

# PPTA NEWS

The magazine of New Zealand secondary teachers

NET's ready for action  
page 12



## PPTA News



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## Our community is with us

PPTA president Jack Boyle gives a snapshot of what secondary teachers face as they negotiate their collective agreement.



Jack Boyle | President, PPTA

Recent weeks have seen four significant announcements in regards to the on-going negotiations of the Secondary Teachers Collective Agreement – the most dramatic of course that of our joint strike action with NZEI Te Riu Roa on 29 May.

The first was the NZCER report on secondary schools. It highlighted teacher shortages and growing workload pressures and made clear the effect they have on teacher efficacy and wellbeing. It also covered the lack of support for teachers dealing with the complex and challenging expectations of working with increasing numbers of vulnerable students.

For most of us this report was no surprise at all; it is our day to day lived experience and has been for a long time. Little wonder these issues are the cornerstones of our collective agreement negotiations.

For me it raises the question of how many reports we need showing that there's a problem before anything is done about it?

The second was the pre-budget announcement that more scholarships, more Teachfirst NZ places and more funding for alternative employment-based training pathways into teaching would be funded from next year. While this announcement does signal that the government knows there are serious teacher shortages, many of us wonder whether this announcement will actually improve the supply of teachers into classrooms; now and into the future.

Across social and mainstream media, many are questioning why there hasn't been the same attention from government to the issue of retaining our current teachers?

It is patently obvious that the reason there are teacher shortages is because:

1. the salary isn't competitive with other careers,
2. teacher workload is unreasonably high,
3. the attrition rate for newly graduated teachers within five years is incredibly wasteful, and
4. a growing proportion of our workforce are nearing or past retirement age.

We all know that more investment will be needed to address the issues our profession faces right now. Disappointingly, it's not looking like the government is willing to take that step just yet.

The third announcement is a consequence of that: Primary and secondary teachers across New Zealand have both voted overwhelmingly in favour of taking joint strike action on 29 May. Primary principals have also voted in favour of the strike, which will see the largest ever industrial action by New Zealand teachers, covering almost 50,000

members across the two unions. We are calling for a day of action for the future of education and are encouraging parents and the public to join us at events across the country.

Of course, all things being equal, most of us would probably rather the government just got its act together and took care of these things.

We know we are not alone. The fourth announcement (and perhaps the most hopeful) was the result of a survey of the public commissioned by both unions. Parents agree that our workloads are too high. They agree that teacher shortages are a major challenge facing our schools. They say we are underpaid and support significant pay increases, increased time and support...and they want the government to fix it.

In short, they are overwhelmingly with us.

So, while being at odds with the government is not what we had hoped for, we can be assured that what we are fighting for is what's needed.

The whole sector is united.

Our community is with us.

The government will have to listen – because only then will we be able to recruit and retain the teachers our children deserve.



Teachers want to bring out the best in their students and the community is behind them.

# We want change and we won't stop until we get it

Hutt Valley High School students Rhiannon and Ella talk about the next steps in the fight for climate justice.

On March 15 students throughout the country took to the streets for the Schools' Strike for Climate. Hutt Valley High School year 10 students Rhiannon and Ella talk about the future of the movement.

Hi, we're Rhiannon and Ella and we're in year ten at Hutt Valley High School. We're both passionate about our planet - and our futures - so we're not content to just sit back and do nothing while the world dies around us. If we don't act in the next 11 years, climate change will become irreversible, and neither of us is willing to let that happen.

### Why do we care? Why should we care?

We are both in love with New Zealand - it will always be our home. I (Rhiannon) love the water around NZ. So the fact that soon, the ocean will become too acidic and polluted for me to swim in is devastating. The fact that my sanctuary is destroying people's homes as the sea level rises, is inconceivable. But it's happening. Across the Pacific, whole islands have disappeared. This could be our future.

*We don't want to have to explain to future generations - if they exist - that because of us they no longer have the chance for a decent future*

One of my (Ella) favorite things is going on bush walks, listening to New Zealand's native birds. But soon these birds will become extinct, and the forests will be silenced forever. Many other animals will go extinct as well - scientists say that by 2050 half of all animal and plant species will be extinct. Many are already going - or have completely gone.

Storms are becoming more frequent, and more deadly. What used to be one-in-one-hundred-year storms are now happening yearly. Yet in other places huge wildfires burn, belching carbon dioxide gases into the atmosphere and further heating up the world.

We don't want to have to explain to future generations - if they exist - that because of us they no longer have the chance for a decent future. If we don't act, we won't have one either. This is our future and our inaction as a country, as a global community, is screwing that future up.

So we, the children, are asking you, the adults, to stop talking, and actually act. So we have the chance to be an adult too.

### What can we do?

One important movement is the zero carbon movement, which involves limiting global warming to a maximum of 1.5 degrees celsius. To do this we will need to cut all carbon emissions in New Zealand, and around the world, by 2050. Many of us were at the climate strike on March 15th, ditching school to tell politicians that what little they're doing is simply not enough. We still use 100 million barrels of oil EVERY DAY worldwide, and every year, 40 billion tons of carbon dioxide is emitted globally.

The government has talked about zero carbon for ages, but nothing is being done. We've been waiting for far too long. It's everyone's responsibility to work towards this target together - but many large businesses and corporations simply do not care enough about the future of the planet to do this, instead preferring to sacrifice it for short-term monetary gains. This is why we can't let this movement stop here. We can't stop until our country is at carbon neutral.

So what can we do, as individuals, to reduce our own carbon emissions and get New Zealand to carbon neutral?

The biggest sources of greenhouse gas emissions in New Zealand are the farming industry, the energy industry and vehicles that run on fossil fuels.

We need to consider changing our diet to eat less meat, or no meat at all. It takes 10 to 15 thousand litres of water, and 10 kilograms of grain, to produce one kilogram of beef.

We must also ditch our fossil fueled cars and trucks for bikes or public transport, or EV's. Four million cars are on the roads at the moment, releasing heaps of carbon emissions into the atmosphere daily.

### We need to act as a country

So that's what you can do individually, but it's not enough on its own. We need to act as a country.

*We, the children, are asking you, the adults, to stop talking, and actually act. So we have the chance to be an adult too*

Greta Thunberg is continuing to strike from school every Friday, in a movement called Fridays For Future. The global school strike was part of this. But many kids just aren't able to skip school every Friday. So we must find other ways to make our voices heard.

As of next term we are starting a movement at our high school, where every Friday we hold an event or protest at school to send the message we want more action on climate change. The first Friday we are holding an open mike so kids like us can have a voice. We encourage others to find a way to start a Fridays For Future movement at their own school so we can show everyone this does not end with one strike. We want change, and we won't stop until we get it.



Thousands of students packed Wellington's Civic Square on March 15 during the School's Strike for Climate.

# From discouragement to certainty

Biology teacher Annie Venkatesh shares how PPTA helped her gain a permanent position at her school.

