

PPTA NEWS

The magazine of New Zealand secondary teachers

Secondary teachers united
at paid union meetings
p 12-13



PPTA News



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Drawing strength from past victories

PPTA senior vice president Angela Roberts looks back at past industrial victories in the lead up to STCA negotiations



Angela Roberts | Senior Vice President

As it becomes clear to the general public where we are heading with our STCA claim some have looked back to the last time the sector had significant industrial upset and found some similarities.

A charismatic woman leads a recently installed Labour-led coalition, a new Minister of Education fresh with a wish to improve things, a recent victory over bulk funding and severe secondary teacher shortages driven by nearly a decade of cost cutting by National-led governments and unmanageable workloads. That is what we were facing in 2001 when I joined first joined the PPTA's national executive.

If you take the time to understand the claim you will understand it is not the colour of the cabinet that has determined the pay demands and workload controls, rather the depth of the supply crisis. And that is the critical

issue that connects us to 2001. There are lessons for both the government and our members as we look back to those negotiations and reflect on how it all played out.

In 2001, to resolve the secondary supply crisis, the PPTA STCA claim was for 16.4% and guaranteed non-contact. (Our pay claim in 1995 had been for 21%. The National coalition's offer of 2% became a settlement of 12.5% after six days of strike action). Labour began with a huge well of goodwill – and blew it. Both PPTA and NZEI were offered 2% and 1.5% over two years.

Facing industrial action the government agreed to non-contact time but dug in on pay. The PPTA executive saw nothing better could be achieved without more significant industrial action and took to members the government's 'best' offer at the start of 2002.

The first dam broke. Secondary teachers rejected the offer in anger and principals, frustrated in their pleas for pay rates that would allow them to avoid having to send classes home, backed the teachers. Five days of strikes, plus wild cat action, hit secondary schools. Administration and meetings outside school hours were banned. Eventually members were driven to banning extracurricular activity.

The second dam broke. Secondary students used cellphones to coordinate country-wide walkouts in support of their teachers.

With nowhere else to turn, the Prime Minister accepted our suggestion of an

alternative disputes resolution (ADR) panel, which had three independent members, and to be bound by their recommendations.

Later in 2002 the ADR panel recognised our evidence on secondary shortages and came back with a settlement that secured guaranteed non-contact time and a pay settlement of 12.1% over 2 years. The sector eased back into five years of industrial calm and settled teacher supply.

In 2018, as senior vice president, I see a more severe secondary teacher supply situation than 2001. I see principals' urgent appeal at last year's annual conference for a 5% salary boost for 2018 dismissed by the government. I see members who are angry and frustrated. I see the average offer just made to primary teachers and I find myself wondering if this government is simply doomed to try and repeat the mistakes of the past.

It may look like troubled times ahead, but that is OK because the lesson for us is that when we decide to stand, for the sake of public education and our profession, we win. We won an appropriate pay rise and locked in non-contacts in 2002. And we can do it again. When times get tough and new or struggling members are wavering, we must draw strength from victories of the past. If we stay true to seeking what is truly needed to resolve the current supply crisis we will keep our communities with us and we will make the progress required.

Kia kaha, comrades.



Newly minted executive member Angela Roberts in the thick of it during the 2002 industrial action.

West Coast schools sign up to support new teachers

West Coast establishing teachers co-ordinator Michael Waller and Westland High School principal Iain Murray talk about the importance of supporting teachers

All four secondary schools on the West Coast along with area schools have shown their commitment to the future of the profession by signing up to the Promise to New Teachers.

PPTA's Promise to New Teachers was developed as a way for schools to show their commitment to new teachers, giving them the working conditions that they need to thrive. Most teachers (77%) are employed in a temporary position and research shows teachers who do not have supportive and positive experiences in their first teaching jobs are less likely to stay in the profession.

West Coast establishing teachers co-ordinator and Westland High School branch chair Michael Waller said getting schools to sign up to the promise was a no-brainer.

"Why would you not? We need the best quality teachers here on the coast and you don't get that by offering less than the best quality contracts."

Once the headmasters/principals heard about the promise and about PPTA's endorsement of their employment practices once they signed, they were very keen Michael said.

"Staffing is tough everywhere at the moment with less and less people willing to risk a career in education. Principals are looking for any advantage

they can get at a time where staffing shortages are the norm," he said.

"There is nothing more important than the staff at a school. Without qualified and dedicated staff we can't bring out the best in our students. Whatever we can do to give staff security in their jobs means we are freeing all that energy wasted year on year on the fear of 'do I have a job? Do I need to start over again?' Instead that energy can be focussed on what we are good at. Bringing out the best in our kids."

Westland High School principal Iain Murray agrees, saying signing up to the Promise to New Teachers was the "morally right thing to do."

"It's becoming increasingly difficult for teachers, including young teachers, coming into teaching. It's a challenging and complex environment for them and the young people they teach. It isn't always easy for young people these days. It's not just teaching content, there is more social work involved. Skillsets are changing. It's not just about going to university and getting a science degree and a teaching qual. They have to engage with the community in a way that produces great outcomes for our youngsters and to do that they need mentoring and support. It's a good thing to do. It's the right thing to do," he said.

Iain also believes teachers' wages have stagnated and that the salary a new teacher receives does not do enough to encourage people into the profession.

"Teaching is a profession that has a huge impact on the lives of New Zealanders and the economy. You need to get the right people supporting them to do the best for our young people."

Iain recommends principals throughout the country take up the Promise to New Teachers. "It's a no-brainer if you really think about it. You need to look after beginning teachers. We need them in the profession. It's a partnership. I see it as a big whanau. At times we have our problems but we need to support each other through them."

His advice to principals wanting to support beginning teachers and staff in general is to talk to them.

"Talk to the union reps, make sure you are a union member yourself. Talk to staff about what's important to them and find out what support they need. You need to listen and be empathetic to people's needs."

Michael agrees. "Remind your leadership team and board that staff without one eye on an exit strategy can have two eyes on doing what you need them to do, bring out the best in their students," he said.

