

PPTA News

Uniting secondary teachers of Aotearoa



**A doorway to the
Māori world**

pg 4-5

**Our promise to new
teachers**

pg 12 - 13

PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

Editorial and advertising

Enquiries should be addressed to: The editor, PPTA News, PO Box 2119, Wellington 6140, New Zealand.

P: 04 384 9964 F: 382 8763

www.ppta.org.nz

Editor: Anna Kirtlan

Email: akirtlan@ppta.org.nz

Printed by: Toolbox Imaging

Deadlines

May edition, 5pm 9 April for articles and ads

June/July edition, 5pm June 22 for articles and ads



ISSN 0111-6630 (Print)
ISSN 1178-752X (Online)

Contact

Contact your local field office for all queries about your collective agreement entitlements or for assistance with employment relationship problems.

Auckland

4 Western Springs Road, Morningside
PO Box 52 006, Auckland 1352
P: (09) 815 8610 F: (09) 815 8612
E: auckland@ppta.org.nz

Hamilton

Level 1, 650 Te Rapa Rd, Te Rapa
PO Box 20 294, Hamilton 3241
P: (07) 849 0168 F: (07) 849 1794
E: hamilton@ppta.org.nz

Palmerston North

Level 2, cnr The Square and
359 Main Street, PO Box 168,
Palmerston North 4440
P: (06) 358 4036 F: (06) 358 4055
E: palmerston@ppta.org.nz

Christchurch

Level 1, 501 Papanui Road, Papanui,
Christchurch 8053 DX Box WX33613
P: (03) 366 6524 F: (03) 379 4011
E: christchurch@ppta.org.nz

Dunedin

Queens Garden Court, 3 Crawford
Street, PO Box 1561, Dunedin 9054
P: (03) 477 1311 F: (03) 477 1804
E: dunedin@ppta.org.nz

PPTA member benefits



HealthCarePlus

HealthCarePlus offers PPTA members health, life and disability insurance.

When disruption to your health happens it's a good idea to have affordable protection in place.

The sooner you join HealthCarePlus, the sooner we can help you pay for your day-to-day health costs.

P: 0800 268 3763

E: sales@healthcareplus.org.nz

www.healthcareplus.org.nz



Hertz Car Rental

Hertz Car Rental offers PPTA members special member rates – quote CDP no 1674602 when booking.

P: 0800 654 321

www.hertz.co.nz

In this issue

History shows how far we've come	3
Te reo for teachers	4 - 5
Member awards	6 - 7
Activism in Manawatū-Whanganui	8
Kate Gainsford - New SPC chair	9
Teaching Aotearoa New Zealand history	10
A voice for NETs on executive	11
Our promise to new teachers	12 - 13
I and O postponement	17
PPTA education conference	20



History shows how far we've come

PPTA Te Wehengarua president Melanie Webber's first viewpoint is inspired by presidents past.

Like a student striving for Excellence I sought an exemplar for my first president's viewpoint, digging back into the archives of the not-so-distant past to revisit the wise words of those who have come before. Debbie Te Whaiti, Robin Duff, Kate Gainsford, Angela Roberts and Jack Boyle – some big shoes to fill.

What struck me reading their first columns was just how far we've come. While it can seem like we've been battling forever on certain issues, like equity for part-time teachers (judgement coming soon), it's easy to forget the wins once we've achieved them.

I've served my time in the dean's corridor where a colleague used to remind me on tough days that it's all about forward movement. Sure, it's frustrating anytime a student does something daft, but we must remember that shamefaced year 11 was once a wee year 9, and they've come a huge distance. Two steps forward one step back can feel frustrating in the moment, but it will still get you to where you're wanting to go.

Education seems to have an awful lot of going round the long way, but equally as a union we've had some pretty impressive wins over the years. Robin's first column back in 2007 describes the success of the first year of Specialist Classroom Teachers and teacher

sabbaticals. When Angela wrote her first column in 2013 we were in the midst of our battle against charter schools, a policy now largely confined to the dust heap (though we are forever on guard against its zombie-like return from the neo-liberal ashes). Speaking of zombie policy returns, let us not forget 2016 when our collective action forced the government to back down on further bulk funding of schools.

It is important we remember these victories, because within the yellowing pages of the PPTA News of the past are issues that I can't believe we're still talking about. As someone said on the Bring out the Best page in relation to the part-time case "What's taking so long? Any imbecile can see that's unjust!" Pay equity, workload, student behaviour issues, and Debbie's 2005 request "that the government funding our schools receive reflects the costs of the delivery of a high-quality curriculum to their students" are all perennial issues in presidential viewpoints.

Many of these problems have been moved into the Accord between the Ministry of Education, PPTA Te Wehengarua and NZEI Te Rui Roa, that stemmed from the settlement of the 2019 Secondary Teachers' Collective Agreement. This is the year in which we must make certain that we begin to see

some real and tangible results from all the talking. There are some positive signs with the increasing recognition that if you want to know what works in schools and classrooms, asking actual classroom teachers is always a good place to start. Fiscal constraints continue to be an issue though. While there is some truth in the ministry's view that spending money in education is like pouring water into sand, it is equally true that it's impossible to build a sandcastle when your building materials are dry.

Finally, I must mention the one new issue that we are facing – Covid-19, though this does come with the silver lining of parents realising that teaching is actually quite hard. I feel particularly for Tāmaki Makaurau and their cycling lockdowns. Having been through the first two myself as a classroom teacher I know just how difficult it is to maintain momentum with our students when out of the classroom.

2020 was a tricky year in oh so many ways, but the silver lining for me was seeing Aotearoa New Zealand realise the power of collective action and collective responsibility. It's something we have always known as unionists – when we work together we can achieve change. Together we are strong.





A doorway to the Māori world for teachers

PPTA Te Wehengarua's newest staff members aim to help teachers on their Ao Māori journeys through a new professional development programme.

Kōkā-hauwai Turei and Hosea Tuita'alili have joined the team at PPTA Te Wehengarua to help bring te reo to teachers.