After three years of working under fixed term agreements Bay of Islands College biology teacher Annie Venkatesh has the certainty of a permanent position.

“I feel happy and more confident being in a permanent position which gives me an opportunity to look forward and plan for the next academic year,” she said.

### From India to Dubai to calling New Zealand home

Annie began her teaching career in India. After graduating university with a science degree she developed a passion for teaching and was encouraged to do her Bachelor of Education. She taught English and science, specialising in biology, before moving with her accountant husband to Dubai where she taught in international schools for 11 years.

In 2004 they migrated to New Zealand for their daughter’s higher education and so Annie could pursue her teaching career. They were granted permanent residency based on their qualifications and experience.

“It took a couple of years to settle down in a new country with a different culture, but having moved to different places we were able to adapt quickly. Being fluent in speaking English was an added advantage. I did not rush into settling down and took a short break from my teaching to get to know the place and help my daughter adjust to her new school life here.”

After getting her New Zealand teacher registration, Annie began teaching in various schools in Auckland.

### Passion for teaching helped her carry on

Annie joined PPTA as soon as she started taking up long term relieving positions. “I came to know about PPTA and the wonderful work they do for the benefit of teachers and the student community. I joined PPTA as they provide advice, guidance and support for members about their conditions of employment,” she said.

As she started working in Auckland schools, Annie found herself on a string



Bay of Islands College teacher Annie Venkatesh.

of fixed term agreements. She enjoyed gaining experience and becoming close to the student community, but found it very discouraging to see these agreements terminated without any reason or advance notice after working hard throughout the year.

“But still my passion for teaching and my confidence in myself helped me to carry on with my new assignments,” she said.

### Support from local PPTA

When she joined her current teaching position last year Annie talked to her PPTA branch chair who approached their PPTA field officer who took up her case with the school’s management.

“With the excellent coordination and support of the field officer, Kendra Greenwood and the active participation of (branch chair) Esther van Dyke, my fixed term agreement was changed to a permanent position,” she said.

This has made a huge difference for Annie. “Every morning when I wake up,

I feel a positive vibe and I look forward to my day at this beautiful school where I am teaching now. I love the students at the Bay of Islands College and the staff and management who are truly amazing people serving the community. I feel proud to know we ‘teachers are worth it’ and so happy to be a PPTA member which truly stands for education.”

Annie’s advice for members in similar positions is to seek the help and guidance of PPTA. “It is always good to understand your employment agreement to know why you are under fixed term position. It is also good to visit the PPTA website to know more about appointments to teaching positions, especially the guidelines to the Employment Act 2000 for fixed term agreements.”

*For more information on fixed term agreements see the ‘Appointments to teaching positions in secondary schools’ section of [ppta.org.nz](http://ppta.org.nz)*

*See page 18 for Annie’s letter to the editor*

## Mythbusting ADHD

### PPTA executive member Austen Pageau busts some of the biggest myths around ADHD.

Northern Auckland executive member Austen Pageau delivered a presentation on attention deficit hyperactivity disorder (ADHD) at PPTA's Issues and Organising conference that was so well received he has been asked to deliver workshops in schools. He busts some of the biggest myths around the disorder for the PPTA News.

There would be few disorders present in our classrooms more widely misunderstood than ADHD. Thanks to decades of media mischaracterisation most of us have a distorted picture of what ADHD looks like. And that's not an indictment of teachers, I'm just as guilty. For most of my life I had a totally inaccurate view of the disorder, and I have it myself!

So a good place to start is to bust some of the biggest myths around it.

#### **Myth 1: ADHD is a disruptive behaviour disorder**

Actually ADHD is primarily an executive function disorder. It impairs the ability to prioritise, organise, self-motivate, manage the sleep-wake cycle, control emotions and impulses and use working memory. In fact only about one in four children, and one in 20 teens and adults with ADHD show visible hyperactivity. If you are looking for the child calling out, bouncing in their seat or wandering the room, you are missing up to 75% of the students with ADHD. The range of actual impairments can include time blindness, difficulty with mental arithmetic and struggling with sensory processing among many others.

#### **Myth 2: Kids with ADHD always struggle to pay attention**

The problem here is the name. There is no deficit of attention, there is a problem regulating it. That means these students can have both too little and too much attention. If they find something interesting they can get stuck hyper-focused on it, ignoring everything else they should be doing, even eating and sleeping. Spark their interest and these students will focus for hours, becoming instant experts on the topic.



Austen Pageau delivers an ADHD workshop at Okaihau College.

#### **Myth 3: ADHD is the result of... bad parenting, too much sugar, video games, etc.**

This myth goes along with the idea that ADHD is something new, something wrong with kids today. Actually ADHD was first described in 1798 and first got a name in 1902 (Moral Defect of Childhood!). We now know that it is mostly genetic and cannot be treated by dietary changes or more exercise. Sugar definitely isn't good for you, but it isn't the reason kids are hyperactive.

#### **What we can do in our classrooms**

So, with the myths out of the way, let's tackle what we can do about ADHD in our classrooms. The first problem we face is that ADHD is consistently inconsistent. Since the problem is largely with self-control and self-motivation all the symptoms can seem to disappear when the student is naturally interested. Often you see report comments like "He has so much potential, but never follows through" or "She performed brilliantly in the first assessment, then completely switched off."

The biggest problem these students and their teachers face is that we're using the wrong instruction manual for their brains. Most people are motivated by three factors: importance, rewards and consequences. If you are able to convince a student the task is important and they want the reward of credits, or fear the consequence of a

detention, they will usually complete the task. But these things will not motivate an ADHD student. Their brain has a deficiency of dopamine, the neurotransmitter which drives the reward system. ADHD brains have four different motivators, and tapping into these is the best way for teachers to help these students.

Two of their motivators are difficult to manufacture in the classroom. The first is interest. If they naturally find the topic interesting, they can focus. Obviously this one doesn't work all the time, and can be hard to maintain. The second is novelty. When something is new and exciting they can become really absorbed in it. But of course this, by definition, can't last.

That leaves us with the two you can manufacture in your classroom. The first of these is challenge. Students with ADHD love to compete, whether against their own past performance, or classmates. There are many apps students can use to gamify their lives, to create challenges like waking up on time, finishing homework, putting their books and pencil case somewhere they can find them. The immediate and constant rewards, the challenge to earn points, gives them motivation.

Finally there is urgency. This means the consequences for failing to act are both immediate and meaningful. Urgency only happens when an adrenaline rush kicks in. What this means is that students with ADHD need regular, daily check-ins with immediate consequences. They don't need people making excuses for them due to their disorder, they need extra accountability.

Most of all though, students with ADHD need understanding. The disorder cannot be an excuse, but it is an explanation. They need teachers to understand that ADHD is far more than a poor attention span and fidgeting. When they are late to school because of time blindness, when they struggle with audio processing, or develop anxiety and depression because of their emotional dysregulation; these are all symptoms of their disorder, not a character flaw. But with the right strategies and support, ADHD doesn't have to limit their potential.