Information and resources on introducing the Promise to New Teachers to your school can be found on the Network of Establishing Teachers community page at ppta.org.nz or by emailing nets@ppta.org.nz



Partnership - Westland High School PPTA branch watches as principal Iain Murray signs the Promise to New Teachers

Support for teachers from all walks of life

PPTA general secretary Michael Stevenson attended the Canterbury Education Summit organised by education minister Chris Hipkins. He shares his experience with PPTA News

When I first saw the list of guest speakers, I thought the door was being left wide open for teacher bashing and a 'schools can do everything' attitude to prevail. But this was not the case.

The 800 other New Zealanders in the arena - from all walks of life - did identify issues with the current system, however they didn't blame teachers. Instead, the accountability lens was on what the government, communities and Ministry of Education should be doing.

How the summit worked

Only 10% of the working time was keynote speakers - 70% of time was working in groups of 10 and the remaining 20% listening to speakers in smaller groups. Participants selected one of six themes (you get to do four in total over the two days). These included: Ways of Learning, Ways of Teaching, A Thriving Society, Lifelong Learning, etc. That breaks the summit down into areas of 150 people. In the areas, there were seats and coffee tables with resources for groups of 10. The group exercise lasted for three hours, but there were breaks for 30 minutes to each go and hear a speaker before doing a two minute report back to your group.

This method of operating was heartening for many reasons. In the groups I was in everyone got on like a house on fire, despite being from totally different backgrounds. I was skeptical before the event, thinking participants would gravitate towards people like themselves, but it didn't happen. In my first group, the CEO for Horticulture New Zealand and I were the only pakeha. In my second group, I was the only male. And without exception, everyone was respectful of each other.

Ann Milne – We know we are not less intelligent than pakeha, so how come they don't know how to teach us?

The breakout speakers all seemed very interesting but I decided to volunteer for one I thought would be challenging. Of course, you would naturally think a big teacher bashing session was coming. Not so. In fact, Ann said you



New Zealanders from all walks of life attended the Christchurch Education Summit.

could not blame teachers. She said the Ministry of Education was to blame for cultivating generation upon generation of institutionalised racism in schools. Teachers got credit for doing what they could and government cuts to initiatives like Te Kotahitanga also got a mention.

When I reported this back to my core group, they seemed to agree. Richard (Ngai Tahu, on the board at his children's school, and a corrections officer) said he had heard about Te Kotahitanga on national radio and wondered why it had been cut, as previous board members at his children's school had said it was working well and that Māori achievement had gone up while it was in place.

Values exercise

Some readers will be familiar with values, after this topic was canvassed by Common Cause Australia co-founder Mark Chenery at I & O in 2017.

Around 5pm on Saturday the loudspeaker came on and we were told to stop what we were doing. A URL was produced and we had to log-on and complete a values exercise - "what values were most important to us?" Mark was correct, with people leaning heavily towards the intrinsic values of wellbeing/Hauora, equity, creativity and community. Extrinsic values such as competition and wealth barely got a mention. Even the value of "excellence", which we hear in education, was far down the list. It seems people just want children to be happy and healthy, with measurement falling off the menu.

Phillippe Callomb, CEO of wheretonext.com - What did I learn from preparing this summit and where to next?-

I was interested in the conference organisation side of all this, so couldn't resist going to see the main person running it. Phillippe said, and he seemed genuine, that this was the most open and sincere dialogue he had ever witnessed using this system. He said with large corporates and NGOs, people never warmed-up like this one had. He made mention that it was a very brave government and ministry that would open up a conversation like this as such relationships were normally based on power and control.

Key takeaways

- Despite being skeptical beforehand, this format for a summit really does work.
- I now have more faith in my fellow New Zealanders. I was quite taken by how similar our views on education were, despite coming from different backgrounds.
- There was next-to-no teacher bashing, although some attendees did blame the system and bureaucracy for failing some students.
- I believe Chris Hipkins is fair dinkum in terms of running the summits. It's big picture thinking and a brave process to run. He's not shying away from it and was present for every minute of the two days.
- The values selected were very heartening indeed, with wellbeing/Hauora being an obvious first

Penalising part-time teachers is a gender pay gap issue

PPTA member Amy Paulussen says paying part-time teachers less for equivalent work than their full-time counterparts is evidence of the gender pay gap in the state sector

This article was first published in The Spinoff Parents.

I recently returned to teaching. I'm not going to lie, with all the teacher-shortage and work-load-untenable news stories, I was daunted.



Amy Paulussen

And I've been relief teaching for a couple of years, so I couldn't even tell myself this was all media sensationalising, catastrophising, politicising – I was under no illusions that returning to teaching would be a walk in the park.

I took time off, as many do, after my son was born. And then a job opportunity took my husband to France, and by then I was pregnant with number two. Three years later we returned with middling French, a taste for Bourgogne, and dangerously expensive cheese habits. We had two pre-schoolers by then, and while my husband slotted back into his old job with remarkable ease, I was in a completely different situation to the one I'd left just a few years before.

In Paris, I had started taking my writing seriously, and I found an incredible community of writers. I wanted to find that here at home. I threw myself into the local writing scene and ended up doing a heap of volunteer work.

And then my youngest started school. It was time to get a regular paid gig. And I missed teaching.

I like spending my days with teenagers. I'm serious. I actually love it I like that I can help young people out, and see them learn and grow and tackle tasks they used to shrug off as too-hard, out-of-reach. Teaching is my jam.

But full-time teaching... maybe not. Evenings marking and weekends planning and extra-curriculars and meetings and parent-teacher interviews. On top of full-time work, when exactly would I have time to write? When exactly would I see my children?

A part-time job was the obvious choice. But part-time gigs in secondary schools are rare. Discouraged even. And there's a reason.

Warning: Here comes some dodgy math...

A full-time secondary teacher works 20 contact-hours a week. Twenty hours in a room with students. They get paid for five school-hours of non-contact time. This is when they're supposed to do marking and prepare lessons. On top of that are meetings, extra-curriculars, PD, duty, reports, conferencing with parents, phone calls home... you can imagine how it quickly sneaks up to well over 40 hours a week. But in theory, teachers are paid for 25 hours a week.

Teach for 20 contact hours; get paid for 25.

But for part-timers, non-contacts are unpaid. A part-time teacher gets paid for their contact hours. And that's it. That's all folks.

To be clear, I knew all this going in. I wanted to see if I could handle the jandal, juggle all the different roles I have. But so much for leaving behind volunteer work and taking up a good old-fashioned paid job.