As education officers/Āpiha Mātauranga, they are funded through the \$12 million teacher professional development fund negotiated as part of the 2019 collective agreements. The pair are in the process of creating a professional development programme catering for teachers who have little to no te reo, based around te reo Māori me ngā Tikanga at the basic level. It's called Te Tatau ki Te Ao Māori – The Doorway to the Māori World.

Join the reo revolution - Kōkā-hauwai Turei

“Tutungia te hatete o te reo.

Kei ngā maunga whakahī e tū kāweka ana i ō whenua taurikura, e mihi ana.

He mokopuna tēnei nō Te Tairāwhiti whānui. Ko Hikurangi te maunga. Ko Waiapu te awa. Ko Ngāti Porou te iwi. Ko Nukutaememeha te waka. Ko Te Aowera, Te Aitanga-a-Mate me Te Awe Māpara ngā hapū.

Ko Kōkā-hauwai Turei tōku ingoa.

Tēnā koutou katoa. My name is Kōkā-hauwai Turei and I hail from the East Coast of the North Island.

I have been a secondary school teacher for the past 11 years, in schools throughout the country. I also have experience in ECE and tertiary education. My passion is haka, interpretive dance and waiata.

I look forward to working with Hosea to engage with you and develop this program to the best of our abilities.”

Te Tatau ki te Ao Māori simply means a door to the Māori world, Kōkā-hauwai says. “This course aims to allow you a glimpse in to te ao Māori via reo

(language), tikanga (customs), waiata (songs) and discussions. We endeavour to create a safe environment for all to learn.”

Kōkā-hauwai's passion for helping start or further Ao Māori journeys drew her to PPTA Te Wehengarua. “I saw this as a reo strategy and a great opportunity to get on the PPTA vehicle and drive into the future.”

She is enjoying the friendly environment at PPTA Te Wehengarua national office. “I'm very grateful that the team have had open arms, never short of kaiāwhina here.”

“Te reo Māori is a taonga that must be preserved and cherished, so it was my honour to be appointed to this position”

Getting the Kaupapa out to schools will be the first challenge, Kōkā-hauwai says, with the second being how the course will be delivered during the pandemic. She is most looking forward to getting out and meeting our members.

“Contact us to join the reo revolution.”

Te reo is a taonga - Hosea Tuita'alili

“Ko te tohu o te rangatira, he pātaka e tū mai nā o roto i te pā tūwatawata.

Ko ngā tai e whā e pupuru nei i te mana, te ihi me te wehi - tēnei au ka mihi. He uri nō te whenua haumako o Hāmoa ki Te Moananui a Kiwa. Ko Fito te maunga. ko Vailima te awa. Ko Lauli'i me Falealili ngā hapū. Ko Hāmoa te Iwi.

Ko Hosea Tuita'alili tōku ingoa

Tēnā koutou and Talofa Lava. My name is Hosea Tuita'alili and I was born and bred in Lower Hutt, Wellington. Despite not having whakapapa Māori, I have a deep passion for the reo which was nurtured from high school, university all the way into the present time. I was contracted as a performer for Taki Rua Productions before applying for this role.

Te reo Māori is a taonga that must be preserved and cherished, so it was my honour to be appointed to this position in PPTA to create this kaupapa alongside my colleague Kōkā-hauwai.”

Hosea saw PPTA Te Wehengarua's call for someone who could teach Māori to adults, and particularly teachers, and felt he had the skills for the job.

“It is still taking some time to get used to, at times I have felt like a headless chicken. However, it has been very helpful having Kōkā-hauwai to bounce off whakaaro. The staff at the national office are also very friendly and it's lovely to know they believe in Kōkā-hauwai and I to create this kaupapa.

Hosea is also looking forward to meeting and networking with members, PPTA Te Wehengarua executive and field officers from different regions.

“I think the first time going out and teaching this kaupapa will be the biggest challenge as we would be setting the tone for how it's going to turn out, also first impressions are a thing so it will be important to leave a very good one,” he said.

For further information contact Hosea and Kōkā-hauwai at:

htuita'alili@ppta.org.nz

kturei@ppta.org.nz



**KŌKĀ-HAUWAI TUREI AND
HOSEA TUITA'ALILI, READY TO
BRING TE REO TO TEACHERS**



Ross is there for each of us and all of us

Congratulations to Fraser High School chair Ross Hope on receiving a 2020 PPTA Te Wehengarua Service Award.

PPTA Te Wehengarua’s Waikato region gathered to celebrate a well-loved branch chair, who has staunchly supported his members over the past 14 years.

Fraser High School branch chair Ross Hope received a PPTA Te Wehengarua Service Award for his tireless efforts in representing, supporting, and advising his members.

“Ross has led our branch in writing submissions on various issues and made a verbal submission to the Education and Science select committee on the new EDUCANZ legislation in 2015,” fellow branch member Arvind Raman said.

Ross has prepared the branch for all strike days that have been held over the last 14 years and actively participated in industrial actions prior to that, and has been a regular attendee at Waikato regional branch chair meetings.

He has supported numerous teachers on issues large and small, often referring them to the field office for further advice and action, Arvind said. “Ross has been a staunch supporter of the Secondary Teachers’ Collective Agreement for Fraser High School, having regular contact with PPTA national office over aspects of the STCA.”

“Ross regularly uses his own time, breaks and non-contacts to listen to and advise members on their rights within the collective agreement and its finer points. He regularly raises issues on behalf of the school’s PPTA members, even when the issues can at times be contentious,” he said.

“Ross is a long-standing representative for our staff, who has supported them in an objective and informative manner throughout this time. His competency and professionalism throughout his years of service are noteworthy. Ross is there for each of us and all of us and is a very worthy recipient of this award. Congratulations Ross!”



Ross Hope (left) celebrates his PPTA Te Wehengarua Service Award with Manjula Devi and past president Jack Boyle

Celebrating service to the union

Manawatū-Whanganui celebrates PPTA Te Wehengarua membership.

A brother and sister duo with a combination of nearly 70 years of PPTA Te Wehengarua service, were among those honoured at a celebration of Manawatū-Whanganui membership.