Sources and resources this article is based on are available at [ppta.org.nz](http://ppta.org.nz)

## Cutting across cultural differences

Perry Petelo received a PPTA service award for his work representing Canterbury on the association's Komiti Pasifika.

Twenty years of active PPTA membership and dedication to promoting Pasifika student success have earned Canterbury teacher Perry Petelo a PPTA service award.

Throughout this time Perry has been active at branch, regional and national levels and was elected to PPTA's Komiti Pasifika where he represented Area 2 which included the Canterbury region.

It was this role, in which he attended national meetings to promote Pasifika student success and support for Pasifika teachers, which netted him the award.

He played a key role in Komiti Pasifika's work to lift national achievement levels among Pasifika students and address strategies to improve learning outcomes.

"Within the Komiti Pasifika group Perry is respected as an elder (Kaumatua) as he is a high chief in his own right," Canterbury PPTA executive member Bernie Lee said.

"Perry not only had a professional role within PPTA but he also had a pastoral role where he supported Pasifika teachers, especially if they needed clarification on issues and concerns. He could cut across the cultural differences helping Pasifika teachers understand the collective agreement and educational differences. He was able to oversee the cultural issues and protocols keeping people and protocol safe within PPTA structures," she said.

Perry actively encouraged Canterbury teachers to participate in PPTA activities and also took part in PPTA national conferences.

His involvement in the Komiti Pasifika group included shared responsibility for the planning, organising and running of all Komiti Pasifika conferences. He was also involved in running workshops, presenting, introducing/thanking guest speakers and was often called upon to do the prayers if no minister was present, she said.

"It is a pleasure to nominate Perry for this important service award. His modest, unassuming nature and humility are to be admired. He is a man of huge integrity and we are proud to have had him represent us. It is only fitting for us to be honouring Perry at this time and it is with pride we present this award," Bernie said.



Top: Canterbury PPTA executive member Bernie Lee presents Perry Petelo with a PPTA service award. Bottom: Perry Petelo (centre) receives his PPTA service award.



## Support for Canterbury

### PPTA has re-established a hardship fund for Canterbury in the wake of the Christchurch mosque shootings.

Our deepest sympathy and condolences go to all the victims of the terrible events of March 15 in Christchurch, their families and communities.

We extend our aroha and support to all our rangatahi, and whanau who will continue to be affected by this tragedy, to those in our Muslim community and of all faiths and ethnicities who may be feeling vulnerable.

PPTA members have asked if there is any way to practically assist those affected in Christchurch and to that end PPTA has re-established the hardship fund used in the wake of the Canterbury earthquakes. Individual branches, regions and members can donate.

The bank account number is:  
38-9017-0227157-01

#### Health and safety advice

Many students, teachers and communities around the country have been affected by the terror attack in Christchurch. The Ministry of Health has issued helpful advice for coping after a traumatic event which is available on the Health and Safety page of [ppta.org.nz](http://ppta.org.nz)

A collection of wellbeing resources has also been developed by the Ministry of Education to support the response and recovery following March 15 and this is available at [education.govt.nz](http://education.govt.nz) as well as the PPTA website.

For any further information email [news@ppta.org.nz](mailto:news@ppta.org.nz)



Kia kaha Christchurch – tribute art by River Jayden of Street Wise.

Photo: Blair O'Brien

## Laptop collection for Tonga

### PPTA's Komiti Pasifika is looking for used laptops to donate to Tailulu College in Tonga.

A Tongan college that teaches students of all abilities is looking for second hand laptops.

PPTA's Komiti Pasifika has received a plea from the principal of Tonga's Tailulu College for support in obtaining ICT hardware for its staff.

Tailulu College is a co-educational school affiliated to the Free Church of Tonga. It has a roll of roughly 400 students and is unique in that it is one of the few schools in the country that has an open entry policy.

In Tonga students sit a high school entrance exam across four subjects – Tongan, English, maths and science – with a total score of 400. Students who score between 270 and 400 are automatically given entry to the country's highest ranked secondary school, Tonga High School. So each school has an entry pre-requisite based on score. Tailulu College however allows all students to enrol.

"The majority of Tailulu's students are at the tail end and the work that teachers

and senior leadership has done has been amazing," Komiti Pasifika executive member Natalie Faitala said.

The college has managed to secure the funds to put up a wireless router and is using a new database. It needs laptops with wireless capability so teachers can enter their roll from their classroom. This means they can work with live data to follow up on students who are not at school.

"We do not want to inconvenience people and schools, however if schools are no longer in need of laptops with wireless capability, our school would definitely appreciate the assistance," he said.

Schools and PPTA members who wish to donate laptops can do so through their local PPTA field office. Their addresses are on the inside cover of this magazine.



Tailulu College.

# Revolutionising the way students learn maths

Wellington High School maths teacher Bernie Wills on the innovative new mathematics programme that won him an Education Hub Bright Spots award.

An innovative new framework designed by PPTA member Bernie Wills is revolutionising the way students learn maths.

The Pāngarau Waenganui programme places students at the centre, designing their own maths courses based on their personal interests and future career plans. Students control the pace of their learning and decide when they want to sit assessments.



“I know my students much better than before and have meaningful discussions about their future as they design their own individual courses,” Bernie said.

First trialled in 2017 with year 11 and 12 maths students at Hutt Valley High School, the framework netted Bernie a spot on the Education Hub’s Bright Spots Awards programme. This means he has been able to develop and extend the programme to be applicable to a range of schools, giving an increasing number of students a renewed passion for classroom mathematics.

### We were convinced we could do better

Bernie, who now teaches at Wellington High School, decided to pursue the project after a review of the maths programmes and results at Hutt Valley High where he was working at the time.

“We were alarmed at the way it had become okay for people to say they couldn’t do maths and that they weren’t maths people and were convinced we could do better,” he said.

“Our teaching was also ignoring the key competencies in the curriculum and their relevance to students’ futures and the skills needed for workplace success. I wanted to improve students’ understanding of maths so they could transfer their skills to different problems, rather than simply rote learn and pass a test.”

### A pathway students can tackle at their own pace

In 2017 the programme was trialled in a couple of classes at Hutt Valley High



Education Hub Bright Spots award winner Bernie Wills.

School and in 2018 it was extended to all the school’s year 11 and 12 students.

Pāngarau Waenganui allows students to design their own maths programme in consultation with their teacher. They can focus on algebra, statistics, or a combination of both, and can take it as either a one-year or two-year course. The programme is a pathway into year 13 calculus, statistics, or maths & statistics.

“We recorded short teaching videos covering a range of curriculum topics, which students could tackle at their own pace. Classes were then spent working directly with students, with academic mentoring and tutorial-style sessions built into the learning programme. Students could then sit assessments when they were confident they were ready,” Bernie said.