Well, except old-fashioned is exactly what this is. The majority of part-time teachers are mothers (or grandmothers). The reason they're part-time is that they have children to look after, and full-time work is more than they are able, or want, to juggle. And that's fine, that's their – our – choice.

But what's the justification for not paying part-time teachers their fair share of non-contact time?

"We can't afford it," I've heard said. We being the government, the country,

the tax-payer. Afford in the sense that we prioritise other spending. Other things are more important than pay parity for women.

I've always thought I was rather lucky. I work in the state sector, meaning my pay bracket is tied to my level of education and years of experience in the profession. There's no room in this wonderful system for gender discrimination.

Oh, but would you look at that? We have found a way to sneak a gender pay gap into the state sector.

We have a crisis. We can't get enough teachers. Class sizes are erupting. Schools are desperate. And yet New Zealand likely has hundreds of qualified and experienced teachers – mostly women – who are leaving education. Lop 10 grand or so – a fifth of your salary – off the top and wouldn't you think about switching professions?

Yes, we need to tackle workload issues for full-time teachers and class sizes should be smaller and of course, teachers should be paid more. Not to mention all the support staff, without whom we could not possibly do our job. But those are some big fish. It'll take time to cook 'em through. And while I'm hopeful this government's already turned on the grill, the part-time teaching issue is, by comparison, a precooked sausage. Ten years ago, the Ministry of Education recognised this as a pay equity issue. It's well-past ready to serve.

According to the PPTA the issue has been argued for over 16 years, with no movement. In June of last year a pay equity case was lodged with the Employment Relations Authority. Still, nothing.

Pay all teachers their point-share of non-contact time. We can make part-time teaching a worthwhile option. We can snuff out a sneaky gender pay gap – and hopefully singe its lousy veneer of pragmatism. We can take this small step toward solving the teacher shortage. It won't fix everything, but it will invite qualified and experienced teachers to return to education – and stay for the long term.

Abridged – for the full version visit ppta.org.nz or thespinoff.co.nz

Full-time or part-time – equal pay in every way

The long road to equality for part-time teachers

In 2002, at the end of a hard round of negotiations for our collective agreement, PPTA secured non-contact time for full-time teachers for the very first time.

The news wasn't all good though, the government refused to include non-contact time for part time teachers, most of whom are women.

In 2004 we managed to negotiate a minimum level of non-contact for those teaching 18 hours and more.

In 2007 we negotiated a requirement for boards of trustees to "endeavour" to provide fully pro-rated non-contact to those teaching 12 hours and more.

Claims to provide fully pro-rated non-contact time to all part time teachers were rejected by the government in 2010, 2012 and 2015 and working parties outside the negotiations in 2007 and 2012 and discussions with

the Ministry of Education this year failed to achieve movement.

The ministry has actually gone backwards in its analysis of the issue since 2008. Back then they actually acknowledged non-contact time for part time teachers was a pay equity issue. Now they say it's just a problem that crops up here and there, and nothing to do with the fact that most part-time teachers are women.

In 2015, the PPTA executive determined that rather than make a further collective agreement claim for part-time non-contact time which would simply be rejected again, we would pursue the matter through the courts.

A legal case has been prepared with a group of courageous PPTA part-time members and has been lodged.

With PPTA support part-time teachers Leanne Donovan, Pam Foyle, Lisa Hargreaves, Debra Eno and full-time teacher and supporter Sarah Robinson

have lodged the case to address inequality for part-time teachers.

The Employment Authority decided that the case was important enough to be sent to the Employment Court. The Employment Court decided to hear it with a full bench (three judges, not one) and we are now waiting for a date for the hearing to begin.

We are not including a claim for non-contact time for part-timers this year. If we did, the courts would not address our legal case. We would then run the risk of another 18 months of negotiations getting us nowhere and having to restart the legal action over again.

When the court does make a decision the ministry will have to respond to that. If the court finds that the non-contact provisions are indeed a matter of pay inequity then the matter must be addressed and the money found to do so.



Leanne Donovan, Pam Foyle, PPTA president Jack Boyle, Lisa Hargreaves and Debra Eno ready to support part-time teachers

Outsourcing HealthCarePlus

PPTA general secretary Michael Stevenson shares his concerns over the fate of union owned, education sector insurance provider HealthCarePlus

Like a scene from Homer Simpson's nuclear power plant control room, 2018 got off to a highly questionable start for HealthCarePlus (The Education Benevolent Society – EBS). At the centre of this mess, the board appears to have dwindling confidence in its core business of providing primary healthcare products to education union members.



Ross Wilson

The board has proposed outsourcing HealthCarePlus' health insurance arm instead, and has put out a tender document calling for expressions of interest from the industry. The board proposes using the \$9 million of capital EBS holds, along with the annual return on investment, for "other educational purposes". There is yet to be any detail around what these "other educational purposes" would be.

This represents a sharp turn in events, as it was only the years ago the new board rebranded from EBS to HealthCarePlus and incoming chairperson Ross Wilson spoke to PPTA's 2015 Annual Conference about the society's strong credit rating (B++), healthy financial position and fantastic product range. Now a picture is being painted that EBS is all of a sudden unsustainable and exceeds the board's risk appetite.

If you're shocked and confused reading this, that's understandable.

What is HealthCarePlus?

HealthCarePlus is the trading name for The Education Benevolent Society Incorporated ("EBS"). EBS was started in 1963 to enable teachers, education sector members, and their families to access competitive insurance products to support their families' health and provide financial protection for unforeseen events.



HealthCarePlus is a not-for-profit incorporated society. This means that HealthCarePlus is owned by its members and any profits (called surpluses) are applied for the benefit of those members. Unlike a company, there are no dividends paid to shareholders.

The outsourcing proposal would be a major shift from what EBS has stood for since 1963, and they are yet to consult directly with subscribers about what's going on. What's worse? EBS currently holds around \$9 million of capital, most of which has been built up over the last 55 years from education union members' health insurance premiums, yet there has been no consultation about the proposal with rank and file subscribers to date.

At its May 2018 meeting, the PPTA executive discussed the outsourcing proposal and decided not to support it. The concerns included: loss of control of a major union benefit, no definition of what "other educational purposes" means in terms of how the \$9 million capital base would be accessed in the future, and a lack of focus on people



(EBS subscribers, staff and union members) in any of the board papers.