The event was the brainchild of the Manawatū-Whanganui regional committee. Members from the region gathered at Caccia Birch House on November 26, 2020, to see three stalwarts receive the PPTA Te Wehengarua Service Award for exemplary activism, to the benefit of their colleagues, over a substantial period of time.

A second set of awards were handed to those members in the region with 30 years or longer of PPTA Te Wehengarua membership. Among these recipients were the brother/sister combination of Kathleen and Mike O’Hara (pictured). Not only do Mike and Kathleen have combined PPTA service of nearly 70 years, but they are both current branch chairs – Kathleen at Cullinane College and Mike at Whanganui Girls’ College.

PPTA executive member Rob Torr spoke at the event, noting the importance of PPTA’s member-led branch and regional structures which ensures there are active delegates on every PPTA Te Wehengarua worksite. Torr, who is also PPTA Te Wehengarua’s representative on the CTU national affiliates council, said that this structure ensured worker voice and was the envy of many New Zealand unions. “The branch is the heart of the PPTA,” he said.

The celebration and dinner was the end of a huge year of activism for the Manawatū-Whanganui region (see pg 8).



Brother and sister duo Mike and Kathleen O’Hara have nearly 70 years PPTA service between them.

The true meaning of service

Long-serving PPTA Te Wehengarua member activist Hazel McIntosh is honoured with an award.

Northland's central, upper, and lower regions banded together to nominate Hazel McIntosh for a PPTA Te Wehengarua service award.

Hazel's service to PPTA Te Wehengarua stretched back earlier than any of those who had nominated her had been involved in the union, but the impact she had made on them was more than enough to encourage their nomination. She was presented with a long-service award in November last year.

Hazel was a member of PPTA Te Wehengarua executive since 2002, showing interest in curriculum related matters and holding the curriculum portfolio for the majority of her time on there. She recognised the importance of Te Tiriti o Waitangi and became a member of Te Roopu Matua in 2009, stepping aside once she was elected as PPTA Te Wehengarua junior vice president.

During her time on executive she also worked on student loans, teacher workload and middle leader task forces, career/specialist classroom teacher and community education working parties. She was a member of Secondary Principals Council and political strategy groups. She volunteered her time for professional conferences, attending Charting the Future and subject association forums to name but two.

Hazel participated at all levels of the association, from annual conference through Issues and Organising to regional events held by the network groups. As their executive member Hazel worked tirelessly for members in the three Northland regions through negotiating campaigns, election cycles and threats to state education such as charter schools.

Early on (2002) Hazel attended a regional activism seminar, knowing the strength of a union is in its members. "She saw regional committee members come and go and provided stability

and guidance for the regions with her extensive knowledge of all things PPTA. Key to this was Hazel's availability both in attending meetings and being reachable by phone," Northland Central regional chair Micky Nogher said.

When Hazel had her presidential run cut short by a principal who at best could be described as anti-union, it would have been easy for her to sit back and have a rest, Micky said. "Hazel's contribution towards Kamo High School's PPTA branch during often turbulent times should be recognised. Hazel knows the true meaning of service and stepped right back in at regional level to fill a gap in the team." Following in the footsteps of former executive member, Sue Young, Hazel assumed that hard to fill position of regional treasurer. Her service does not stop there as she has put her name forward to be trained as a surplus staffing nominee, he said.



Hazel McIntosh (centre) surrounded by Northland supporters.

Reinvigorating activism in Manawatū-Whanganui

Inside PPTA Te Wehengarua's Manawatū-Whanganui regional action day

In term four last year, PPTA Te Wehengarua's Manawatū-Whanganui region held a regional action day, focussing on the professional growth cycle, which will replace performance appraisal.

The focus for this day was to support branches to develop good systems at their school to replace appraisal and to support the members in the region who were struggling with appraisal workload.

“Cullinane College branch chair Kathleen O’Hara said the event reinvigorated her activism. It gave her some clear guidelines around appraisal and where they could be heading with records of professional growth.”

This event included an in-depth look at the PPTA Te Wehengarua professional growth cycle model with advisory officer, Anthony Neyland breaking down the model and what it would look like once implemented in schools. There were also sessions on sharing best practice in schools and strategies for addressing workload associated with burdensome appraisal issues.

Cullinane College branch chair Kathleen O’Hara said the event reinvigorated her activism. It gave her some clear guidelines around appraisal and where they could be heading with records of professional growth.

It was pleasing to hear that a number of attendees went back to their branch to share this high-trust model and how they could implement it in their schools. Resources for the PPTA professional growth cycle are available at ppta.org.nz. Have a look at them and discuss with your branch how these could be implemented at your school.

About our professional growth cycle template

This tool for fulfilling and recording a professional growth cycle was developed in consultation with teachers and the Secondary Principals council. It promotes a high trust approach to professional growth and will not add significantly to teacher workload.

It addresses the needs of both teachers and principals for professional growth and renewal of practising certificates.

We hope it will eliminate the potential for school-by-school wheel-reinvention on a grand scale. On the PPTA Te Wehengarua website you will find:

- a handy guideline
- a professional growth form
- an annual summary form
- and a background article with rationale for the process and how it is robust in a high-trust environment.



Manawatū-Whanganui regional activists



A commitment to equity and making a difference

Introducing Kate Gainsford, the new chair of the Secondary Principals Council.

The shared values of teachers and principals form the backbone of the Secondary Principals Council, says new chair Kate Gainsford.

Kate will be a familiar face to many in PPTA Te Wehengarua from her stint as president from 2009 to 2011 and as senior vice president following that.

Born and bred in Rotorua, Kate attended Rotorua Girls' High School. She has been deputy principal of Porirua College and Wellington East Girls' College and is now in her tenth year as principal of Aotea College; a co-educational, state secondary school for years 9-13 in Porirua. Kate is also the women's principal representative on SPC.

It was that position on the council that encouraged her to run for chair. "I enjoy the collegial atmosphere and collaborative problem-solving approach we have on the council," she said.

Shared values form strong foundations

Kate is excited about taking up the new role. "It is a privilege to take on the mantle of chairperson for the Secondary Principals' Council of Aotearoa. James Morris has left big shoes to fill, and I acknowledge and thank him for his time

and energy as our chair, in particular during the challenges of the pandemic last year," she said.