### No more ‘sea of blank faces’

All change is unsettling, and this appeared to be especially true when a new mathematical approach was implemented, Bernie said.

“Some took longer to realise the true flexibility of topic choice and assessment timing but after a settling in period most students achieved higher grades than previously. Very few had the negative feedback of failing an assessment because they only sat it when they were ready.”

This year Bernie moved to Wellington High School and has been able to see

the original structure of the course adapted to a different setting as Te Ara Pāngarau.

“I no longer lecture to a sea of blank faces and students’ questions are more focussed,” Bernie said.

“My focus has grown from one programme developed for one school, towards developing a framework applicable to a range of schools, and hopefully to subjects other than maths.”

### Acknowledgement and encouragement

Being a 2018 Bright Spots awardee was further acknowledgement that the project was worthwhile and encouragement to continue, Bernie said. “The support has been fantastic and hearing about the scope and innovation of the other four Bright Spots groups is inspiring.”

“I’ve used most of my award as release time to research and review the progress of the programme and to meet people to discuss further development of the framework. I have three Te Ara Pāngarau classes which offer the wide range of personalities expected and time to work with the other nine staff teaching the course.”

It’s taught me a lot. The application and interview process made me focus on the core purpose of my project and find ways to explain it to people who weren’t embedded in it. The Bright Spark mentors led us through a thorough planning process that schools rarely have the time or skills to undertake.

Bernie will be delivering presentations at various conferences and hopes to discuss the framework with new schools as well as strengthen relationships with schools and organisations that have already expressed interest. He also hopes to look at ways of implementing it in other curriculum areas.

Applications for the 2019 Bright Spots Awards are open from April 29 to June 14. The Bright Spots Awards support the development, evaluation and sharing of innovative practice in schools and ECE centres. For information and application forms visit [theeducationhub.org.nz/brightspots](http://theeducationhub.org.nz/brightspots)

## The purpose of education is to create possibilities

Manukura school's Shaye Witehera shares her 2018 Korimako/  
Senior English Ngā Manu Kōrero speech with PPTA News.

Growing up, and attending kōhanga reo, we all heard the myths and legends.

How Maui thought that Mahuika was too lit, and Tama Nui te Rā wasn't lit enough, or the endless feats of heroism for Tāne Mahuta.

Tāne Mahuta, the divorce lawyer for Rangī and Papa. Tāne Mahuta, the founder of IVF, creator of the first wahine. And we also have Minister Tāne Mahuta of Education who climbed not one, not two, but 12 heavens to retrieve the three baskets of knowledge.

Knowledge that would bring enlightenment and never ending possibilities to come! Tāne Mahuta knew right back then that the fundamental reason for knowledge and education was to create possibilities. It was the great equaliser.

But the tingling question now is, does education still create possibilities today? Well whanau, ladies and gentlemen, fellow competitors and our extraordinarily learned judges, look no further.....! Shaye Witehira in my abundance of wisdom have arrived - with all the answers!

International Educational expert Sir Ken Robinson quotes that "one of the roles of education is to awaken and develop powers of creativity." Yet it often tends to foster a culture of standardisation, resulting in a "one shoe fits all" approach, simply denying students meaningful possibilities.

Although education and schooling are different, they are very much intertwined. You see, schools drive public education and reflect our social values. The problem is, schools haven't serviced their cars regularly enough. And the car's mechanic, to put it bluntly, is an institutional racist.

The question needs to be asked, whose possibilities and whose social values does public education reflect? If we look at a child's colouring book, although we think the colour of the pages are blank, they're actually white. Like schools they dictate where the colours are permitted to go.

And as Dr Anne Milne says we enter most mainstream or 'whitestream'



Shaye Witehira.

schools with predetermined boundaries, promoting homogeneity, fostering a talentless environment, unimaginative, lifeless, and Eurocentric system of education.

Rather than thinking outside the box, we are forced to fill in the circles. Education today has become too comfortable with the status quo. Some prefer a learning environment of repetitive, unquestioning students. BUT education is more about questions than answers.

Swiss epistemologist, Jean Piaget said "The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover". Education is not the vehicle that drives us into the future, but the license that prepares us to take hold of the wheel and let us begin our own journey.

The challenge for us as Māori, is what does an education system that liberates the minds of its learners from the injustices of colonisation look like? Paolo Fiere a renowned critical educationalist referred to education as an act of freedom, one that revolutionises the mind.

The New Zealand Curriculum identifies five key competencies: Thinking, Relating to others, Using all forms of language, Managing self, and Participating and contributing to society. You see education is supposed to prepare us for life, not higher tertiary standards.

Imagine going to school, and your teacher says, "your task is to whakapapa to as many people on tinder as possible" Or "do you think learning about racism through To Kill a Mockingbird is more important than learning the history of the colonial land wars and the ongoing effects this has on Māori today?"

Now I'm not promoting tinder, or an empire strikes back invasion against the curriculum, but I am promoting the teaching of students to create social change, transform societal structures, and connect with their community.

If we have a personalised education system, that is creative, holistic and critical, then education will undoubtedly fulfil its purpose to create possibilities. However the fact still remains, there is still the long battle before te reo is recognised in schools and many of our students leave school starved of being Māori.

Education as Sir Mason Durie puts it "should be consistent with the goal of enabling Māori to live as Māori." If after all your schooling you still cannot participate in te Ao Maori, then your matauranga is not complete.

For far too long we have "advised" what education for Aotearoa looks like, it's about time we became equal partners. Māori didn't have to wait for the New Zealand Curriculum to release a report about what we should be learning, Tāne Mahuta sussed that for us centuries ago.

Before the Endeavour arrived instead of teachers we had tohunga, instead of classrooms, we had wānanga. Education can indoctrinate, education can oppress but true education can liberate the minds of its learners and I believe we need an education system that can foster relationships, enable us to engage with society as Māori, and prepare us for social action.

To finish, in all honesty this whole speech has just been the story of Moana. Where we as Moana are not happy with the same old education, and we see a brighter, revolutionised system beyond the reef.

So call up Maui, grab your heihei and paddle that waka to te whiti, because now, "we know the way!"

## NET-working, learning and activism

Inside the national PPTA Network of Establishing Teachers conference.

Around 80 new and establishing teachers gathered in Wellington during term break to talk wellbeing, workload, activism and social justice at the 2019 NETs (Network of Establishing Teachers) conference.

“As we fight for things like teacher wellbeing and workload and hear stories of burnout in young teachers, a conference in the holidays could go either way. But it was energising,” attendee Nikki Weston said.

“We are always told to listen to the veteran teachers, but it was so inspiring to hear from each other for a change and see other NETs confident in their abilities and passion for teaching.”

Fellow conference-goer Shannon-Mae Daer said it was an “incredible and warming experience” to network with and learn from other beginning teachers from across the nation. “Having a large focus on activism during the hui gives me confidence to lead my school in future industrial action. Kia kaha Te Wehengarua!” she said.