The executive thought the board should stick to its core business of providing education union members with primary healthcare products on a benevolent basis.

Since then the board chair Ross Wilson has taken a railroading approach, which has included instructing CEO John Seed to announce a Special General Meeting on 26 June with an aim of pushing the changes through.

Are you an EBS subscriber concerned about what you've read here about the changes and process the board is using? If so, your thoughts can be emailed to mstevenson@ppta.org.nz or directly to board chair Ross Wilson on wilsonross@xtra.co.nz and John Seed john@healthcareplus.org.nz

NCEA – have your say

Everything you need to know about the government’s review of NCEA

In December 2017, the government announced a comprehensive review of NCEA.

A seven member ministerial advisory group was appointed to identify opportunities for strengthening the qualification.

There are no PPTA representatives on the ministerial advisory group. However, we have six representatives on the NCEA Review Reference Group which acts as a 'sounding board' for the ministerial advisory group.

The six big opportunities

Information on the six opportunities up for discussion can be found on the PPTA website. They are:

- Creating space at NCEA level 1 for powerful learning
- Strengthening literacy and numeracy
- Ensuring NCEA levels 2 and 3 support good connections beyond schooling
- Making it easier for teachers, schools and kura to refocus on learning
- Ensuring the Record of Achievement tells us about students’ capabilities
- Dismantling barriers to NCEA

Members are also encouraged to read the NCEA Review Big Opportunities Discussion Document which contains details not found on the Ministry of Education webpages.

Public consultation

The review is now in the public consultation phase until 16 September 2018 and it is absolutely critical for teachers to get involved and make their voices heard,

The six big opportunities are not a foregone conclusion. Depending the feedback from the engagement process, these could all change, some could change or be dropped or they could all be implemented. At the same time, new ideas may emerge from the process. There are plenty of opportunities to make changes, so this is why it is critical as many teachers as possible become involved.

How can you engage?

PPTA will make two formal submissions. If you would like to have input to

these please contact your local executive member or NZSPC representative.

There are several ways you can personally engage. They include completing a short or longer survey, attending a public meeting, making a submission as an individual, a department, a school, a cluster or a CoL

Details of these can be found on the Education Conversation website (conversation.education.govt.nz)

Social media

The Ministry of Education is also watching discussions on social media

but you need to use their hashtags for them to be able to see your views.

Use these tags

#NCEAReview, #NCEAHaveYourSay, #EdConvo18, #NCEAMakeYourMark

Social media conversations will not be included in the formal analysis so may not inform the final decisions.

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

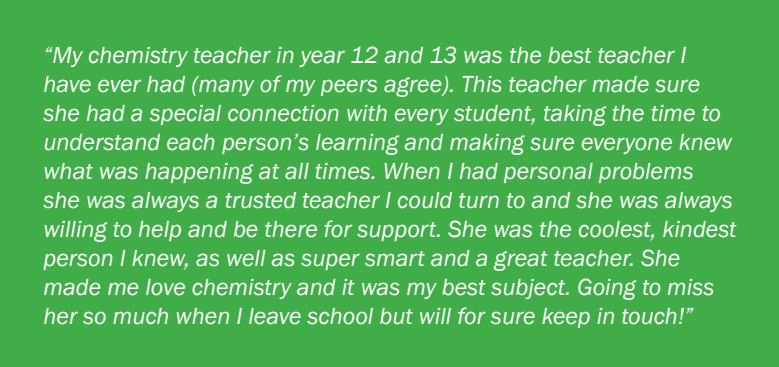


Bringing out the best and changing lives

As part of our Bring Out The Best campaign we asked people to share their stories about secondary



"I had an amazing teacher. My teacher was always helping me and knew I could do it. She helped me set deadlines for when I had to get something done, and it worked like a charm 😊"
Dean Mhazo



"My chemistry teacher in year 12 and 13 was the best teacher I have ever had (many of my peers agree). This teacher made sure she had a special connection with every student, taking the time to understand each person's learning and making sure everyone knew what was happening at all times. When I had personal problems she was always a trusted teacher I could turn to and she was always willing to help and be there for support. She was the coolest, kindest person I knew, as well as super smart and a great teacher. She made me love chemistry and it was my best subject. Going to miss her so much when I leave school but will for sure keep in touch!"



"My music teacher, Graham Campbell, showed incredible dedication to his job and his students. He gave me a piece of life advice that inspired me and shaped my future. "If I wake up one morning and think 'I don't want to come to school', I'll go straight to the principal and resign. You need to love what you do, otherwise you can't do it well." I became both a musician and a high school teacher, every day following his model to bring out the best in my students"
Cameron Stewart.



.....
teachers who made a difference in their lives. Here are just a few...



HELP US TO
**BRING OUT
THE BEST**



IT'S TIME TO
**BRING OUT
THE BEST**



LET'S
**BRING OUT
THE BEST**

"My teacher goes above and beyond by helping her students in every way possible. She comes in early and stays late just to help her students succeed. She has shown more dedication in my life and passion to her teaching than anyone in the profession that I've ever met. She does this purely out of the kindness in her heart, and I really appreciate her and everything she does for me and her other students."

"I am a year 13 student at Western Springs College and a teacher that has made a difference in my life and who I feel really lucky to have is my chemistry teacher, Kelly McCrorie. This my second year having Kelly as my teacher and she has made me looooooove chemistry. Her style of teaching is the best and she teaches in a way that is so easy to understand and is also very interesting. She respects everyone and gives people enough time to understand, instead of rushing ahead and leaving people confused. Kelly also has the kindest and bubbliest personality and is always happy. Because of this, it has honestly made all of her students love going to her class. I couldn't ask for a better teacher and I feel really happy that I am one of her students!!"



KIA
**PUAWAI
TE PAI**



LET'S
**BRING OUT
THE BEST**



IT'S TIME TO
**BRING OUT
THE BEST**

"I started working for What Now thanks to our great Drama teacher David Chambers. Teachers can create life-changing results"
Stacey Morrison



TEACHERS
**BRING OUT
THE BEST**

Claim overwhelmingly endorsed in PUMs

Secondary teachers are united in their expectations for collective agreement negotiations

PPTA members have voted overwhelmingly to approve the main claims they will be taking into negotiations with the government later this year.