The shared values of teachers and principals form the backbone of SPC, Kate says. "PPTA is the organisation that has always had the most detailed understanding of how secondary education actually works in Aotearoa, New Zealand. Teachers and principals alike, share a commitment to equity and making a difference. It's these shared values that form the strongest foundation for the work of principals in schools.

"The unique collegial relationships of SPC in PPTA serve all members well. With most secondary education professionals belonging to PPTA, we retain a deep knowledge base and wide understanding of how things work and how things can work better – for everyone," she said.

Significant investment required

Kate sees change management as one of the biggest issues facing principals at the moment. "From the immediate agile responses required to deal with a pandemic, through to the longer-term impacts. This will happen in the context of the continuous improvement process for the New Zealand Curriculum and Marautanga refresh, the NCEA change

package and the establishment of the Education Services Agency."

"Sitting behind this is a mounting pressure on emerging, but inadequate, learning support and mental health and wellbeing provision for young people. This requires significant investment, a greater sense of urgency and better ways of working across government to serve young people, families and communities, with something better than waiting lists and severely rationed services," she said.

"Being able to count on the moral and ethical compass and the support of the infrastructure of the PPTA, means we are well-positioned to traverse the territory ahead of us."

Watch this space for new projects

Kate is looking forward to working closely with principals and PPTA Te Wehengarua members and representatives across the union, to cut through and achieve improvement in areas that make the most difference in wellbeing and equity.

"SPC and PPTA are working together to develop a number of new projects to support principals and senior leaders in their work and I am looking forward to sharing more details throughout 2021," she said.



Placing tangata whenua where they should be in our story

New Zealand History Teachers' Association chair Graeme Ball talks about his passion for Aotearoa New Zealand history and his role in draft curriculum set to be taught in all schools.

It is vitally important we understand as New Zealanders how the things we might take for granted today came to be, New Zealand History Teachers' Association chair Graeme Ball says.

"When we know where we've come from, what our connections to place are, and we see our stories acknowledged, then we all feel part of this collective that is Aotearoa New Zealand," he said.

Graeme helped spearhead a petition on behalf of New Zealand historians for New Zealand history to be made compulsory and was part of the writing group for the draft curriculum set to be taught in all schools.

The draft curriculum is available for public feedback and the Ministry of Education is seeking feedback from as many people as possible. An online survey is available at education.govt.nz and is open until May 31, 2021.

Hooked on history

Graeme grew up on a farm in Matakahe, on the Arapaoa river, a branch of the Kaipara Harbour. "Te Uri o Hau are the tangata whenua hapu, but I never learned this in my schooling, or much else about the history of Aotearoa New Zealand," he said.

After 12 years as an apprentice aircraft engineer, Graeme felt it wasn't his life calling and went to university as an adult student. He stumbled into some history papers and became hooked. One of those papers was Māori anthropology. "This was a whole new world to me that I just had to know more about."

With a BA and an MA under his belt he "rather naively" stated at a job interview at Northcote College in 1998, that he would not teach the (then) form 7 Tudor-Stuart course of his predecessor, but would switch to 19th century New Zealand, and would need resources to do that. "Fortunately, the principal and deputy principal were supportive of this aim and the kaupapa behind it and I got the job," he said.



"The Signing of the Treaty of Waitangi", Ōriwa Haddon" by Archives New Zealand CC BY 2.0

Petitions and politics

In 2019 Graeme set up a petition on behalf of the New Zealand History Teachers' Association (NZHTA), calling for the teaching of New Zealand history to be made compulsory in schools. "This was more radical than it might sound," he said.

"The 'high autonomy curriculum' of 1989's Tomorrow's Schools was sacrosanct at the Ministry of Education," he said. "The difficulties became abundantly clear when, later in 2019, the ministry made a submission to the select committee opposing any compulsion in history programmes," he said.

In terms of when to launch the petition, timing was everything, so Graeme waited until Waitangi Day 2019. "This had the desired effect and there was considerable media interest in the idea, almost entirely supportive," he said.

Getting the opposition on board

Graeme needed an MP to table the petition in parliament and, serendipitously, the opposition education spokesperson Nikki Kay was holding a public meeting, on an unrelated issue, just up the road from his school. "I went along and at the end, after explaining the petition, asked if she would table it. She didn't miss a beat and agreed, saying that it was a 'no-brainer.'" Graeme believes this support from National made it much easier for prime minister Jacinda Ardern to make her announcement in September 2019 that all tamariki in New Zealand would study their own history from years 1 through to 10.

"This was extraordinary and far more than we had been seeking, not wanting to spook the horses," he said.

Glossing over the past is not the answer

The past can be painful, but suppressing, ignoring or glossing over it is not the answer, Graeme says. "Challenging the status quo, and the assumptions that underlie it, are part of what living in a healthy democracy is, and it is also fundamental to the discipline of history. This new draft curriculum is a bold step in that direction as it places tangata whenua where they should be in our story, up front and alongside those of us who are here, one way or another, because of Te Tiriti o Waitangi."

Graeme thinks the draft curriculum is a powerful document and is looking forward to hearing what people in various communities think of it. "So far the media coverage has been very positive, but I'm sure there'll also be thoughtful critiques coming in. I urge all New Zealanders to read the document, seek clarification about any uncertainties, then submit a response," he said.

Graeme says the Ministry of Education is committed to a programme of support for the new curriculum, including resources, teacher PLD, and making connections with local iwi/hapu and organisations. "The rohe/local histories will form a fundamental part of the curriculum alongside the nationally prescribed contexts. This will be a powerful part of the learning, taking things that otherwise might seem quite abstract and bringing them down to local people, landmarks, memorials and street names," he said.

A voice for NETs on national executive

New PPTA Te Wehengarua executive member Emma Porter talks about representing her region at a national level while being an establishing teacher.

“We encourage our students to strive for what they want every day, so do the same for yourself;” this is Waimate teacher Emma Porter’s advice after being elected to represent the Aoraki region on PPTA Te Wehengarua’s executive.