Attendees took part in workshops and listened to a range of speakers including Onehunga High School teacher Sofia Kaur on bringing community culture into your classroom, Former Kapiti College student Sophie Handford on leading the School’s Strike for Climate Change and union and social justice organiser Simon Oosterman on making activism visual.

Simon’s session include a rally on the streets of Kilbirnie, which was a highlight for many attendees.

“I LOVED being a part of the practice rally in Kilbirnie. So many toots for teachers!, Hanna Noeline said. “For many of us it was our first street rally so this was a great chance to experience it before we do the ‘real thing’ We all got awesome training from Simon Oosterman so we are now ready and equipped to get out there!”

Fourth year teacher Samara Doole (see opposite page for profile) said, with the upcoming strike action about to unfold, the conference sessions were a great way to start thinking about why



Talking activism, workload and social justice at the 2019 NETs conference

teachers are in this profession, why they are striking and why it might be seemingly unattractive to be a teacher at the moment.

“Ultimately we are striking for our students. If we can’t be at our best then how can our students get the best learning opportunities? As teachers new to this profession we have a huge role to play in emphasising how important education is, while also showing how much of a rewarding, exciting and purposeful career choice teaching can be,” she said.

Samara also had the opportunity to present at the conference, sharing the digital tools that are currently having a huge impact in her classroom in terms of collaborative critique.

This presentation was part of the ‘unconference’ portion of the programme. The most loosely

structured of the sessions, the unconference was about encouraging member participation and member-led workshops and discussions around the issues that mattered to them.

Participants took to this section with gusto, running sessions on; senior social studies and social action, mentoring vs form time, cultural responsiveness in class, critical theory in the classroom, cross-curricular teaching, mindfulness and wellbeing, creating memes and many more.

“Having this time to connect with others who are also starting out or teach the same subject as you, as well as being able to gain useful insight, advice and inspiration has been incredibly motivating. I have always left a conference, be it NETs or annual, with new networks of people and a USB full of resources from other teachers,” Samara said.

# You've got this

Fourth year teacher Samara Doole is passionate about visual arts, teaching and her students. She answers some questions for PPTA News.

Samara Doole is a fourth year digital visual arts teacher. Originally from Nelson she has taught at St Thomas of Canterbury College in Christchurch, Sancta Maria College in Auckland, Waimea College in Nelson and currently teaches at Palmerston North Girls High School

### What made you decide to become a teacher?

My own teachers from when I was at high school (Waimea College, Nelson) who I had the absolute pleasure of working alongside last year in the visual arts department. I loved high school and the sense of purpose it gives you when you're a student. I also, like many teenagers, struggled with my mental health behind the scenes and my teachers were an amazing, positive constant. Originally I wanted to be an architect, but when I hit senior school I realised physics and I were not friends so I was at a loss of what to do. I talked to my painting teacher and he suggested I become a high school art teacher because of my love of visual arts and also interacting with other people. It was like something clicked in me. From then on I have never looked back.

### How have you found it so far?

Teaching is so much more than just being in a classroom delivering content between school hours. Discovering just how much passion, work, effort, thought and energy it takes to be a successful teacher has been a journey in itself. I have found it challenging at times but mainly I have found teaching to be rewarding and so much fun.

I love being a visual arts teacher as you become more of a mentor as the students work on their individual projects. The work my students produce continuously surprises and amazes me, and, in turn, that encourages me to better myself and push them beyond what they thought they were capable of.

### What sort of issues do you see as specifically important to establishing teachers?

Workload. Teaching is more than just delivering the content you learnt



Samara Doole.

at university. You need to be able to build positive relationships with your individual students, cater to diverse learning needs, be on top of reports, push your top level students further, pull up your high priority students, keep up to date with moderation, choose and execute a meaningful teaching inquiry, make sure you are meeting curriculum standards, get to all meetings on time, make connections with whanau, reflect on your practice and implement new, exciting teaching strategies into your classroom to compete with the instant gratification that students get from digital technology. It's exhausting.

### What sort of support do you need?

The best support I have had as a new, establishing teacher is having people to go to when I have a question or need advice. I love being able to get in touch with a PPTA field officer or asking my colleagues. Also, the NETs network has been awesome to be involved with. Having a group of beginning teachers, who are going through a similar narrative in their profession, has been invaluable. In terms of "need" I would like to see more NETs events - whether nationally or regionally - where these connections can be made.

### Would you recommend teaching as a career to others?

Absolutely. I am now four years out of university and a lot of my peers, who studied towards different pathways, have already had a career change or are back studying. Not a whole lot of them love their job and instead tend to live for their weekends.

I love my job. I wake up in the morning excited to get to school, to see my students and get stuck into the projects and content that we are working on. Every day is different, every day faces new challenges, new experiences and new moments where a student succeeds and believes that they can. Choosing teaching as a career has been, honestly, the best decision I have made.

### What do you see as the big issues facing education?

Teacher burnout. This is the one main issue I see facing education at the moment, with the increase in workload being one of the main factors. I have only been in the profession four short years, however, already my workload has increased and expectations have risen.

### We live in a digital, instant world and that is the expectation across the board.

To really know our students and provide genuine, relatable, learning opportunities for each individual, building positive relationships is crucial, and that takes time and energy outside of the curriculum. I currently teach 130 students. That is 130 students whose backgrounds, learning needs, interests and strengths I need to know. In a practical subject, where students are working towards independent bodies of work, class sizes of 28+ are a huge factor in my workload.

### Samara's advice for establishing teachers

Samara has some great advice for teachers which you can read at [ppta.org.nz](http://ppta.org.nz). For our print version she leaves this advice: "You were meant to be their teacher. There is no one else better for the job! Enjoy your classes and enjoy your students. You've got this."

*Abridged – for the full version visit the PPTA News section of [ppta.org.nz](http://ppta.org.nz)*

# Talking women's rights at work

PPTA women around the country are discussing their rights at work with the aid of a new toolkit.

PPTA women throughout the country are adding their voices to the conversation around women's rights at work through a new organising tool.

At the end of term 4 last year a group of women from St Mary's College, St Patrick's College, Wellington College and PPTA national office took part in the Wellington region's first Women's Rights At Work (WRAW) chat.

Launched at last year's PPTA annual conference, the WRAW chat resource is a series of fun, simple activities to identify the challenges women face at work.

PPTA's Wellington women met for wine, cheese and chance to get to know each other.

Wellington regional women's coordinator Susan Haugh said the tool, developed by Australian organisation We Are Union Women, was a great way of getting women together to talk about their shared challenges.

"As the discussion developed in our first WRAW chat, we found that we had a lot

of things in common as women working in secondary schools, but we also found that there were unexpected differences faced in a boys' school than in a girls' school," she said.

"Above all the WRAW chat gave us the opportunity to consider ways that we could help address these issues and support one another."

At the same time WRAW chat sessions were also happening in Canterbury with one PPTA branch finding the process so worthwhile they held a follow up meeting.

