

PPTA NEWS

The magazine of New Zealand secondary teachers

Remembering
Helen Kelly
page 3



PPTA News



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

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 18,000 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, New Zealand.

Phone: 04 384 9964 Fax: 382 8763
Online: www.ppta.org.nz
Editor: Anna Kirtlan Email: akirtlan@ppta.org.nz
Printed by: Toolbox Imaging

Deadlines

December edition: 5pm, 11 November for articles and ads
January edition: 5pm, 30 January for articles and ads

PPTA field officer contacts

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
Phone: (09) 815 8610 Fax (09) 815 8612
Email: auckland@ppta.org.nz

Hamilton

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

Palmerston North

Guardian Trust House, cnr The Square and Main Street
PO Box 168, Palmerston North 4440
Phone: (06) 358 4036 Fax (06) 358 4055
Email: palmerston@ppta.org.nz

Christchurch

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

Dunedin

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

In this issue...

Out of the blue and into the black	4	Overcoming barriers through speech	7
Funding or fantasy?	5	Tremendous history	8
Teacher supply crisis	6	Tapping into Pasifika community to support students	9

PPTA member benefits



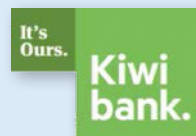
HealthCarePlus

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.

Phone: 0800 268 3763
Email: contact@healthcareplus.org.nz
www.healthcareplus.org.nz



Kiwibank

PPTA members are eligible for a special banking package with Kiwibank.

Kiwibank is 100% New Zealand owned and operated. It's been thinking up ways to give Kiwis better value banking since 2002.

The banking package currently includes 0.25% off Kiwibank's advertised fixed home loan rates (excludes special offers or one-offs), 0.50% off Kiwibank's advertised variable home loan rate (excludes revolving home loans and offset mortgage), free EFTPOS on your everyday accounts and great discounts on credit cards and insurance.

To view the complete package, and the terms and conditions that apply, visit www.ppta.org.nz/membership/benefits

If you'd like to join Kiwibank, call 0800 629 008.

Kiwibank Limited's Disclosure Statement is available from your local Kiwibank or at www.kiwibank.co.nz



Hertz Car Rental

PPTA members can receive special member rates - quote CDP no 1674602 when booking.

Phone: 0800 654 321
www.hertz.co.nz

Remembering our union rock

Taking inspiration from Helen Kelly to protect public education



Angela Roberts | President, PPTA

Farewell Helen

On behalf of the PPTA, I send my love and aroha to Helen Kelly's family and friends. I am so sorry to hear that our union rock has died.



Helen never gave up fighting for working people from every sector – whether it was education staff battling for better working conditions, or saving the lives of forestry workers by advocating for improved health and safety protections. Helen dedicated her entire career to improving the working lives of others.

Helen has been a staunch presence for teachers and working people for so long, we can't imagine the union movement without her. We are proud to stand in solidarity with everyone around the country and the world who is mourning the loss of this strong and determined person.

E te whaea Helen. Te tangi o te ngākau. Aue, aue...taukiri e! Moe mai ra, arohanui."

First they ignore you, then they laugh at you, then they fight you, then you win

One good thing about the huge wave (or should that be tsunami?) of education legislation and policy reform that has hit us over the last few months is that at least now the government is being honest about its agenda. As is happening around the globe, this government's response to any of the challenges that we are facing is to simply open up the public education sector to competition and to give access to private companies that are motivated by profit. They argue that throwing money at the system is not the answer. The overriding solution they offer, as always, is structural reform. It is so sadly predictable - starve the public service of adequate funding then demonise the resultant shortcomings and voilà – privatisation is justified.

When you trawl through the documentation that accompanies the bill that will enable Communities of On-line Learning (COOLs) it is a shock to see the ministry talking about the opportunity to open up the education 'market' to 'bodies corporate'. Their frankness would be quite refreshing if it weren't so offensive.

But at least we can now confidently call the government out for their plans to market-ise public education.

If you think that enabling charter schools takes public education to the Wild West, COOLs will just guarantee that the cowboys will be running the show. The law will not require COOLs to have to have NZ registered teachers, deliver our precious curricula, have a physical campus or even be led by people who have any experience as a teacher. Let me be clear, I come from a rural community and access to distance education is critical for our students. But rather than strengthen the current state funded distance learning structures – the VLN and Te Kura - they are going to privatise it and open it up to competition.