Paid Union Meetings (PUMs) were held throughout the country for all teachers covered by the Secondary Teachers Collective Agreement (STCA).

PPTA president Jack Boyle said it was great to see the amount of thoughtful questions and robust discussion at the meetings, following the presentation of a claim that was two years in the making.

“The result of the vote shows that teachers have identified the solutions to the issues the profession is facing, and understand what can best be implemented through collective negotiations,” he said.

The claim is based on two main planks – fixing the teacher shortage and eliminating excessive workload.

This includes a significant pay rise (15%) on all rates from the date of settlement, a one year term and management unit values increasing to \$6000 and senior management allowances to \$1500.

Other claims include a high cost accommodation allowance and increased non-contact time.

“This was the culmination of two years of consultation, research and discussion and members overwhelmingly endorsed the claim,” Jack said.

Jack thanked all members, regional officers and executive members who attended or facilitated the meetings. “It is a big undertaking to get over 17,000 members together, so thank you for your contribution towards this,” he said.

“This is a once-in-a-generation opportunity for us as a country to get things right for every New Zealand child and the people who teach them. The solutions are known, there is political

support and budget surpluses are available. We hope the government will choose to use the money for the good of all New Zealanders,” he said.

What happens now?

Branches have been meeting across the country to make submissions to contribute to the claim.

The PPTA executive will meet in August to consider these suggestions before finalising the claim and the PPTA bargaining team will be meeting with representatives from the Ministry of Education after that.

Regular updates will be provided to members throughout the bargaining process via the members only section of the PPTA website.

Advice for branch chairs on running branch claim meetings can be found on the members only side of ppta.org.nz and questions emailed to stca2018@ppta.org.nz

Meet the field officers on your bargaining team

Last issue we introduced the staff and executive members of your negotiating team. This month we highlight your field officer representatives.



Derek Morris

Palmerston North
PPTA field officer



Jan Torrey

Palmerston North
PPTA field officer



Paul Benefield

Palmerston North
PPTA field officer



Jason Smythe

Hamilton PPTA
field officer

Paid union meetings cross generations

Counties Manukau regional Network of Establishing Teachers representative Stephanie Lowe and maths teacher Craig McFarlane share their perspectives on the issues teachers face

Stephanie Low and Craig McFarlane experienced recent Paid Union Meetings (PUMs) from opposite ends of the spectrum.

Stephanie as a representative for beginning teachers and Craig who, 40 years ago, sat on the PPTA executive that signed off on the association's first nationwide strike.

An English teacher at Pukekohe High School, Stephanie is in her third year of teaching. She is PPTA branch secretary at her school and regional Network of Establishing Teachers (NETs) representative for Counties-Manukau.

"I signed up with PPTA when I was training to teach but it wasn't until I attended the NETs conference in 2016 that I started to become interested in being a more active participant of the PPTA," she said.

In the lead up to the PUMs Stephanie and her branch chair Lisa Yuretich led a recruitment drive, succeeding in growing their branch. "We have an awesome branch chair and a really strong branch," she said.

"I think it is important to recruit members because PPTA allows teachers to have a voice and provides a sense of unity. The profession can at times be tough and sometimes you might not know what your rights are or the support networks outside of your school.

"I think the PUM was incredibly important because it was about getting all of the information across to the regional members, starting to have discussions about the upcoming negotiations and drawing awareness to the fact that if we are going to succeed in our goals we do need to be a strong collective," she said.

For the most part growing numbers was about communication, Stephanie said.

"It was all about keeping track of who was a member, promoting the branch within school during briefings and starting to have discussions with those who weren't members to let them know how to join (online or on paper) and what the PPTA could offer. By keeping track of the members and having discussions we were also able to identify those teachers who used to be members or trainee members and have them re-register or fully register with



At PUMs throughout the country PPTA members voted overwhelmingly to approve the main claims to be taken into negotiations with the government

the union," she said.

Stephanie's advice for others wanting to recruit members is to identify who you need to approach. "I found tracking membership at the school was a big help and letting the school know who the main branch committee members were enabled staff to contact them with questions."

Sitting down and having a chat with people about the union was good because it presented the opportunity to clear any misconceptions or answer questions, she said.

Stephanie says PPTA has helped her better understand her rights as a beginning teacher and provided a sense of unity. "It has helped reinforce the idea that you are not alone and that there is always someone to go to should any big issues arise. Attending the conferences and courses like Mahi Tika has helped reinforce this while providing the opportunity to meet other teachers around New Zealand," she said.

At the other end of the spectrum is Aquinas College maths teacher Craig McFarlane who, 40 years ago, sat on PPTA's national executive and voted on the association's very first national strike for a realistic living wage.

"It shook up sleepy New Zealand," he said.

In his 70s, Craig is still teaching. "Apparently there is a shortage of maths teachers. I wonder why?"

Craig joined PPTA in 1967 and was branch secretary and chair in the early 1970s at Kaitiaia College, regional secretary and chair in the mid-70s in upper Northland, national executive member for upper, central and lower Northland in 1977 and 1978 and a PPTA counsellor in 1979 to 1980.

"I championed the case for teachers of secondary school aged students in area schools to be paid the same as teachers in all secondary schools. It required a lot of travel and time away from my young family," he said.

In the late 1960s Craig taught at Hamilton Boys' High School where he described salaries and conditions as "dreadful."

"One had to go begging for chalk and newsprint. Two sticks of chalk per day was the maximum. The head of English gave up asking for more foolscap newsprint for his department and spent his own money on reams of paper at a stationary shop in town. Printing was done on a rickety hand-driven and messy Gestetner machine."

In 1978 Craig had the chance to help change these conditions when the PPTA executive had to vote on striking for improved salaries. "There had never been a strike in the history of the PPTA. I raised my hand in support of the motion but was aware of the consequences back in rural New Zealand," he said.

Angry anonymous messages were sellotaped to classroom doors and there were many heated exchanges of opinion, he said. "People were quite vocal in their opposition to the strike. They did not seem to be concerned about the shortage of teachers, they just wanted their Janet and John to be sitting in the classroom passing examinations. The strike however was reasonably effective and the government reconsidered their offer," he said.