Canterbury regional women's coordinator Jillian Woods said the Papanui High School branch identified a number of issues they planned to follow up with this year – one of which was about women teachers feeling okay about asking for time to go to their children's events when they clash with teaching time. The plan was to find a way to provide time for everyone in that situation through a volunteer system which they hoped to formalise.

The branch also planned to revisit the pro-rata non-contact time situation for part-timers with an eye to increasing it in the school.

"We are also going to ask for some PD time when all women in the branch can get together as it is hard to organise a meeting in break times or after school once the year gets going," she said.

### How can I get involved?

To host a WRAW chat you will need a group of women, a time and place to chat and a WRAW chat kit. The kit can be downloaded from the PPTA website (just search 'WRAW chat').

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

Gather up all the worksheets and either send them to:

WWRC, Private Bag 92 645, Symonds Street, 1150 Auckland

or upload photos or scans of the worksheets to the WRAW chat page of [ppta.org.nz](http://ppta.org.nz) (the files will go to PPTA communications advisor Matt Maguire who will pass them on.)



PPTA women talk the talk at the 2019 Issues and Organising conference.

# Domestic Violence – Victims’ Protection Act now law

## Information on the Domestic Violence Victims’ Protection Act which came into effect on 1 April.

1 in 3 women and 1 in 7 men are victims of domestic violence at some point in their life. Domestic violence doesn’t just stay at home but often follows people to work or school.

As teachers, you may see the impact of domestic violence not only on your colleagues but also on parents and students themselves. This is why PPTA supports the Domestic Violence Victims’ Protection Act 2018, which came into effect on 1 April 2019 and made changes to New Zealand law.

PPTA members and the association itself made submissions to the bill which fed into the new act and the association’s then women’s officer Eva Hartshorn-Sanders was involved in drafting the legislation.

The law changes provide employees affected by domestic violence, either in the past or currently, with some supports at work, including paid leave and an ability to request short term changes to working arrangements.

### Leave

The new law entitles victims of domestic violence to be able to request up to 10 days additional leave from work a year for reasons related to domestic violence. This leave is intended to assist employees

to manage the effects of domestic violence and make themselves and their children safe by enabling time for arrangements, such as moving house, attending scheduled court dates, and arranging care for their children, without risking their ongoing employment.

### Changes of working conditions

An employee, or a person acting on their behalf, has the right to request a change of working conditions on a short term temporary basis for up to two months including the ability to work from a different location and carry out different duties as well as variation of other terms.

Things that could be changed are; The place of work, hours of work, days of work, duties at work, specific contact details the employee must provide the employer.

An employer may require proof that an employee is affected by domestic violence and can refuse to meet a request if proof is requested and not supplied. While there are some specific grounds in law on which an employer can refuse a request an employer has to be reasonable in responding to, and accommodating, the request.

The new law now makes it unlawful under the Human Rights Act 1993 for an employer

to discriminate against someone affected by domestic violence.

For more information and eligibility criteria see the women’s network community page of [ppta.org.nz](http://ppta.org.nz)

### Other support

If you or someone close to you needs support and assistance because of domestic violence, these organisations can be contacted;

### Are You OK? [areyouok.org.nz](http://areyouok.org.nz)

Family Violence Information Line (0800 456 450) – For information about family violence, what it is and where to get help.

### Oranga Tamariki – Ministry for Children: [orangatamariki.govt.nz](http://orangatamariki.govt.nz)

Call 0508 FAMILY (0508 326 459) if you are concerned about a child or young person.

### Women’s Refuge: [womensrefuge.org.nz](http://womensrefuge.org.nz)

0800 REFUGE (0800 733 843)

### Shine – Making homes violence free in NZ: [2shine.org.nz](http://2shine.org.nz)

Free helpline 0508 744 633. Provides information to victims of family violence and also a training provider for the prevention of family violence.

### National Network of Stopping Violence: [nnsvs.org.nz](http://nnsvs.org.nz)

A network of community organisations working to end violence to women and children across New Zealand.



Members at PPTA’s 2017 Issues and Organising conference create a ‘pathway to safety’ to draw attention to the Domestic Violence Victims’ Protection Bill.

# Comparing education systems – NZ vs Finland

East Otago High School teacher Brett Smith has taught in both Finland and New Zealand. He shares his comparison of the two education systems with PPTA News.

Any simple comparative between two education systems, should always begin with opening salvos of statistics, vital for those imperially minded souls, and end with simplistic statements of what might work, and does not currently work.

Opinion must be supported by facts. The devil in the detail in any comparative is culture.

The facts: On the 2015 Program for International Student Assessment (PISA) which measures OECD countries education success based on mathematics, science and reading; New Zealand Scores 513 and Finland 531. The OECD average is 493.

## A complex reality

If anything above 500 is so good, what is the fuss? The reality is somewhat more complex. Given the significant investment in time and money on education, and developing literacy and numeracy, NCEA etc, then why do we not top the PISA ratings? Is it monetary investment?

According to OECD data on spending as a part of GDP, on primary to post-secondary (not tertiary) education: New Zealand spends 3.8% of GDP; heavy hitters like Finland 4% ; Japan a mere 2.5%. However, before we get bored with statistics, we need to understand what each country spends per person on education. If we look at Japan with small family sizes, we can well understand the low GDP spending. In 2014 Finland spent US\$13865 per upper secondary school student. We are not comparing apples with apples, New Zealand's GDP per capita is about \$5500 lower than Finland's.

## In Finland education is a legal right

In Finland education is a legal right. Students begin at age 6 with a compulsory year at pre-school, before beginning their nine-year basic education program at age 7. In this phase there is no rigid education system of assessment. When assessments and tasks do occur it is so families and teachers understand where a student is developmentally,



## Can New Zealand classrooms keep up with their Finnish counterparts?

and if additional help is required. At basic there is little home learning, Finns expect their children to learn through play afterschool, and by interacting with adults in a positive way.

After basic education of nine years, most students move on to upper-secondary, which has both general and vocational pathways. Here a formal matriculation examination is held to determine access to tertiary education. In Finland the focus is simple: students are allowed to determine their own educational path, and that should never lead to a dead end.

## Schools and communities work collaboratively together

There are other interesting facts about Finland's schools such as: science classes are not allowed to have more than 16 students, so there is real opportunity for practical experimentation. Thirty percent of students in Finland receive additional help to progress, and there is little or no stigma attached to that. By and large the Finnish education focuses on quality teaching and learning for each respective child.

Schools work collaboratively together, there are few private schools. Teaching is well supported by the community at large –Finns expect to support their schools and teachers, there is little of the culture of blame we find here in New Zealand. Teaching is a sought-after career, most teachers have a Masters degree. The profession is well resourced, class sizes are smaller than New Zealand's, and teachers are given ample time to complete lesson planning and other administrative tasks.

## What can New Zealand learn from Finland?

Can we in New Zealand learn anything from Finland? The answer here is very complex, and has as much to do with cultural translation.