It has been interesting to reflect on the government's response to our challenges about bulk funding and COOLs. So far, no one has suggested that we have it wrong. No-one has denied that these proposals will open up our system further to privatisation and profit opportunities. Not one

squeak has been heard repudiating the idea that these changes will result in fewer teachers in public education.

So when you have no comeback what do you do? You do your best to undermine the voice that is making the challenge. The language used by the politicians has changed significantly in recent weeks. We have been dismissed as a 'trade union' whose only concern is protecting the interests of our 'paid up members'. There have been attempts to separate the 'union voice' from the 'teachers' voice' as if we are two mutually exclusive groups. Our response to COOLs has been described as 'hysterical'. And the lowest blow has been Education Undersecretary Seymour's attempts to accuse us of wanting to make excuses and protect teachers who abuse students.

Their response has been to attack our integrity; to try and portray us as unethical and incapable of having a valid, sensible, professional view about any policy or legislative change (unless we agree with the government at which point we are suddenly described as showing courageous leadership).

But we know that if you truly understand the New Zealand teacher and PPTA member, you know that our students are very much at the core of our professional identity. That when we fight for working conditions, for pay, and against attacks on the public education system it is because, as a profession, we want the best chance possible of doing a great service to our students.

So what do we do when it starts to get tough out there? We take inspiration from wonderful leaders such as Helen Kelly. Her ability to retain her dignity and integrity even when the enemy of the worker is hitting back hard is a lesson to us all. She reminds us that we must remain kind to each other and stay focused on dealing with the issues as they stand before us. She has taught us that remaining dignified does not mean that we cower or fail to push back. Rather, it makes our position stronger and helps us to not give up.

Her contribution to the lives of so many workers and their families is tangible and significant. Her legacy is huge and will resonate across New Zealand society for many generations to come.

With thanks to Mahatma Gandhi, another hero of mine, for the headline.

Out of the blue and into the black

Privatising and profiteering - Examining the Communities of online learning proposal

Rock and roll may never die but it looks like the public education system we've spent decades creating might be for the chop.

Education Minister Hekia Parata has seen fit to surprise us again, this time with an ill-conceived proposal for online schools ("Communities of online learning" COOLs – so ironic you can almost smell the moustache)

COOLs would be an online alternative to actual SCHOOLS. Children as young as five would be able to be enrolled at a COOL rather than a school. Anyone, including corporate entities, would be able to become a school and receive public funding. Principals of COOLs will not be required to have teaching qualifications. Need we say more?

COOLs are the answer to no question at all. Well, unless perhaps you're a large corporate entity who can smell the profit currently lying idle in the public education system... What they are is yet another un-consulted, under-investigated, un-evidenced, unfunded proposal put forward by a government that doesn't know its class from its elbow.

The ministry did not consult with the sector about the variety of online teaching and learning practices that currently exist, they did not consult with the Virtual Learning Networks regarding what works, what doesn't and how it could be better. Although the Regulatory Impact Statement (RIS) does selectively report from some of the applicable research literature, the lack of consultation with the public is not the action of a government interested in careful deliberation and planning before implementation of this education initiative.

The legislation enabling COOLs is currently before the Education and Science Select Committee, and the chance for educators and the PPTA to influence the Bill is fast coming to a close. Submissions close on Friday 11 November.

Online student learning does not require further privatisation, nor increasing competition, which is what this bill does. If the bill passes it will further erode state education and allow

for even more unregulated education than charter schools.

It looks like our students will stop being human beings with personalities and aspirations and become mere commodities in an education 'market'.

We absolutely support distance learning which supplements and enhances the provision of face to face education in our schools, including access to appropriate on-line courses. Our opposition is not about online learning per se.

Opening up the education 'market' could be a lucrative business opportunity, and even not-for profit organisations can behave a lot like for-profit corporates. Money that's poured into the private education sector is money lost to public education and our schools and students.

The government cites "choice" and "flexibility" as reasons for the change but completely fails to consider equity, accessibility, safety, pastoral care or social responsibility. Nor has it considered the tricky educational and student safety issues of accrediting online learning software, or of who owns the children's data, or who is responsible for protection of student privacy.

It sets up online schools in direct competition for students with every other school in the country. Students who may be entirely inappropriate to attend an online school will be able to do so.