The PPTA Te Wehengarua Network of Establishing Teachers (NET) supports members in their first 10 years of teaching. Emma was representing her region as a NET observer at an executive meeting when she decided to run for a position on it herself.

“I was fortunate enough to be selected by my region to go along to an executive meeting as an observer. I really enjoyed the meeting and felt like I learned a lot from it. However I also had a thought while I was in there, that everyone in the room were experienced teachers, and that there was no one there on a similar professional journey to me,” she said.

“When we have a large number of NETs leaving within their first five years, I believe it is important to have representatives of all levels of experience, to ensure all voices and issues are heard. When the chance came up to run for executive, I had a chat with a few people and made the decision to go for it!”

Emma has been teaching for five years. Born and bred in Whangarei, Emma now lives in Oamaru and teaches year 7 homeroom and NCEA history at Waimate High School. She is the year 7 and 8 Curriculum Leader, the school’s social media person and a Within School Teacher for their Kāhui Ako.

Emma attended her first Mahi Tika professional development programme for PPTA Te Wehengarua members in her second year of teaching. “Field officer Jo Martin opened me up to the wonderful world of PPTA. From there I became branch chair at Waimate High School. After attending a few regional meetings, I was nominated to be our regional NETs representative. I was lucky enough to go to annual conference that year, and that really inspired me to get more involved with PPTA,” she said.

The process of running for executive was “a wee bit nerve-wracking” but overall, quite straightforward, Emma said. “Our previous executive member was a fantastic representative for Aoraki and really inspired me to run for executive. I got in contact with him, and it was great to have someone like him to run against, who also supported me in doing so. After sending in the form and having the election, it was just a bit of an anxious wait.”

It was an amazing feeling when PPTA Te Wehengarua general secretary Michael Stevenson called to tell her the results, she said. “It felt great to have the support of so many Aoraki members and it got me fired up for the position.”

It’s taken a bit to get her head around how executive works, with all the different papers and committees, but Emma has found her fellow executive members extremely helpful and supportive. “I almost had that feeling beginning teachers get when they start – very excited to get stuck right into things, but also the feeling of ‘oh my gosh, where do I start?’ I had a few comments from people saying how great it was to have a NET on executive, which was awesome to hear.”

“I have always said that any PPTA event/meeting/group is the best PLD a teacher can have. Not only does being on

executive open you up to perspectives/ issues that you haven’t come across yourself, but it also helps you grow professional relationships. I have had some really great conversations with people and already feel like I’m part of the executive family.”

Emma recommends running for elected positions to her fellow NETs. “I feel as NETs we can often doubt ourselves or think that we aren’t the most experienced person for the job. I definitely felt like that to start with, but if you are wanting to go further within the union, even your career, you’ve really got to believe in yourself and go for what you want. And hey, if you miss out, you can always go for it again next year!”

Her advice for those thinking about running for executive is to go for it. “Have a conversation with someone who is on executive about how it all works and why you want to run and work out if it is something you really want to do, because it is a commitment.”

Her final word to her fellow NETs is to make sure they make themselves known to their regional NETs representatives. “They are there to represent you, voice feedback and concerns that NETs may be having to their regions, and they may even have a NETs event up their sleeve that you might like to go along to.”



Emma Porter representing the Aoraki region on PPTA Te Wehengarua executive.

Re-launching the Promise to New Teachers

Join the community of schools actively valuing new teachers

The Promise to New Teachers was developed in 2017 by the Establishing Teachers' Committee, at a time when 77% of new teachers were employed on temporary agreements. While this was the driving concern behind its development, the promise covered a broad range of issues relevant to beginning teachers.

The number of new teachers in temporary employment agreements has decreased to 61% in 2019, which is a good start, but the problem is by no means "fixed now". The other issues frequently experienced by new teachers, such as lack of appropriate mentoring, remain as relevant as they ever were.

The consequences of Covid-19 have made this work even more needed than before. This year's trainee teachers have had significantly less time on placements in schools due to the lockdowns and will need significant extra support when they are first year teachers next year.

The Promise

The Promise to New Teachers remains largely the same as it was in 2017, with the small addition of prioritising new teachers to teach a mix of both junior and senior classes.

Schools who sign the Promise are committing themselves to:

Provide permanent employment in all situations other than the exceptions outlined in the Employment Relations Act and the relevant collective agreement and make sure new teachers receive their entitlements under the relevant collective agreement.

Provide the support and resources needed for high quality induction and mentoring.

Appoint appropriately trained, supported and resourced mentor teachers and conduct planned and purposeful induction and mentoring programmes.

Have them work alongside welcoming and inclusive school leaders and colleagues.

Acknowledge and support their talents and contributions and provide ample



Establishing teachers getting together at the 2020 Issues and Organising seminar

opportunity and resources for them to develop in their practice and reach full certification.

Have new teachers only teach subjects they are trained to teach.

Give new teachers a home teaching space where possible.

Teach a mix of junior and senior classes.

The re-launch

The purpose of the relaunch is to ask those schools who signed in 2017 to re-commit to the Promise, and for those who have not yet signed to join the community of schools actively valuing new teachers.

We had planned to re-launch the promise at the opening of the Issues and Organising seminar, which was unfortunately postponed to August due to the Covid alert levels changes (see page 17). Instead, we will be holding the re-launch at the Secondary Principals' Council meeting where we will be asking the 16 principals on the council to commit, or re-commit, their schools to the Promise.

Getting your school to sign

If you want your school to sign up to the Promise to New Teachers here's how you can make it happen.

Talk to your PPTA branch chair about the Promise and why you should sign up.

Offer to help them to arrange a branch meeting to discuss the issue. Invite your field officer along, they can support you.

Hold a branch (school) meeting where you discuss why your school should sign up. You can show the PowerPoint presentation available on the PPTA website. Hold a branch vote to agree to support the Promise, which then gives the branch authority to ask your principal and board to support it too.

Write to the principal and board chair asking them to sign up; there is a letter template on the website too. You may want to offer to meet with the principal and/or board of trustees about it too.

Pull out the copy of the Promise on the opposite page and wave it about the place.

Once your principal and board have signed, email nets@ppta.org.nz to let us know. We will add your school to the list and send you a copy of the Promise with your school name for the school to display.