Craig attended the Tauranga PUM and will be watching events unfold with interest and support.

Teacher shortages “a perfect storm” – principals

An annual survey of secondary school principals has found schools across the country are experiencing some of the worst teacher shortages since surveys began

New Zealand Secondary Principals’ Council chair James Morris says there is a perfect storm happening in education right now and our young people are bearing the brunt of it.



New Zealand Secondary Principals’ Council chair James Morris

“There is a wave of teachers about to retire and I’m embarrassed to say that we have reached the point where we are begging them to stay on, for another term, another year, until the crisis is over,” he said.

“Young graduates no longer want to enter the profession, the pay is far too low compared to what they earn in other careers and, of the new teachers who do enter the profession, nearly half burn out and leave within five years.”

Auckland Secondary School Principals’ Association vice president Richard Dykes agrees.

“Principals are increasingly frustrated and concerned that the teacher shortage is getting worse, not better. I want to place highly skilled and motivated teachers in front of my students, but this is getting harder and harder. I’m increasingly hearing stories from our members of schools having to cut subject choices, increase class sizes and timetable teachers into classes outside of their specialist curriculum area.”

“Auckland principals want to provide a world-class education system for our students and their families, but the worsening shortage of quality New Zealand teachers with the right skills

and experience, is making this ever more difficult,” he said.

Morris and Dykes agree the shortages are at crisis level and urge the government to put in place sustainable ways to attract and keep teachers in the profession.

Key findings

- Principals are more negative about the recruitment and retention of teachers than they have been since the end of the 1990s.
- About a third of advertised teaching jobs had no suitable applicants.
- Of all the teachers who left the profession 40 percent were retiring.
- There is a further jump in teachers being used out of their specialist area because specialists could not be found. Over 40 percent of schools have had to do so this year, the highest recorded since these surveys began.
- 8 percent of schools have no relievers. The average number of relievers is the lowest recorded.
- 20 percent of schools had to cancel classes or transfer to a form of distance learning because a suitable specialist teacher could not be found, the highest level since 1998.
- Schools mostly use teachers trained in PE, primary and social studies to cover classes and the classes most covered by non-specialists are maths, English and science.



Secondary teacher shortages have reached crisis point according to principals

Primary teachers meet to consider government's pay offer

An update on NZEI Te Riu Roa's collective agreement negotiations

Paid union meetings for NZEI Te Riu Roa members began on Monday 18 June as primary teachers consider the government's pay offer and vote to accept or reject and begin industrial action. Over 2000 members attended the first meeting at Manukau's Vodafone Arena.

There is increasing concern among primary teachers and principals that their students will suffer if major issues around teacher shortages and support for additional learning needs are not adequately addressed.

Most teachers are being offered a pay rise ranging from about 2.2 - 2.6 percent each year for three years.

NZEI Te Riu Roa lead negotiator Liam Rutherford said the offer was far from the 16 percent over two years that members had identified as being necessary to address recruitment and retention issues that had grown during the term of the previous government.

Workload issues had also been largely ignored, as had the request to fund a Special Education Needs Coordinator in every school, to assist children with additional learning needs. Principals constantly cite the desperate need for greater learning support for their students, and the huge pressure the shortfall puts on already overburdened teaching staff.

The ministry has offered pay rises averaging 4.3 - 4.7 percent per year for three years to teachers in their first three years of working. According

to 2016 figures, only 14 percent of teachers have been teaching for less than four years.

Steph Lamborn, of NZEI's New Educator Network, said beginning teachers she had spoken with were unimpressed by the offer.

"They see it as a short-term fix for a handful of the newest teachers. Teaching needs to be a viable long-term career," she said.

Primary school principals will also be holding meetings during the same period to consider their collective agreement offer.

The offer to principals also doesn't adequately address workload issues and includes a pay increase that varies from approximately 2.0 - 3.6 percent each year for three years depending on roll size.



NZEI members meet to vote on the government's pay offer.

Tomorrow's Schools Review

Ngā Kura mō Āpōpō:
He Arotake

What has
been the
impact of
increased
competition
between
schools?

How could we
improve the
way schools
work together?

What's working well? What's not?

How effectively
are boards
of trustees
working?

What changes are needed to our schooling system?

How well are schools meeting
the needs and aspirations
of every child that walks in
their gate, and how effectively
are schools supported by
government education
agencies in this task?

The Independent Taskforce
charged with reviewing the way
schools are governed, managed
and administered wants to hear
your views and experiences of the
schooling system.

Find out more and have your say at
conversation.education.govt.nz/tsr

Are enrolment
schemes working
fairly?

How can we
better assess the
performance
and quality of
individual schools
and the schooling
system as a whole?



Join the conversation



#EdConvo18 #TomorrowsSchools

Why are tax credits being given to A-List schools?

Retired teacher Guy Gifford shares his submission to IRD's public consultation on donations in integrated schools

Why is any tax-credit and GST-exemption being given to A-List integrated schools?

When poverty-stricken Catholic schools were given the life-line of integrating into the state school system in 1975, their situation was desperate. It seemed fair to give recognition to struggling parents of the personal contribution they were making to keep their schools afloat, and tax-credit seemed a reasonable concession if they were saving the taxpayer money. But that bears no resemblance to the situation with A-List schools integrating today. Why is the government offering tax-incentives to parents who want private education at government-sponsored rates? Parents at some of these schools are paying \$7000 and getting GST exemptions and 33% tax rebates. When the Private Schools Conditional Integration Act was introduced it aimed to lift church schools to operate at the level of state schools - parity was the aim, not superiority - but recent years have seen a complete reversal, and now integrated schools are the 'schools of choice', even if parents are not religious.

IRD attitude is this is still a donation, because there is no link between the payment and the service provided. This is nonsense. Parents believe they are contributing to 'enhanced education' (extra staffing, superior equipment, smaller classes, wider range of subjects and so on) but the IRD stoically repeats its mantra that to cut this donation would infringe 'their statutory rights to an education with a special character.' More nonsense - their statutory rights are to the base education provided by the taxpayer, their donation applies to the enhanced education they are seeking. The two elements have no connection that I can see.