COOLs will reduce the resourcing available to public schools, which in turn means fewer resources and options for students at those schools. There has been no additional funding attached to this initiative, instead it will provide an opportunity for private providers to obtain a significant proportion of education funding that they were previously unable to access. It seems sure to further reduce funding certainty for state schools.

And that's not even the half of it. When the minister talks about "the biggest shake up in education for 30 years", she sure isn't kidding. And while shaking things up is great sometimes, it's not needed in education. We wish the idea would just fade away.

You can find out more here: <http://www.ppta.org.nz/issues/education-update-amendment-bill/3789-cools-submission-guide> and if you are reading this before 11 November, please take a few moments to submit your thoughts about COOLs to the Select Committee.



Funding or fantasy?

Year 13 student Luke East shares his thoughts on the Education (Update) Amendment Bill

New Zealand. A free country where children are able to reach their true potential. Or so we're told.

The current education system is in need of reform - because despite having skill-based programs, education is still quite focussed on students being able to absorb and regurgitate the correct information for an exam.

There is a growing outcry both domestically and internationally for 'education not indoctrination' and for students to be taught the skills for critical thinking. Schools should be so much more than giving children the answers people want to hear.

The Government's new Education (Update) Amendment Bill which is being spearheaded by Minister Parata and her push for Communities Of Online Learning (COOLs) will streamline the process of indoctrination and reduce the opportunity for real and lifelong learning.

Personally I believe that allowing "Corporate entities" to register as educational institutions is a worry. Moving to full-time education through COOLs is likely to reduce student achievement and result in diminished class sizes and school rolls.

The connection students have with their teachers is crucial not just for education but for the development of life skills. Students learn as much or more through social experiences than through school.

Through the COOLs system, the information will be streamed directly into their brains without person-to-person tuition or interaction. It is inevitable that technology will play a larger part in the way we teach and educate, but it should be a complement to go alongside traditional teaching methods, rather than a replacement.

We must integrate technology into our education system because digital literacy is one of the most important skills for these changing times, but it is useless on its own. It must come alongside social skills and other proven aspects of education and learning.

We must embrace the opportunities brought by change, but I believe the



Student and political enthusiast Luke East

move to full-time online education through COOLs is a step too far. It is our duty to give our children the best start in life and to give them the skills they need to succeed.

This duty will not be fulfilled by giving the Minister the power to appoint BOT members and/or the Board Chair. Because the people who best understand what the sector and their community need, are teachers and school staff.

The quality of our children's education is being ever diminished because teachers are having to spend more and more time on paperwork and bureaucratic procedure. This will be further worsened by a 'global funding model' which will require school staff to allocate funds and cut costs, something that is currently in the hands of the Ministry.

A teacher's primary concern should be the education of the students in their care, not hiring and firing. Teachers devote an extraordinary amount of their own free-time to planning classes and marking assessments, something that is not reflected in their paychecks. Our teachers and school staff are everyday superheroes.

For students from difficult backgrounds, the kind, smiling face of a teacher is

a morale booster. Some of the people that do the most challenging and rewarding work are the special needs teachers and teaching assistants.

If we really want to see growth and positive change in our country, we have to start building it from the ground up, brick-by-brick. If we want more skilled workers, we have to upskill our own students rather than importing workers. We have to stop focussing on short term surpluses and look at the long term social cost we will have if we don't invest in our own people through education.

Better funding means better learning. Freeing up teachers and schools to focus on teaching methods and activities that best fit their students and communities.

We cannot avoid change, but good leadership is often identified by a measured approach to change and therefore I believe the opportunities brought by technology merit further exploration, but this should not and cannot result in the replacement of a tried and tested school system. We need education reform, but full-time online learning is not and will never be the answer.

Teacher supply crisis

Life in the pipeline

The problem: Secondary teacher shortages are at crisis point. There are vacancies in many subject areas and in many geographical areas.

Teacher shortages affect everybody – students, teachers, their families and schools. They limit student achievement. Schools are forced to make compromises which reduce the quality of education for students.

Recruitment is in decline and schools are losing teachers. Principals are considering the prospect of cancelling subjects for lack of trained and qualified secondary specialists.

Forecasts indicate student numbers will go down for a couple of years but then increase until 2027. If we maintain our current teaching workforce as it is now we'll need to fill 1100 more teaching positions than we have now.