Hold a 'signing celebration': invite the principal and board chair to a branch gathering where they can sign it and talk about how your school is committed to doing right by new teachers. Send us photos or upload them to social media so we can add you to the PPTA's list of schools honouring the Promise.

Our promise to new teachers

Supporting new secondary teachers at the start of their careers

Our principal and Board of Trustees are dedicated to supporting new teachers;

To ensure the best start to their career, we will:

- » provide permanent employment in all situations other than the exceptions outlined in the Employment Relations Act and relevant collective agreement
- » make sure new teachers receive their entitlements under the relevant collective agreement

Induction and mentoring is critical for new teachers. We will:

- » provide the support and resources needed to provide high-quality induction and mentoring
- » appoint appropriately trained, supported, and resourced mentor teachers
- » conduct planned and purposeful induction and mentoring programmes

New teachers need the right support. We will:

- » have them work alongside welcoming and inclusive school leaders and colleagues
- » acknowledge and support their talents and contributions
- » provide ample opportunity and resources for them to develop in their practice and reach full certification

We believe schools should prioritise new teachers to:

- » only teach subjects they are trained to teach
- » become established in their practice by having a home teaching space
- » teach a mixture of junior and senior classes

We will also make every effort to offer these provisions to new teachers employed as short- or long-term relievers.

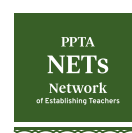
Principal

Board of trustees

PPTA branch chair

ppta.org.nz

New Zealand Post Primary Teachers' Association Te Wehengarua





Fight back for Myanmar democracy

PPTA Te Wehengarua and UnionAID support the workers' fight for democracy in Myanmar.

The stop-work protest initiated by nurses and doctors two days after the recent coup in Myanmar is now a massive country-wide movement of young people, factory workers, teachers, engineers and civil society staff.

Acts of defiance include a nationwide strike on February 22nd, the noisy banging of pots and pans by neighbours when activists are seized at night, and roadblocks of 'broken down' cars aimed at preventing government staff getting to work.

It is estimated that about 30% of public service workers have stopped working, and with the suggestion by one prominent political activist that public service workers will determine the outcome of the protest movement. Protestors are now targeting government buildings and housing to encourage employees to stop work and join the protests.

UnionAID has been supporting the Myanmar Railway Workers Federation since it was registered in 2012, when Freedom of Association laws were passed after 50 years of illegality. Their members have also been active in the civil disobedience movement (CDM), lying down on the tracks with

other supporters to prevent the military commandeering trains.

Almost 100 young leaders, from 19 different ethnicities, have graduated since 2009 from the MFAT

funded Myanmar Young Leaders Programme. Many are now taking leadership roles in desperate, but peaceful, mass actions to demonstrate their support for democracy. After 10 years of fragile democracy they know what they want for their children.

They certainly don't want to return to oppressive military rule, which previously reduced Myanmar from 'the rice bowl of Asia' to one of the poorest countries in the region. And they certainly don't want their children to be denied decent education, health care, and other human rights, as they and their parents' generation were.

No-one knows how this will finish but, for many protestors, it is "do or die". After 10 years of transition to democracy, they have seen the possibility of a better future and they want that for their children too.

PPTA supports the work of UnionAID as a financial contributor for the work they do for our union comrades in Asia Pacific. To find out more about them visit unionaid.org.nz

PPTA solidarity with Myanmar

PPTA president Melanie Webber and general secretary Michael Stevenson expressed their solidarity with those impacted by the Myanmar coup, by calling on the New Zealand embassy in Myanmar to condemn the actions taken by their military.

They described the military coup, which saw democratically elected president, Win Myint, state counsellor Aung San Suu Kyi, and more than 100 elected lawmakers of the National

“They certainly don't want to return to oppressive military rule, which previously reduced Myanmar from 'the rice bowl of Asia' to one of the poorest countries in the region.”

League for Democracy (NLD) arrested and detained, as a blow to the fragile transition of Myanmar to democracy. “With great courage and determination, tens of thousands of peaceful citizens, including many workers, teachers and unionists have taken the streets to oppose the illegitimate military takeover of their country and express their support to their democratically elected representatives,” they said.

“The New Zealand Post Primary Teachers' Association calls on you to condemn the military coup in Myanmar and to press for the release of all those detained since 1 February, the end to the violence and harassment against the people, and respect of the election outcomes to allow the process of democratisation of Myanmar to continue,” they said.

“The New Zealand Post Primary Teachers' Association stands in solidarity with the Myanmar Teachers' Federation (MTF) and all workers in the country in their struggle for democracy.”



A knowledgeable and caring PPTA stalwart

Susan Plyler 26 February 1948 – 13 November 2020.

PPTA stalwart Sue Plyler died peacefully, surrounded by family and friends at Thornleigh Park Rest Home on November 13, 2020.

Sue joined PPTA in 1972, soon after she arrived in New Zealand, when she began teaching Mathematics at Spotswood College. This was followed by a position as HoD Mathematics at Opunake College and then at Te Kauwhata College. In late 1999 Sue returned to the UK for family reasons. Two years later she came back to New Zealand to take up a position at Howick College and soon after became assistant HoD Mathematics with three management units. Her last position was at Sancta Maria College.

Standing up over contentious issues

Sue trained to be a teacher in England which, because of how PPTA members voted in 2002 in the ratification vote for the then STCA, meant she was stuck on the second to top step of the pay scale.

G3+ became a contentious issue in 2002 and in future years, especially for teachers of technology and also for some teachers such as Sue who had their teacher qualification intertwined with their specialist qualification. She was vocal in standing up for herself and all those teachers who had been “forgotten” by the majority of PPTA members. In 2006 Sue graduated with the Diploma of Specialist Subjects (Secondary Teaching) Div 2 to regain access to the top of the pay scale.

The bulk funding fight

Sue participated fully in PPTA affairs at branch level ever since she arrived in the staff room at Spotswood College where she was elected branch chairperson.

On 21 September 1995 Opunake High was the first school PPTA members walked out of in protest after their board of trustees voted for bulk funding. They organised buses, ensured students were supervised and spent the rest of the day drawing up pamphlets and devising a protest letter to the board.



