schedule 1 of the ASTCA). That principal must send the attestation form to Novopay/EPL to confirm the increment is due. Sometimes the employer sends the notification too late for the increase to be paid out on time. While annoying for the teacher, this is easily remedied - the notification is sent and the salary increase is backdated to when it was actually due.

The real problem arises when the employer won't attest the teacher's performance is satisfactory, and tries to withhold the increment. Any PPTA member who finds themselves in this situation should immediately contact their field officer.

### A good-faith process must be followed

Salary increments can only be withheld where the employer has

properly determined that the teacher's performance is not satisfactory. This must follow a good-faith process, and be consistent with the collective agreement provisions around teacher performance. Under both the STCA and ASTCA, these include that you get reasonable opportunities for appropriate and effective professional development and that if the employer has any concerns about a teacher's performance then that teacher must be told. An employer is not allowed to withhold a salary increment without reasonable prior warning.

### Withholding increments is rare

Withholding of increments is rare, mainly due to the very high quality of New Zealand secondary teachers. When it does occur the identified problems are usually solved within one or two school terms. The employer must put in place a specific programme of support and development to assist the teacher in meeting the required standards. Once the standards are met, the teacher receives the salary increment from that date, and this will then become their new increment date for future moves up the salary scale.

*\*In fact, the increment was not overdue, but came through later that month.*



Onwards and upwards – one pay step every year.

# Chalkdust – a look into PPTA’s past

A series looking at education through the eyes of the PPTA Journal.

This month we head back to 1960 when PPTA's Kapiti College branch had a distressingly familiar message about teacher shortages.

## An open letter to the executive – bringing home the shortage

The increasing shortage of teachers, and the results of that shortage, have created a grave concern in this branch which has inspired us to put forward a remit which may seem to you radical.

It is our contention that a crisis of the present proportions demands radical action. We feel it is our professional duty as an association to make an effective protest when we see that the post-primary schools are short of 795 permanent teachers, in other words that, at a moderate estimate, 16,000 children are already suffering from the shortage.

This takes no account of the fact that a number of underqualified and untrained staff are now permanently appointed.

Teachers are aware, as the public is not, what this means in concrete terms: District High Schools facing the new term with no qualified post-primary staff, classes on Saturday morning

so that a senior Science teacher can be borrowed, Homecraft classes supervised by a prefect for two terms... to give just a few instances that come to mind. Out of situations like these arises our remit.

...We face the task of trying to bring up to the standard of School Certificate and University Entrance classes which, through no fault of their own, have been poorly taught and badly disciplined. Frequent changes of staff are often responsible. We suffer and so do the children.

We must have a salary scale which will attract sufficient numbers of adequately qualified and personally suitable people into the teaching service.

We are always told that there is insufficient money available to provide us with the salaries to attract the sort of people we need. But money can be found for expensive palliatives and political measures, such as the payment of air and shipping fares for overseas teachers under bond for only three years and experiments in television.

We do not quarrel with the desperate remedy of employing overseas teachers but we wish to point out that if money


can be spent on impermanent recruits, short term remedies and palliatives, it is nonsense to say that money cannot be found to recruit and keep permanent staff.

Our association has tried holding meetings with members of parliament and gaining publicity through the prize giving speeches of principals, but hard words break no bones...accordingly we suggest "Executive should suggest to principals that if adequately qualified staff are not available, principals should limit enrolment or send home those children for whom adequate tuition is not available".

This branch is convinced that the time for making a fuss has come and the time for "making do" has long since passed...It has not been brought home to the public that the need in our schools is urgent, and their future, and that of the children in them, gravely endangered. Our branch recommends to executive the adoption of our remit and the immediate organisation of this scheme of protest in order to rouse effective public concern over the crisis in the post-primary service.

- Kapiti College branch (abridged.)

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**AN OPEN LETTER TO EXECUTIVE  
BRINGING HOME THE SHORTAGE**

We should like the opportunity of explaining and supporting our remit, to all those who were unable to speak at our Conference. The increasing shortage of teachers, and the results of that shortage, have created a grave concern in this branch which has inspired us to put forward a remit which may seem to you radical.

It is our contention that a crisis of the present proportions demands radical action. We feel it is our professional duty as an Association to make an effective protest when we see that the post-primary schools are short of 795 permanent teachers, in other words that, at a moderate estimate, 16,000 children are already suffering from the shortage.

This takes no account of the fact that a number of underqualified and untrained staff are now permanently appointed.

Teachers are aware, as the public is not, what this means in concrete terms: District High Schools facing the new term with no qualified post-primary staff, classes on Saturday mornings so that a senior science teacher can be borrowed, Homecraft classes supervised by a prefect for two terms, no Via Chemistry or Mathematics classes in one large Wellington school, to give just a few instances that come to mind. Out of situations like these arises our remit.

It arises too, from another shocking aspect of the present situation, the active lowering of standards of entry to our profession; the omission of Stage III from the B.Sc. degree, students with only six units admitted to Division C; the sending of graduates with Diplomas of Physical Education straight into the schools without teacher training in 1960, the offer of early release for other graduates in 1960, the two year land and Christchurch, and the continued reduction in the number of graduates with Masters and Honours degrees entering our service. In addition we have heard of the "dangerous dilution" graduate staff having dropped to 41 per cent. of our teacher strength.

We wish also to draw to your attention the additional burdens placed on qualified staff in our schools: the training of those who have had inadequate teacher training, or none, the emergency short courses, the insistence of those forced to teach academic subjects in which they have no qualification, the need to cope with disciplinary problems which are the inevitable concomitant. Moreover, extra-curricular activities fall increasingly on the shoulders of the few, as many superintendents cannot, and many part-timers and married women are naturally unwilling to assume the duties outside the classroom which have traditionally been part, and an important part, of post-primary school life.

We have been asked to run a free textbook scheme without free time or responsibility for, and in many cases to train, the new assistant teachers, but our allowance of library time has been removed. Then we face the task of trying to bring up to the standard of School Certificate and University Entrance classes which, through no fault of their own, have been poorly taught and badly disciplined.

can be spent on impermanent recruits, short term remedies and palliatives, it is nonsense to say that money cannot be found to recruit and keep permanent staff.

Our association has tried holding meetings with members of parliament and gaining publicity through the prize giving speeches of principals, but hard words break no bones...accordingly we suggest "Executive should suggest to principals that if adequately qualified staff are not available, principals should limit enrolment or send home those children for whom adequate tuition is not available".

This branch is convinced that the time for making a fuss has come and the time for "making do" has long since passed...It has not been brought home to the public that the need in our schools is urgent, and their future, and that of the children in them, gravely endangered. Our branch recommends to executive the adoption of our remit and the immediate organisation of this scheme of protest in order to rouse effective public concern over the crisis in the post-primary service.

- Kapiti College branch (abridged.)

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## LEAVING TEACHING? PLEASE FILL IN OUR SURVEY

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

The survey can be completed in five minutes and responses will be anonymous. Just go to [ppta.org.nz](http://ppta.org.nz) and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts - [rwilletts@ppta.org.nz](mailto:rwilletts@ppta.org.nz)