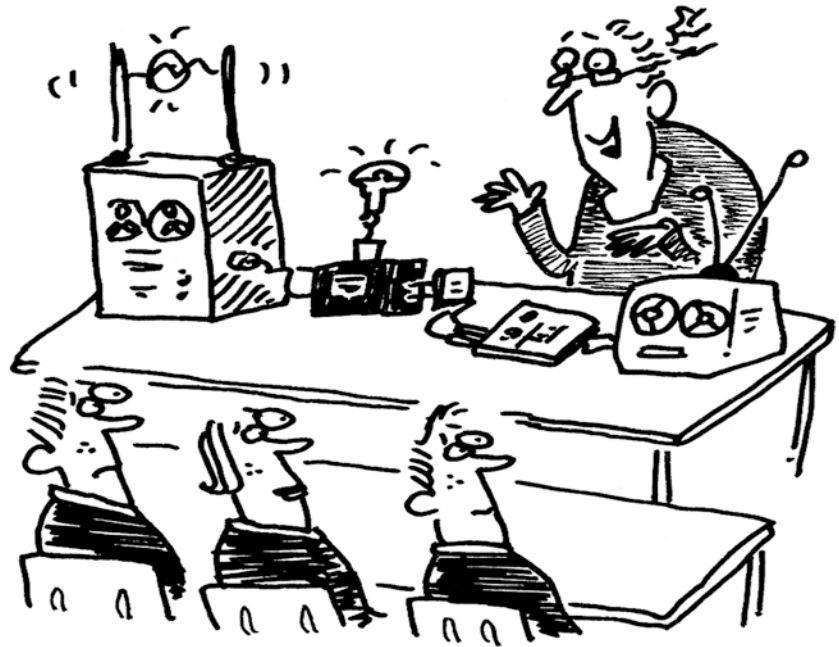
The cause: Pay, workload, housing costs and a government committed to reducing spending on public services.

The pipeline: This is how ministry bureaucrats describe teaching careers. You are shoved in one end, pushed through schools and classrooms, and then eventually squirted out the other into a retirement village.

The solution: Understand that teachers are dedicated to delivering the best outcomes for students, Treat them as human beings worthy of respect and value the work they do. Recognise they are more than teaching labour units, that they, their whānau and communities have needs. Pay them a salary which is competitive with other professions; give them a workload which does not force them into ill health. Make the job conditions attractive again.

The PPTA: Your union and professional association. We agree with the bureaucrats, there definitely needs to be the right number of teachers, but we know it's way more complex than shoving you through a pipeline.

We're committed to making sure every teacher, from their very first position, through to retirement is well-supported and encouraged to reach their professional potential. One of the main



“Today in class we’re going to create a physics teacher.”

ways we do this is through the collective agreements. We've been working with the Ministry of Education, the School Trustees Association, the Secondary Principals' Council, the Secondary Principals' Association and the Education Council to identify what the problems are and recommending solutions.

The process: As you can imagine, it has been a robust process!

The teaching workforce is ageing. Over 45 percent of secondary teachers are over 50. If that's you, we want to make sure that if you leave you are replaced by someone equally able and that if you choose to stay you can look forward to a long and productive career that closes with dignity.

There is a high rate of attrition among beginning secondary teachers. Just under half leave teaching within their first five years. Fewer beginning teachers are entering the profession. Fixed term, insecure appointments cause people to leave teaching, make the profession risky and unattractive and are often illegal.

There are not enough new teachers in subjects like physics and chemistry,

technology, and mathematics. There are also significant shortages in subjects like business, Te Reo Māori, agriculture, horticulture and a number of languages. In some areas even English positions cannot be filled.

As a sector, we need to work together to develop new ways to support people with the skills we need into the profession. Things like scholarships for specialised subject areas would be a good start but we also need to increase salaries to a competitive level.

The future: The Supply Working Group made 41 recommendations and we, and some of the other groups, made an additional 13 that weren't supported by the ministry.

Getting the ministry and the government to agree that the funding pie could be bigger and not just cut into smaller and smaller slices is something we're still working on.

Meanwhile, we continue to work towards an education sector where every teacher is valued and supported, and every student has the opportunity to reach their potential.

Overcoming barriers through speech

PPTA News speaks with Ngā Manu Kōrero senior English trophy winner Hinepounamu Apanui-Barr about public speaking, barriers and fleas

Did you know fleas can jump 100 times their own height?