In New Zealand, we report on three levels of NCEA. In simple terms, we are using vast resources to accomplish the same outcomes as the Finnish matriculation exam! In addition, we have fewer resources left to support student learning. Is it better for a student to leave school as a functioning literate than to have level 2 NCEA, and not be able to read?

In comparison to the league table driven success, reporting school success would have to change. For example: schools would report successful outcomes such as; How many students at the school went to work, technical training, gained an apprenticeship, gained University Entrance, are functioning as literate citizens –these are real outcomes.

## Will we do what is right to support all our students?

Never underestimate the power of the careers teacher and form teacher. If we adopted a Finnish style of education, adapted to suit the needs of our learning communities, this role will assume greater importance. Likewise, so will social supporting mechanisms. Our students would be fed at school, and likely treated medically and emotionally at school –no more ambulance at the bottom of the cliff.

We as teachers would have to learn to work in clusters, not just as departments, but as supported communities of learning. We would demand respect. As we would have responsibilities, so too will the parents have responsibilities as would their children; no more: 'blame the teacher'. Instead, this would become: 'look at ourselves –how can we (together) do better? It is a brave new education world, the final question must be: 'continue as we are, or will we do what is right to support all our students?'

Abridged: For full version and sources, visit [ppta.org.nz](http://ppta.org.nz)



## A teacher and activist who influenced a generation

PPTA general secretary Michael Stevenson reflects on the life of a teacher who brought out the best in his students.

Bernard Joseph Downey, teacher and social activist – born 14 March 1947, Nova Scotia, died 21 March 2019, Nelson.

Bernard was a teacher and social activist who influenced a generation of economics students at Nelson College from 1983 until his early retirement in 2010.

Mr Downey had a unique pedagogy – teach his students three pieces of information at the start of the period, then move on to discussing the environmental, economic, political and social issues of the day. Mr Downey would even swap sides halfway through an argument with students if he thought the debate could be prolonged. For a square peg in a round hole at Nelson College in the mid-1990's, Mr Downey was the dream teacher, with the pros and cons of the neoliberal economic agenda under his microscope in every lesson.

It was Mr Downey who got us thinking about the life issues we needed to be thinking about. What would our tertiary education look like with the introduction of student loans? And 10 years before my first internet connection, he quizzed us on whether we would be using books or something called the 'web' after we left school.

Mr Downey took a wide view of the curriculum and we were so much better off for it. He taught us that life extended well beyond Nelson and New Zealand as he drew on examples from his international travel.

Later in life, I learned of Bernard's social activism both in the Nelson College branch and more widely. He took the issue of corporal punishment head-on, expressing his views on what he saw as a barbaric action, refusing to use the cane himself and withdrawing his presence when others saw fit to use it.

Bernard was also well ahead of his time in terms of cultural responsiveness, having taught in the Hokianga as a young Canadian immigrant before moving South. He would speak of the manaakitanga seemingly bestowed to him as a teacher - 15 years before I would hear the word used again.

It was a privilege to have been taught by you, Bernard. Thank you for your contribution to my life.



**Top: Bernard Joseph Downey 14 March 1947 – 21 March 2019.  
Bottom: Bernard Downey influenced a generation of Nelson College students from 1983 to 2010.**

## Professional dilemma

Information and advice from PPTA's intrepid field officers.

Sarah contacted her field officer to express her frustrations about whole-staff, compulsory professional learning and development (PLD).

She had a compelling argument. A senior manager told her, "I don't think it will be too onerous."

"But that's the point," Sarah said. "I want it to be challenging and thought provoking."

Compulsory, whole-staff PLD made her feel ignored and frustrated. It wasn't meeting her needs. As she put it: "What is the school asking of its students? To be responsible for their own learning and to be independent learners. How about applying that philosophy to its staff?"

The school had whole-staff PLD on Wednesday mornings, four times a term. There was a committee of senior and middle managers who planned the sessions and presented them. Occasionally an outsider would be brought in.

Sarah had approached the principal to express her frustrations. She had put in writing a view that staff should be

pre-tested before being offered PLD and given a choice about what PLD they did. The principal was sympathetic, but insisted that all staff had to take part – the PLD was too important to the school for anyone to miss it.

In a meeting with the principal Sarah's PPTA field officer asked whether Sarah could become part of the planning team for PLD and have an opportunity to introduce some of her own ideas.

The principal thought this was an excellent idea and it was arranged. When the field officer spoke to Sarah a month later she was much happier about PLD.

That was Sarah's problem solved, but frustration with whole-staff PLD is a common thing for field officers to encounter in school staffrooms. It is a huge issue in schools but most teachers just put up with it because they don't think they can do anything about it.

If PLD in your school is not achieving its purpose, or is excessive, hold a branch meeting and have a deputation meet with the principal. New ideas can be presented and individual choice can be introduced. If this is not effective then contact your local PPTA field office.

## Hats off to PPTA

Biology teacher Annie Venkatesh shares her appreciation for the PPTA team that helped her become a permanent staff member.

I moved to New Zealand from Dubai in 2004. I took a break for two years to help settle my daughter and then began my teaching jobs in various schools in Auckland.



Photo by Helloquence on Unsplash

Annie Venkatesh is a happy teacher.

I was a PPTA member all along. But sad to say, I applied for teaching positions, a permanent one, in vain.

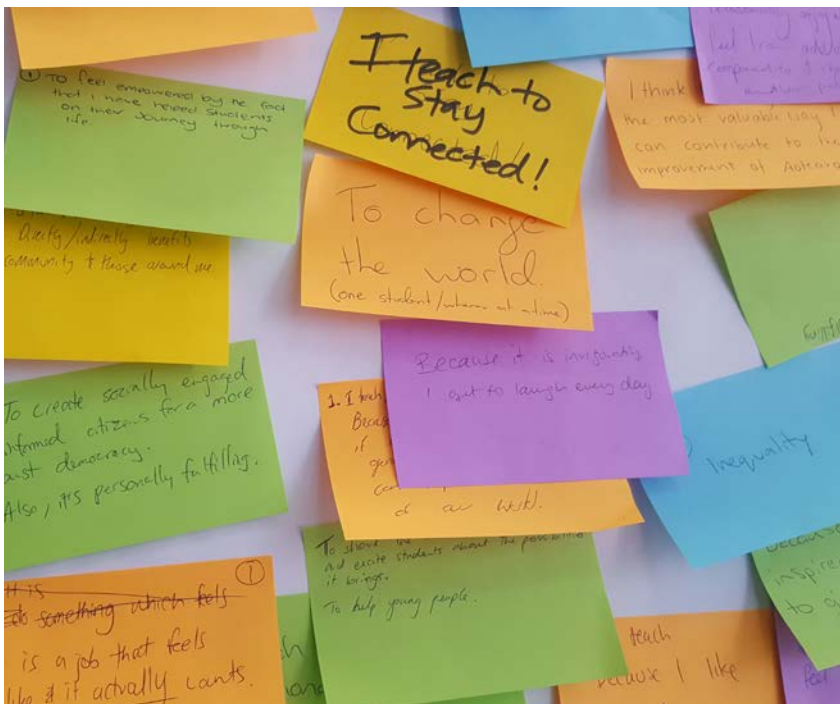
Then in April 2018 I applied up North and happy to say, PPTA came to my rescue and I have been made permanent staff since. Looks like PPTA up North are doing a great job. Thank you. You have definitely given me an opportunity for a teacher who is not only passionate about teaching but takes personal interest in students who then can be proud of who they become in future.