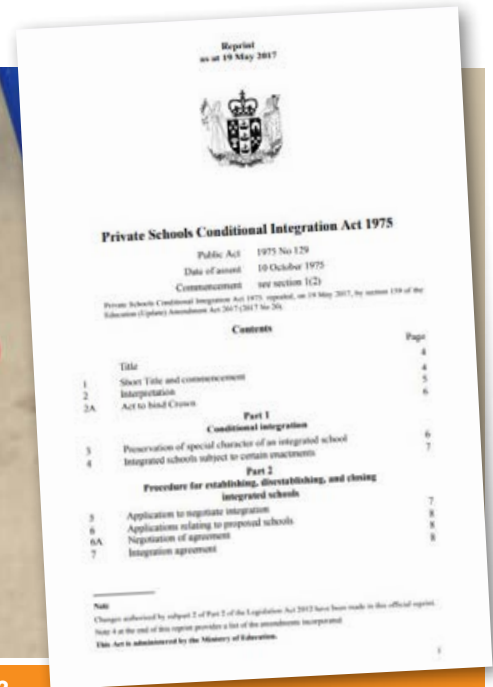
The intent of the act was that government would provide the teaching and the proprietor would provide the buildings. Over the years this distinction has become blurred and in a court hearing a judge decided that a new roof was maintenance, not assets. Ever since, the taxpayer has really funded almost all the maintenance and upgrading at the same level as a state school. So why do we still provide tax-credit for things the private school used to provide themselves?



When is a donation not a donation?

The intent of the act was that the government would provide the board of trustees (BoT) with salaries-grants and operations-grants at the same level as state schools, as long as the private school did not seek fees of its own. Donations were allowed, but not fees - nothing compulsory. But now the Ministry of Education is allowing proprietors (not the BoT) to raise funds for extra staffing, smaller classes, superior equipment, and all the trappings of private education. This is a disgrace, and the act was determined to prevent it. It has resulted in schools such as Wanganui Collegiate and Nga Tawa adding a margin to their boarding fees, and funding the BoT activities through that. The Office of the Auditor General Audit has already written to the ministry with their concerns that items that should be a donation to the BoT are in fact raised compulsory to the proprietor. Nga Tawa and Collegiate charge about \$6000 more than equivalent schools, and those funds are used for building projects or for extra staffing. They do this so they do not have to use the word 'donations' They are paranoid parents will not pay a donation, but if it is a boarding charge parents can hardly avoid it. As a result, parents are paying GST unnecessarily and do not receive donation receipts that they could use for tax rebate.

IRD now allows proprietors to seek donations for 'Special Character'.



This makes the definition of 'special character' pivotal. The act intended 'religious or philosophical belief' - that is; for Collegiate, the Anglican faith. But the MoE assists them by allowing professional sport coaching, non-teaching directors of arts and culture. Does it matter? Well, it gives the proprietor the opportunity to include sport/arts/cultural funding in the boarding fee, where all other schools consider this a BoT donation. And now the MoE has given approval for Wanganui Collegiate to seek donations towards 'upgrading and enhancing the boarding houses' as part of the school 'special character'! Why should wealthy parents be given tax exemptions for contributing to boarding? Don't state schools also provide boarding? What is religious or philosophical about boarding schools?

It seems unfair to me that each school is allowed to decide for themselves if something is a donation. I have always considered that taxation should be evenly spread, equitable. Not in the world of integrated schools. Each school individually decides if something should be described as a 'donation' or as a 'charge for Goods and Services'. Is that equitable?

(Abridged: For the full version email news@ppta.org.nz)

The Māori Electoral Option 2018

Māori roll or general roll? Now is your time to choose

The Māori Electoral Option is a chance for anyone who is of Māori descent and who is enrolled to vote to choose which electoral roll they want to be on – the general roll or the Māori roll.

It's an important decision. It affects who you can vote for to represent you and your area in parliament.

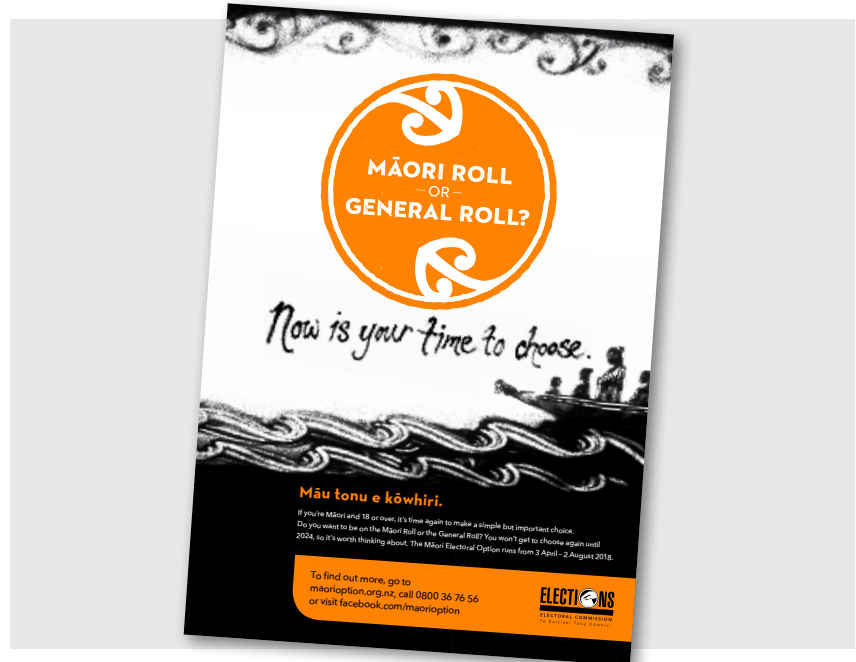
The Māori Electoral Option runs from 3 April to 2 August 2018. The next opportunity for you to change rolls won't be until the next Māori Electoral Option in 2024. If you're of Māori descent and enrolled to vote, you should have been sent a pack in the mail in early April.

If you're happy with the roll you are on, you don't need to do anything. If you want to change rolls, sign and date the letter included in the pack and send it back. If you lose your letter you can also use an enrolment form to change rolls.

If you don't receive a pack in the mail you're either not enrolled, your address

details are not up to date or we don't know that you're of Māori descent. You need to fill in a new enrolment form. Your choice needs to be in by 2 August.