This was how Wellington Girls' College student Hinepounamu Apanui-Barr's winning Ngā Manu Kōrero speech began.

It started with a chat with her Te Reo teacher about barriers faced by Māori and Pasifika young people. She learned about an experiment involving a jar full of fleas with a glass lid on it preventing them from jumping as high as they were capable. When the lid was removed the fleas didn't jump out to freedom because they had been conditioned not to go any higher.

"I thought 'this is it' and started researching for my speech," Hinepounamu said.

The Ngā Manu Kōrero speech competition for secondary students was set up to encourage fluency in Te Reo Māori and English. The contests are in four categories; Pei Te Hurinui Jones (senior Māori), Korimako (senior English), Te Rāwhiti Ihaka (junior Māori) and Sir Turi Carroll (junior English) and are held at school, regional and national levels. It began in 1965 and was sponsored and organised jointly by the Māori Education Foundation (now the Māori Education Trust) and PPTA. The funding pool is now jointly managed by PPTA and the Ministry of Education and the competition is growing in numbers and significance every year.

Hinepounamu's research into fleas stood her in good stead, with her speech winning her the Korimako senior English trophy at the finals hosted by Te Reo o Te Tai Tokerau in Northland.

"I was lucky I saw the connection. It was funny watching people when I started the speech. I'm sure they all thought 'what's she on about?'"

The year 13 student had been taking part in Ngā Manu Kōrero since Year 9, but this was her first entry in the English section of the speech competition – and also her first win.

"I entered the Māori section for so many years because I wanted to support the whole kaupapa and the



Hinepounamu Apanui-Barr (top left and bottom centre) shares taonga from her Ngā Manu Kōrero win with supporters from Wellington Girls College

Te Reo Māori voice. In my last year I decided I wanted to have a shot at putting something out there that everyone could understand. Where I could voice my opinion on stuff I'm passionate about. I wanted to finish it off with something different."

The teenager is "super passionate" about overcoming barriers.

"I know I am really fortunate to have the opportunities that I have and I am fully aware that it's not the same for many young Māori in the country.

"I've been lucky not to have had many barriers. When that's the case I think the onus on those individuals to give back to those who don't have the same opportunities," she said.

Hinepounamu thinks one thing that stops people from taking part in Ngā Manu Kōrero is nerves, but that shouldn't put people off, she says.

"In a way you are protected by the kaupapa – it's not just a competition but a celebration of our rangatira and youth. It's just an awesome opportunity to get

up and share your opinions. People are so supportive. They are stoked that you have made the effort to get up and speak. It's not the winning that matters."

Hinepounamu believes travelling up north was a great cultural experience for students at Wellington Girls' College too.

"Our school was great, we were able to take up a large group of girls – about 15 of us – it was an awesome experience," she said.

Hinepounamu will head down to Otago for university next year. She plans to take law, politics and Te Reo papers. She doesn't know exactly what she wants to be yet and doesn't think that is a bad thing.

"There are so many pathways. I'm going to see what kind of opportunities are out there. As long as I can help out the community that raised me, that's kind of the main thing," she said.

You can view Hinepounamu's speech and other Ngā Manu Kōrero entrants at <https://tehiku.nz/te-hiku-tv/>

Tremendous history

Rotorua schools partner with local iwi

John Paul College teacher Simon Baker leads a cluster of Rotorua schools working with Ngāti Whakaue iwi to learn local Maori history.

A group of Rotorua schools are working with their iwi to learn about their local Māori history.

John Paul College history teacher Simon Baker is the leader of a cluster of taking part in the Māori History Project.

John Paul College, Rotorua Boys High School, Rotorua Girls High School, Western Heights High School and Te Kura O Te Koutu are working with the Ngāti Whakaue iwi, and particularly their education group Taumata, to create and share teaching resources.

The aim of the Māori History Project, spearheaded by former Associate Minister of Education Pita Sharples, is to strengthen Māori history in schools and kura by providing opportunities for students to learn about local Māori history alongside national Māori historical events.

Creating the relationship with the local iwi has been challenging and rewarding, Baker said.

“Ngāti Whakaue, especially (team leader) Renee Gilles, has been amazing. They are very open to working with the schools to tell their story.

“The Māori History Project has dovetailed well with a number of their

Taumata initiatives,” he said.