Sue Plyler was a well-known, and loved, PPTA Te Wehengarua member.

It was newsworthy nationally, and members from around the country rallied to give support. Protestors in small town New Zealand felt isolated and vulnerable; striking teachers in Opunake encountered hostility in the town and for some time afterward. As Sue was one of the three members who presented the branch case to the BoT she felt targeted and she moved on to Te Kauwhata about half a year later.

Ensuring the union voice was heard

Sue was active in PPTA affairs in each school she worked in. She was branch chairperson at Howick College for a number of years. With the help of a supportive branch committee Sue ensured the union voice, and by that it is meant the members, was heard whenever necessary and particularly when it was felt they were not being listened to. She was persuasive and persistent though not in your face. She was knowledgeable and caring. She was always there to help her fellow teachers to get through whatever their difficulties were.

For nine years from 2007 to 2015 Sue was the elected executive member for

Auckland Eastern Ward – a position she held with distinction. Her organising skills were evident, she contacted branch chairpersons in her ward on a regular basis, either personally or by email. When she did not have a ward convenor or committee she arranged ward meetings herself, attempting to reinvigorate her region and to ensure all branches were aware of the activities occurring at a local and national level. She visited branches whenever necessary to assist members and the branch as a whole with whatever the issue was. Sue attended PPTA Te Wehengarua annual conference for many years, actively participating in the discussion and debate on those occasions.

Improving conditions for all teachers

As a member of national executive, Sue sat on various committees – Association and Conditions standing committees; Conditions Strategy, Political Strategy and Senior Positions Advisory Committees. In each of these committees she worked towards improved conditions for all teachers and on the Political Strategy committee she helped in the development of policy for successful relations with all political parties for the good of secondary education.

Sue attended many branch officers training days in Auckland both in her role as a branch chairperson and a member of executive. In earlier years she regularly attended the ‘Shot in the Arm’ seminars for Auckland regional and branch officers.

Sue’s contributions to the Auckland Regional Management Committee and to members in Auckland Eastern Ward have been much appreciated. Her passion and warmth will be remembered.

- Trevor Wilson

Mauri Ora

17-19 November 2021

School Counsellors Conference
TE WHANGANUI-A-TARA • WELLINGTON

Mauri Ora 2021, the National Conference for School Counsellors, will be held at the Harbourside Function Venue in Wellington in November.

The conference aims to bring together 300 school counsellors from throughout the country to learn, reflect, collaborate and network as a community. The kaupapa is Mauri Ora: strengthening wellbeing within Aotearoa, and supporting our taiohi/ young people and whānau to thrive.

As we know, school counsellors are strategically placed and are increasingly being called upon as 'first responders' to mental health crises. This conference supports and equips our

dedicated school counsellor community throughout Aotearoa as we do this essential work.

Visit <https://innovators.eventsair.com/sgc-2021/> to register and check out the speakers

Hybrid and virtual attendance options are also being investigated to ensure a safe and rewarding event can be delivered in a fluid Covid-19 environment.

There may also be PPTA Te Wehengarua funding available to support members to attend. Visit ppta.org.nz and search for 'Grant to attend subject association conferences' to find out.



\$1,500 AD&D

All members of the PPTA are now covered by a \$1,500 Accidental Death & Dismemberment Benefit provided through American Income Life Insurance Company, including \$500 spouse coverage and a further \$500 coverage on dependent children. This is an automatic membership benefit of belonging to the PPTA.

Members have the option to increase their coverage an additional \$10,000 which costs just \$2 for the first year.

To have an AIL representative deliver your certificate of coverage and explain additional insurance coverage available:

Reply online: AILNZ.co.nz/Request

Reply by telephone: (09) 320 3031

Please note: To qualify for the \$10,000 of additional ADB coverage, an AIL representative must visit you, obtain an enrollment form and collect premium for the first year. You may renew annually for \$5.

A.M. Best, one of the oldest and most respected insurance ratings companies, has rated American Income Life as A (Excellent) for overall Financial Strength (as of 7/20).



in New Zealand

Mario Soljan

Telephone (09) 973 5254

Mario@AILNZ.co.nz

AILife.com



Issues and Organising conference postponed until August

Covid ruins the party yet again

PPTA Te Wehengarua has postponed the March 5-7 Delegate Leadership Day and Issues and Organising conference until August, in the hope that the whole country will be at Covid alert level 1 by then.

It will be now held at the Brentwood Hotel in Kilbirnie Wellington from August 13- 15. These two events are vital to maintaining and growing our union activism. What we're hoping is that we can get together as a group in August, but also create that energetic vibe on a regional level in the interim. If you have branch training planned, please contact your local field officer to discuss resources and support.

The August Issues and Organising seminar will keep the same theme; Hīkoia te Kōrero – walk the talk. The goal is for members to walk away inspired and supported with skills, resources and organising plans to make change, encourage best practice and uphold members' entitlements within their branches and regions.



Attendees at last year's Issues and Organising seminar

**ISSUES
ORGANISING
2021**



From teaching online in three different time-zones to the Hamilton field office

Kathleen West, the newest member of PPTA Te Wehengarua's Hamilton field office, tells members a bit about herself.

Tēna koutou katoa

Ko Kathleen ahau

I tipu ahau i raro i te Kaukapakapa

Ko Kirikiriroa toku kainga ināianei

I have been a union activist throughout my 21 years of teaching, from being a branch YANT (the precursor to NETs), secretary and chair; a regional YANTs representative, secretary and chair; to serving Hauraki/Western Bay of Plenty as an executive member.

I was fortunate to be a recipient of the PPTA study award and completed a MEd in policy and practice. I have had the privilege of being a classroom teacher, Head of Department, Specialist Classroom Teacher and a foundation staff member in a range of schools with so many committed and inspirational educators.

I went on to teach in the Teacher Education Refresh Programme and lectured Professional Practise



of Teaching at the University of Waikato. Most recently, I spent the last two years teaching the International Baccalaureate of Theatre in Angola. Then the world as we knew it changed with Covid and I returned home. Whilst I was online teaching across three different time-zones, I was delighted to see the

role of field officer advertised, which I applied for and subsequently was appointed to.