Hats off to PPTA once again and you are to be re-named Project Platform for Teachers' Advantage.

Happy Teacher

Annie Venkatesh

Do you have something you would like to share? Email [news@ppta.org.nz](mailto:news@ppta.org.nz)



PLD should be challenging and thought provoking.

# Demystifying Digital Technologies within Technology Education

FOR TEACHERS,  
BY TEACHERS



## Practical understanding of the new Digital Technologies areas in the revised New Zealand Technology curriculum for New Entrants to Year 10 teachers.

This is a three day course full of hands on, practical digital technologies workshops you can implement in your class. It will introduce you to a variety of Digital Technology concepts and activities that you can implement in your classroom.

No matter what your experience or class level, if you would like help implementing the new Digital Technologies areas of the revised Technology curriculum then this is for you!

- unpacking the new Digital Technologies content
- understanding Computational Thinking
- making sense of Designing and Developing Digital Outcomes
- integration across the NZC learning areas
- fitting digital technologies content into the existing three strands of technology
- practical ideas for implementation in authentic contexts

### Course details:

|                     |  |
|---------------------|--|
| Dates:              | <b>17 – 19 July, 2019</b>  |
| Venue:              | <b>CQ Hotel, Wellington</b>  |
| Planning Committee: | <b>Ceri de Boo, Julie McMahon, Iain Cook-Bonney, Wendy Slatter</b> |

| Registration fees:   | Early Bird fee:     | Full fee:       |
|--|---------------------|-----------------|
| Early Bird fee applies if paid on or before <b>17 May 2019</b> . | <b>\$340.00</b>     | <b>\$440.00</b> |
| Registrations close:   | <b>14 June 2019</b> |                 |

*Registration fee includes course and catering during course time.*

### Accommodation costs:

|                                   |                 |
|-----------------------------------|-----------------|
| <b>Accommodation – Single</b>     | <b>\$430.00</b> |
| <b>Accommodation – Twin Share</b> | <b>\$240.00</b> |

*Accommodation at CQ Hotel, 223 Cuba St, Te Aro, Wellington, for the nights of 17 and 18 July 2019, including breakfast.*

### Travel subsidy:

*TRCC subsidise teachers' travel as per our travel policy (see website for details) for the first 15 Early Bird paid registrations for this course.*

For more information and to register online please visit [www.trcc.org.nz](http://www.trcc.org.nz)  
call 0800 872211  
email [info@trcc.org.nz](mailto:info@trcc.org.nz)



# PPTA membership alert

## Have your details changed?

### New job? Changed schools? Let us know!

We have important information to share but we can only get it to you if we know how to find you. If your contact details have changed please let us know.

### New email address?

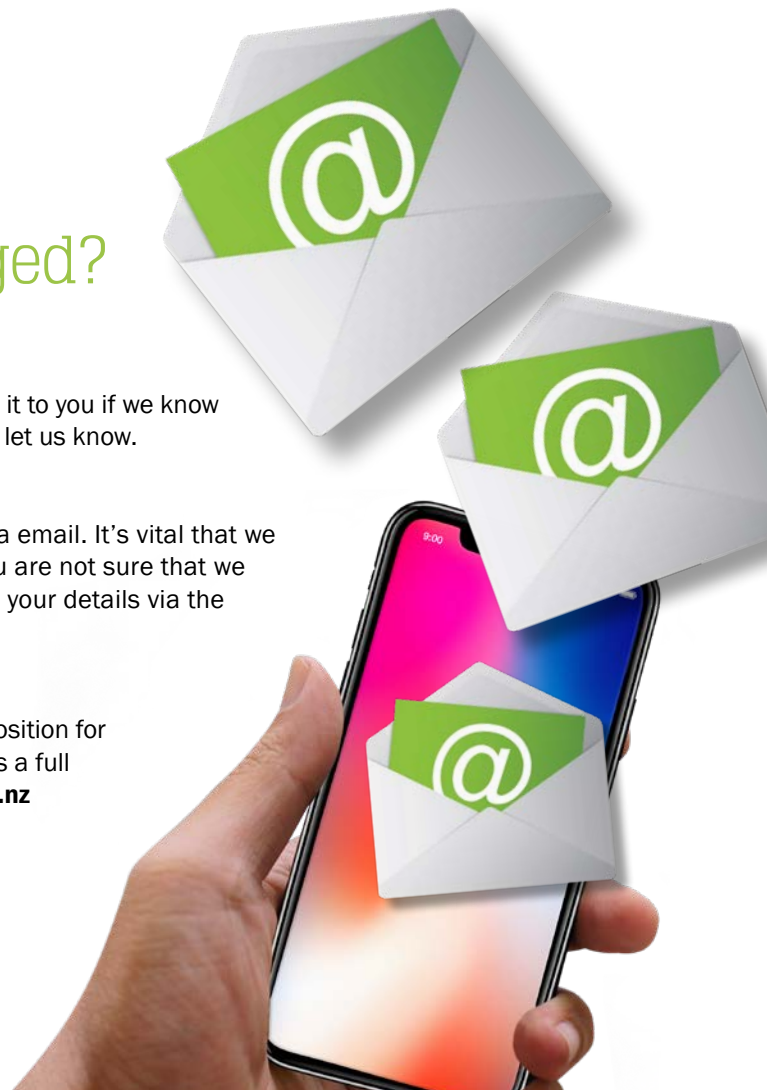
During this industrial round we may be polling members via email. It's vital that we hear from you so if your email address has changed, or you are not sure that we have it, please contact **webmaster@ppta.org.nz** or update your details via the member dashboard of **ppta.org.nz**

### Starting teaching?

Teacher trainees – if you've been appointed to a teaching position for 2019 please remember to fill out an application to join us as a full member of PPTA. Look for the Join PPTA section of **ppta.org.nz**

### Leaving teaching?

If you are resigning from teaching please let us know so we can remove you from our membership records. Honorary PPTA membership is available. For more information email **membership@ppta.org.nz**



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

The PPTA News is available online and via email. Sign up through the PPTA newsletters page at **ppta.org.nz** or look for the web version under News and Media.

If you no longer wish to receive a paper copy of the magazine email **news@ppta.org.nz** and we will arrange for fewer copies to be sent to your branch.

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