One of the challenges has been forging a relationship between schools in an essentially competitive environment, Baker said.

However the rewards have made the challenge worthwhile.

“It’s been wonderful seeing the relationship with iwi evolve and seeing teaching and learning resources developed collaboratively between schools being used within those schools,” he said.

The cluster is in its second year.

The schools were approached by the Ministry of Education in November 2014 and attended a hui in Wellington with other potential clusters from Wellington, Dunedin and Whanganui.

The Rotorua schools involved have taught the new materials as a trial and the final steps will be the resources being made public and made available online.

Proof of the pudding will be in this year’s level 1 History exam, Baker says.

“The unit developed has been around the contact between Ngāti Whakaue and Ngāpuhi on Mokoia Island in 1823...The results from internals based on the unit have been very encouraging.”

Baker said that students have responded well.

“They have gained a greater understanding of events and their relationship to national developments – in this case

the Musket Wars. Also that the place they live in has a tremendous history that goes beyond Pākehā assumptions of what history is,” he said.

The project is something Baker would recommend other schools do but he believes energy would need to be put into discussing and understanding each school’s story.

“Every secondary school will have a different relationship with its community so it’s not something that an easily transferable template can be created for. It will require work – of the best kind.”

Becoming the cluster leader had been a unique experience, Baker said.

“Liaising with iwi and the ministry, working alongside and getting to know staff from other schools – I have been very fortunate.”

PPTA thoroughly supports projects like this and has recently joined an organisation to advance the teaching of Māori history in New Zealand schools, called Te Takanga O te Wā.

The group supports changes to enhance teaching Maori history within the New Zealand Curriculum

“Supporting this organisation is a good way for PPTA to demonstrate our commitment to Treaty of Waitangi principles. The teaching of Māori history is an important way to enshrine this, both in terms of increasing mutual understanding and creating a more truly bi-cultural society,” president Angela Roberts said.



Learning Māori History – waka taua (war canoes) 1827-8

Tapping into Pasifika community to support students

PPTA Komiti Pasifika member Sinapi Taeaao shares her work with the Sacred Heart College Big Sister programme

A programme inspired by the lalaga PPTA Pasifika fono has a Lower Hutt school tapping into a local community of successful Pasifika women.

Sacred Heart College's Big Sister after school Pasifika support programme was the brain child of PPTA Komiti Pasifika member Sinapi Taeaao.

Sinapi is in her fourth year teaching maths and religious studies at Sacred Heart, her former school.

She was born in Samoa and describes herself as "a proud Hutt girl".

She spoke about the school's Pasifika programme during the women's meeting at this year's PPTA annual conference.

She helped establish it at the end of her second year teaching at the college, after attending a Pasifika parents fono where parents expressed concerns that their daughters weren't receiving sufficient external support.

The principal at the time assured them the school had a Pasifika achievement group running, but the problem, she discovered, was that it was a Pasifika group being run through a western lens.

"It wasn't going to benefit all our Pasifika students," she said.

Questioning how she could recreate what the school already had, Sinapi spoke with a close friend who worked as Pasifika liaison at Victoria University.

"She said "why not tap into our own resources? We've got plenty of alumni out there who are successful Pacific women – let's tap into that and ask them for help."

Through the magic of social media Sinapi created a Facebook event to reach out to Sacred Heart alumni that she was already connected with.

"The response was just overwhelming and the support I received was amazing. About 20 old girls attended our very first planning meeting," she said.

After about a month of planning the group decided its vision would be "to encourage our Pasifika students to strive for their full potential and



Big sisters: Inspired by the lalaga (weaving) theme of a PPTA Pasifika conference, Sacred Heart College old girls joined forces with the school community to support Pasifika students

empower them to be proud and confident Pacific women in society."

Its objectives were to provide an environment that would support the learning needs of Pasifika students, to provide pastoral care and monitoring, and to identify future pathways.

Sinapi was inspired by the Lalaga: making connections theme of the first PPTA Pasifika fono she attended that same year and decided to adopt the framework for the Big Sister programme.

Lalaga in this context meant weaving strong interconnections between Pasifika students, their families and the school community.

"As the Samoan proverb states; O le tele o sulu e maua ai figota, e māmā se avega pe a ta amo fa'atasi - our strength does not come from us alone, but from many," she said.

The programme had its official launch on May 26, 2014 and 30 students registered that night.