I am passionate about equity in education and the aspect of my new role I most enjoy is being able to support teachers in their mahi. My regions include Counties Manukau, Central Plateau and branches in Waikato and Bay of Plenty. Having taught in an area school, I am also excited to be the field officer representative on the Area Schools Committee.

My greatest challenge in my branches is to support the amazing members working in them and to convince their fellow members to share that mahi; to dispel the misconception that having a role in the union is a huge onerous task and recognise the many opportunities it affords. My personal journey in education is a testament to the fact that our union offers pathways and opens doors for teachers.

Subject Associations Forum

April 22-23

We're delighted to be hosting the Subject Associations Forum again in 2021.

This annual forum is an opportunity for subject associations to share skills and knowledge, discuss matters of common interest, and to engage with government officials about current projects.

The 2021 Subject Associations Forum will be held at the ATURA WELLINGTON Hotel Wellington (formerly the Thorndon/ Rydges Hotel) at 24 Hawkestone St, Thorndon, Wellington.

It will begin at 9:30am with morning tea on April 22 and will finish by 4:00pm on April 23, 2021.

To register for the forum visit the 'events' section of ppta.org.nz and fill out the online form.





Cultural Leave

Out in the field – information and support from PPTA Te Wehengarua’s intrepid field officers

Teachers need leave for all sorts of reasons. Some are covered in their collective agreements but, unlike other professions, teachers cannot use annual leave to cover anything else. Instead, they can apply under ASTCA Part 5 or STCA Part 6 Other Forms of Leave.

One specifically mentioned type of leave is that of cultural leave (STCA 6.6.5/ASTCA 5.6.5). The term cultural has become synonymous with reference to a person’s adherence to a way of living as recognised by a wider society. However, in the collective agreements reference to Cultural Leave has a different meaning.

Cultural in this context is referring to the arts. In the same way that sports leave is granted for those who are representing their region at national or international level, Cultural Leave is available for those who are participating in approved events that are artistic in nature, such as a performance, competition, or exhibition. Other types of activities can also be considered. Such activities need to be organised by a recognised national or international body.

While Cultural Leave is with pay, the school is not responsible for any other costs such as travel, meals, or accommodation. The special leave provisions apply to full-time permanent, fixed-term full-time, and long-term relieving teachers.

Where does that leave a teacher’s culture?

So, what about leave requests to meet the needs of a teacher’s culture? There are several clauses that address these.

The Important Family and Other Occasions clause recognises the participation in milestone life events. STCA 6.5.5/ASTCA 5.5.5 includes weddings, ordinations, investitures, adoptions and gold or diamond anniversaries. Those of the Jewish faith can also apply for leave for Rosh Hashonah and Yom Kippur and leave for special events for followers of other faiths can be applied for under STCA 6.8/ASTCA 5.8 Other Forms for Leave.



Cultural leave can be for a performance or competition. Photo by Kyle Head.

Bereavement/Tangihanga is covered by STCA 6.4/ASTCA 5.3. It is worth noting that STCA 6.4(f) and ASTCA 5.3(f) state leave without pay should be granted if paid special leave is not applicable.

Ngā Manu Kōrero, Kapa Haka, and Polyfest are covered by clauses STCA3.6, 3.6A/ASTCA 2.17 with specific provisions of relief days and travel cost that teachers can apply for.

Meetings of Māori authorities/organisations are covered under STCA 6.6.8(b)/ASTCA 5.6.7(b) while attending Pōwhiri representing whānau, hapu, iwi and marae are covered by a catch-all clause, STCA 6.8/ASTCA 5.8 Other Forms of Leave. This can be used for leave that is not otherwise mentioned in the collective agreements.

Upholding Te Tiriti is constantly evolving

Of course, upholding Te Tiriti o Waitangi in practice is constantly evolving in recognition of the current conditions of

modern life. While all events significant to Māori will not fall under Cultural Leave the board can recognise their importance under the clauses mentioned above and grant discretionary leave with or without pay.

For Māori members the employer needs to consider STCA 6.8/ASTCA 5.8 Other Forms of Leave alongside good employer provisions.

These provisions reference the State Sector Act on being a good employer (STCA 3.1.1/ASTCA 2.1.1) and recognising the employment requirements of Māori (STCA 3.1.2). Advice developed by PPTA and NZSTA is available in the booklet Guidelines to Assist Boards of Trustees to Meet Their Good Employer Obligations to Māori.

And finally, a reminder that leave without pay may affect holiday pay.

Whakatairangatia!

Advancing the dream of public education

19 – 21 April 2021

InterContinental Hotel
Wellington



confer.nz/ppta2021

INVITATION

It is my pleasure to invite you to attend the PPTA Education Conference 2021, Whakatairangatia! Advancing the dream of public education which will take place in Wellington this year.

PPTA Wehengarua has a proud history of leading the discussion about secondary education in NZ Aotearoa. As you will be aware the government has just undertaken the biggest review of our education system in a generation and has found it wanting. PPTA's leadership as practicing professionals is needed now more than ever.

While there is magnificent teaching and learning taking place in many of our schools and classrooms we need to ensure that the system is doing all it can to support rather than stymie this. The Tomorrow's School Review was clear that the system is not giving the support necessary for this teaching and learning to be available to all students.

There will be keynote speakers, forums, teacher-led workshops for teachers to share their best practices in both English-medium and Maori-medium settings, and opportunities to hear the latest research.

Registration is free. There is also a \$300 subsidy for travel and accommodation available to PPTA members (from the PPTA PLD Fund).

So, join me in Wellington in April 2021 to listen, learn, share and be heard.



Nga mihi,
Melanie Webber
PPTA Te Wehengarua President

Date:

Monday 19 April –
Wednesday 21 April
(finishing about midday)

Venue:

InterContinental Hotel,
Wellington

Visit the conference website to view and download the full programme and to register online today!

confer.nz/ppta2021

Supported by:



For more information contact:
Conferences & Events Ltd
ppa2021@confer.co.nz
Tel: 04 282 1584