For more information about the Māori Electoral Option or to get an enrolment form visit maorionoption.org.nz or call **0800 36 76 56**



Mental health & resilience: Teaching & learning activities

The New Zealand Health Education Association has published a senior secondary teaching resource to support learning in mental health contexts in years 11-13

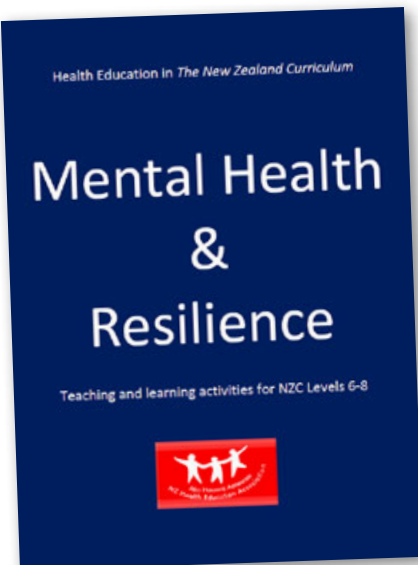
The New Zealand Health Education Association has a new mental health teaching resource.

It contains 90 activities spread over nine themes derived from the mental health key area of learning in the New Zealand Curriculum – mental health; social support; change, loss, disappointment and grief; stress; resilience; mental health issues; alcohol and other drugs; bullying, intimidation, and discrimination; and body image

The title of this resource, Mental Health and Resilience, draws attention to the importance of the concept of resilience when students are learning in mental health contexts at senior secondary level.

The resource is embedded in a teaching as inquiry approach. It is intended that teachers will use the resource as a 'pick and mix' of activities

that can be compiled in unique ways to plan a learning programme. It is expected that teachers will swap



teaching strategies from one activity with content from another, or substitute parts of an activity with their own ideas, and that the activities will provide inspiration and spark new ideas.

Teachers are encouraged to use their professional networks to highlight how they have adapted activities to meet their learners' needs, used ideas from the resource to design new tasks, and (with students' permission) share examples of learning artefacts to illustrate what learning in senior secondary health education looks and sounds like.

The resource was produced as part of the Ministry of Education 'Networks of Expertise' pilot project.

It can be downloaded at healtheducation.org.nz/resources/ and any queries emailed to admin@healtheducation.org.nz

Support for staff taking on extra responsibilities

Advice from PPTA's intrepid field officers on management units and allowances

Jo had recently taken on a number of new responsibilities and was struggling under the weight of the additional workload.

While talking to Beth over a cup of soothing hot water, Jo commented that she found it hard to say no when asked to take on new roles.

Beth was the women's rep for their PPTA branch and had previously been on their school's Management Units (MUs) and Middle Management Allowances (MMAs) committee. Beth reminded Jo of two things.

Firstly, that she could say no; or at the very least have a discussion about workload implications and remuneration before taking on additional responsibilities.

Secondly, that the school had recently completed its annual policy review of the principles of how units and MMAs are to be used and this included reviewing how units were allocated across the school. Naturally, the PPTA branch was a party to the review process.

Beth explained that at least 60% of the total number of MUs and MMAs had to be permanent. Units and allowances that are permanently allocated to a role are only available for reallocation if the staff member resigns or voluntarily relinquishes their role. Fixed term MUs



Making time for a cuppa and a chat about management units

and MMAs however can be applied when they become available.

Beth also explained the number of MUs and MMAs available to the school was determined by the Ministry of Education's staffing entitlement notification, which was received in September each year; and that the employer was required to consult with the teaching staff before determining the use of units and MMAs. For robust consultation, the school would ensure teaching staff had access to sufficient information to provide meaningful feedback on the allocation of units and MMAs and are given a reasonable opportunity to communicate their views to their employer.

Given Jo's new curriculum and pastoral management responsibilities, Beth encouraged her to put in an application for a MMA. Beth felt strongly that Jo's new responsibilities should be recognised, appreciated and valued.

Units and MMAs, and the requirement to consult, is provided for under STCA 4.3 and 4.3A or ASTCA 3.4 and 3.5. Genuine consultation does not necessarily require individuals' names to be used for the purposes of mapping the current unit/ MMA allocation, although we note that many schools find this useful. At minimum, the employer must advise all teaching staff of:

- the number of units/MMAs being funded by the ministry;
- how many of those units/MMAs are currently fixed term;
- whether there are any units/MMAs not currently allocated; and
- a breakdown of how the units/MMAs are allocated to particular positions within broader groupings of responsibility such as management, pastoral, and specific curriculum areas.

For more details on the best practice procedure for the application and allocation of Management Units and Middle Management Allowances, contact your local field office.

Letter to the Editor

It will be hard won, but it must be won

Retired principal and former NZSPC member Digby Prosser shares his thoughts on the upcoming collective agreement negotiations

From the perspective of a retired principal and active member of PPTA since 1967 it appears to me that successful enhancement of conditions in tune with changed social demands will require more than a gracious exchange of greetings.

We learned in 1968 -1969 we had to

be more militant than the government of the day expected and each major phase of improvement - essential for the health of state schools - will and has been hard worn.

You have my support but you will need to be uncompromising. As has been the case ever since PPTA was forced to

abide by standard contracts pertaining to NZEI it is difficult to achieve the necessary recognition - the cost of not doing so will lead to long-term low status for secondary teaching.

Stand strong - it will be hard won but it must be won

Ama Takiloa - PPTA Pasifika Fono lighting the way

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

The PPTA Pasifika Fono 2018, Ama Takiloa, is open to all Pasifika teachers and all teachers of Pasifika students.

Ama Takiloa means to light the way in the Tongan language. Ama is the torch and Takiloa is to lead into the future.



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

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

lighting the way in our classrooms. The fono will be both enlightening and motivational for those that work with Pasifika students.

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

Mangere, Auckland. The fono starts on Monday 16 July 2018 and finishes on Tuesday, 17 July 2018.

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



Pasifika teachers leading the way.

Look out for your membership cards

The 2018 PPTA membership cards have been dispatched and should be in schools now.

The 2018 PPTA membership cards have arrived in schools. They are a great way to identify yourself as a member and provide access to great discounts on a number of goods and services.

If you haven't received yours yet check with your branch chair or office staff. If you are still having issues please contact membership@ppta.org.nz



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