Following the launch they ran a four week pilot programme. The structure was to have one and a half hours' one on one study or tutoring time, when teachers would come in and help, followed by a workshop which had a specific focus.

Prior to this Sinapi had surveyed students to find out what they wanted assistance in – this included goal setting, time management, leadership, NCEA and confidence.

"Now it's in its third year running. The programme has seen about 60 students go through. We've had 36 big sister mentors and more teachers have come on board from each department and members of the community have taken interest and come on board as well," she said.

Sinapi's presentation and other video from the livestream recording of PPTA's annual conference can be found at ppta.org.nz

Brand your school correctly and attract more pupils

Guest columnist Dave Armstrong on our market driven education system

Traditionally this time of year is spent marking exams, writing reports and planning stimulating educational activities for next year.

But since state education has become so market-driven and competitive, the most important task this month for most schools is to make sure that the brochure/website/newsletter/prospectus attracting students to the school is completed.

Teachers may be far more interested in education than marketing, but it is a necessary evil if schools wish to survive in today's environment. Sadly, many teachers still have a conscience and don't like to lie. However, the golden rule of marketing is that while you must never lie, it is okay not to tell the entire truth. If you follow the guidelines below, you can still help write that brochure/website/newsletter/prospectus with a clear conscience.

Phrase: 'Our principal cultivates a collaborative managerial style.'

Meaning: He/she gets the other senior staff to do most of the work.

Phrase: 'Our loyal and dedicated teaching staff.'

Meaning: Some of our staff have been trying to leave for years but so far no one else wants them.

Phrase: 'We have a highly motivated student body, some of whom top national tables in some categories.'



Columnist and playwright Dave Armstrong is a former secondary teacher and PPTA member

Meaning: But we won't mention that these categories include car conversion, Chlamydia, computer hacking and joint-rolling.

Phrase: 'Many members of our parent community take an active interest in the sporting and cultural life of the school.'

Meaning: So active that when they joined in a brawl at a recent school rugby match, the police had to be called.

Phrase: 'We believe in nurturing the whole student, so offer an extensive variety of sporting and cultural activities.'

Meaning: Our NCEA results that parents obsess over are terrible so we'll try anything we can to excel and get some good publicity. Underwater hockey, skeet shooting, geocaching, Baroque recorder ensemble – any activity we can excel in we will do.

Phrase: 'We are one of the leading schools in the country in some academic areas.'

Meaning: Luckily, our very clever Statistics teacher has worked out that our pass rates in Year 11 Geography are higher than any Decile 4 schools within a 125 -kilometre radius of Milford Sound. Note: we are also the only Decile 4 school within a 125 -kilometre radius of Milford Sound.

Phrase: 'Our staff caters for numerous learning styles our students may have.'

Meaning: No 1 being 'my way'; No 2 being 'the highway' ...

Phrase: Many of our students are actively involved in the visual and abstract arts ...

Meaning: Tagging and graffiti is still a massive problem at the school, and most of it is incomprehensible.

Follow these simple guidelines and you will attract more students, including the holy grail of free market education – fee-paying students from overseas. Attract enough new students and your cash-strapped under-funded school may even be able to afford a PR company to do your dirty work for you.

Employer Partnership Programme

We are proud to offer you the following staff benefits through PORSE:

- Low ratio childcare - one adult to a maximum of four children
- WAIVED weekly administration fee
- NO placement fees
- FREE weekly playgroup, music sessions and outings
- Full and part time care with flexible hours and locations
- Daily journals that share your child's learning experiences.

Discounted childcare in your home, or your chosen Educators home



porse Growing little minds at home. 0800 023 456 porse.co.nz

Dealing with staffing surpluses

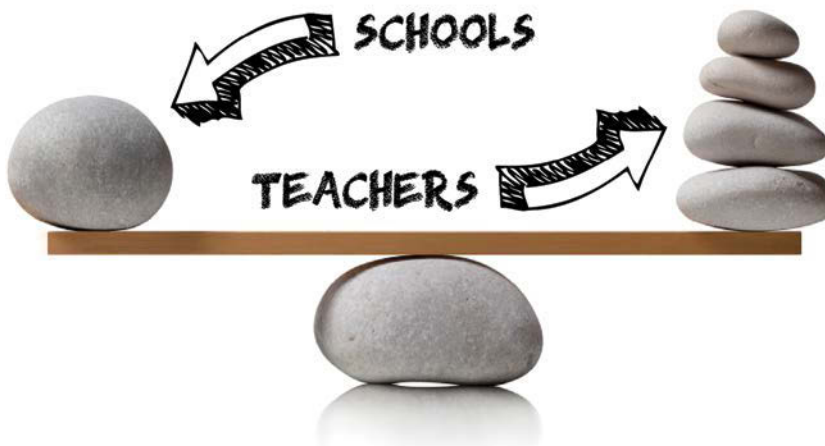
Information and advice from PPTA's intrepid field officers

At the end of term three, the Ministry of Education sends a letter out to schools with “provisional staffing” numbers - that is the number of teachers, units, and middle management allowances that it will fund in that school next year.

In basic terms, if student numbers have dropped in the past year or the projected numbers for Year 9 coming in the next year are expected to be lower than usual, then your school might be told it needs to lose teaching staff. The reduction of teaching staff is commonly expressed as full-time teacher equivalents (FTTEs).

Where a school is unable to meet reductions at the attrition stage, the employer then moves to the second step: calling for volunteers from the teaching staff. Anyone who is considering volunteering should speak with their PPTA field officer to check that they understand the options that are available. The employer has the final say over whether to accept a voluntary offer or not, dependent on curriculum and pastoral needs.

If attrition and voluntary offers are insufficient to meet the reduction needed then the school will need to hold a CAPNA meeting. This is the third and final step of the process. The employer in consultation with staff prepares a curriculum and pastoral needs analysis



Where the FTTE requiring reduction is more than 1.0 (that is, a whole teaching position) the employer has to follow the procedures set out in 3.9 and Appendix H of the Secondary Teachers' Collective Agreement (STCA), or 2.13 and Appendix 5 of the Area School Teachers' Collective Agreement (ASTCA).

Surplus staffing often causes anxiety among members so it is very important that the branch stays in touch with the field officer for the school for advice about the process and options available.

The reduction of staff requires a three step process. First the employer is expected to try to meet the FTTE reduction by “attrition”. This means that if the reduction is small and there have been (for example) resignations or retirements in the school, the process may stop at this point.

(CAPNA), which assists the employer to make decisions on which position/s and/or unit/s need to be disestablished based on objective grounds. PPTA has a surplus staffing nominee present at the meeting to make sure the process is correctly followed. The nominee is not a decision maker.

The surplus staffing meeting is in two parts. The first part is to make provisional decisions. The meeting is then adjourned to give affected teachers the opportunity to seek advice and make submissions. The meeting is then reconvened and the second part of the meeting is to consider any new information and make final decisions.

If your school is facing a surplus staffing situation we strongly advise that you contact your local PPTA field office for advice.

A look into PPTA's past

A series looking at education through the eyes of the PPTA journal

This month we travel back to 1987. Boards of co-ed schools were asked to conduct gender reviews in the third term of 1987 – to find out how many women occupied positions of responsibility.

The reviews were sought as part of a joint policy by the Department of Education, Secondary Schools Boards Association and PPTA, designed to increase the numbers of women in positions of power.

You may not be surprised to hear that some schools refused to take part and some simply didn't conduct the reviews. Notions of equality and sharing power clearly didn't sit well with some.

One (typical?) school had 22 men teachers and 24 women teachers. Men held 28 PR (positions of responsibility) units and women 8 PR units.

PPTA women's officer at the time, Helen Watson said the next steps were for women to apply for positions and boards and principals to appoint them.

We'd like to think we've come a long way!



Education for all

Fighting for a fully inclusive education system

Education for all is a human right, but in 2016 in New Zealand you might be hard pressed to tell that's the case.

The Education for All network is made up of disabled people, families, educators and service providers. PPTA is disappointed and frustrated at the continued lack of commitment to ensuring that disabled people have

access to a properly resourced and inclusive education.

On a bitter Thursday afternoon in September families and supporters rallied on parliament's steps to tell the government in no uncertain terms that every child in New Zealand deserves a quality, inclusive education.

Proposed changes to special needs funding means some students could

miss out – and that's on top of the thousands upon thousands of children around the country who are already being left behind.

PPTA is a supporter of the Education For All network and we will continue to advocate for a properly resourced, inclusive education for every child who has learning needs, and every other child as well.



Education for all – families and supporters rally on parliament's steps to support quality inclusive education