

PPTA NEWS

The magazine of New Zealand secondary teachers



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PPTA News



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Somebody is thinking of the children

Bulk funding threat – the lack of facts speak for themselves



Angela Roberts | President, PPTA

“It's so easy for propaganda to work, and dissent to be mocked” - Harold Pinter

It is a little tiresome to see the usual knee-jerk reactions to the news we are bringing the funding review debate to our members. As we prepare to show leadership and bring cabinet's funding proposals, warts and all, to our communities the habitual retorts roll out – “The unions are full of propaganda and ideology! The unions are only interested in protecting the status quo! And won't someone think about the children?”

In recent weeks the Ministry of Education has taken a funding review roadshow around the country that presented not one potential risk or disadvantage. In fact, there was a surprising lack of detail in any of their proposals and the presenters struggled to answer the questions that came from the floor. Did they intentionally avoid giving details so that people couldn't clearly see how the models will (or won't) work? Surely not? Was it simply that they don't really understand how schools function and have been unable to flesh out the details nor anticipate the unintended consequences of their plans? Much more likely. It doesn't really matter which it is, the result is the same. In the absence of evidence, detailed design proposals or any modelling we are all left to interpret these 'proposals' for ourselves.

The facts, or more importantly, the lack of facts, speak for themselves – a bunch of meetings showing some pretty slides with a few bullet points and the consultation is done. Unfortunately, when we fill in the gaps we are accused of 'misrepresenting the facts'. And when we take the time to work through the possible consequences for our teachers, our schools and our students we are accused of cranking up some vast propaganda machine. The minister conveniently gets caught up with semantics rather than listening to the sector's concerns. How lazy.

The other accusation trotted out whenever we object to a daft idea is that we have a history of being prepared to go to any lengths to protect the status quo. If that were the case, why have we seen our members leading the development and implementation of curricula and a qualifications system that are envied around the world? And why have we engaged in rolling out resources to support collaboration between teachers and schools? While we continue to push back against the significant issues that have arisen from these world-leading initiatives we also continue to engage. This shows that

the profession, through our union, is and should remain at the heart of any policy design and implementation. Our commitment to working towards a better education system that is most able to respond to the needs of all our students is a matter of public record – rest assured, someone is thinking of the children.

Wouldn't it be great if testing a proposal with the profession wasn't about being seen to be ticking the consultation box, but instead understood to be the sensible thing to do. That any dissent is taken seriously as a valid, evidence-informed, argument rather than an ideological reaction.

Having the minister and cabinet reject the proposal to bulk-fund teachers should not be seen as simply capitulating because the unions are grumpy (as some commentators would like to describe it). Rather it would show an understanding that we know more about how schools work and the unintended consequences of any policy as it rolls out through the system; a clear demonstration of cabinet's collective intelligence and integrity.

Fingers crossed.



“Excellent! So that's all agreed, then! All we need do now is draft the consultation document.”

A chance for children

PPTA News visits a secondary school for teen parents

Five young women are busily tweaking essays, checking punctuation and worrying about their marks. They could be any group of teenage students, but these girls have more responsibilities than most.

Nikki has a two year old child, Dahlia is 17 weeks pregnant, Amy has an eight month old, Sam a 5 month old and Tineka a 15 week old baby.

They are all students at the He Huarahi Tamariki (A Chance for Children) secondary school for teen parents in the greater Wellington area.

Based in Linden with Wellington East Girls' College as its host school, He Huarahi Tamariki provides a second chance education for students unable to complete their formal education through pregnancy or the birth of a child.

A staff of qualified secondary teachers work in partnership with Te Aho o Te Kura Pounamu (the Correspondence School). Students work in an open plan classroom with a kitchen set up so they can have breakfast when they come in. An early childhood centre – the Griffin 2 School - is just across the hall.

"The distance between adults and young people, it shouldn't be there. We want to break that down"

English, Social Studies and Home Economics teacher Melissa Carrere is impressed with the commitment of her students.

"How many women are back at work when they have children this young? I think it's remarkable these girls are back at school," she said.

PPTA News sat in on one of Melissa's English sessions. Instead of working with correspondence school programmes she prefers to set up her

own. The work is then sent to Wellington East Girls' College for moderation.

"Working with Wellington East as host is great. Their board of trustees is our board of trustees. We work closely. (Principal) Sally Haughton comes out here quite often. She's a supportive influence and it's really great working with her," she said.

Each student is on an individual programme in booklet form and they share their work with Melissa through Google docs.

This helps overcome issues such as absences when children are ill.

"These are the challenges we face. Kids get sick, parents get sick. We've had ear infections and there was a time when gastro hit the crèche and we had to send everyone home," she said.

The individual format works for students whether they are starting in week one or week four, she said.

After visiting India to complete research for a Masters thesis in development studies with a focus on reproductive health rights, Melissa met her husband and moved to Egypt where she began doing substitution work at an American school and studying towards becoming a teacher.

She moved back to New Zealand to complete her training and when she saw He Huarahi Tamariki was available for a training placement she figured it was the school for her.

She hasn't looked back since.

"I really like the students. I like that I can be up front with them, that I can say 'be nice to yourself and make sure your boyfriend is nice to you' and give them advice about condoms. I like that I can talk to the students about what is going on in their lives."

The students agreed. "Yeah, we're pretty open with our teacher."

He Huarahi Tamariki has a social worker on staff and a wraparound service which includes weekly visits from a nurse and doctor, Plunket visits and sexual health and antenatal classes.

The school also runs two vans to collect and drop students off from different areas.

"It's wonderful. A lot of students wouldn't be here if the vans weren't set up," Melissa said.

Melissa appreciates the fact students can come in with problems and the school has the capacity to help solve them.

"The individual format works for students whether they are starting in week one or week four"

"The distance between adults and young people, it shouldn't be there. We want to break that down," she said.

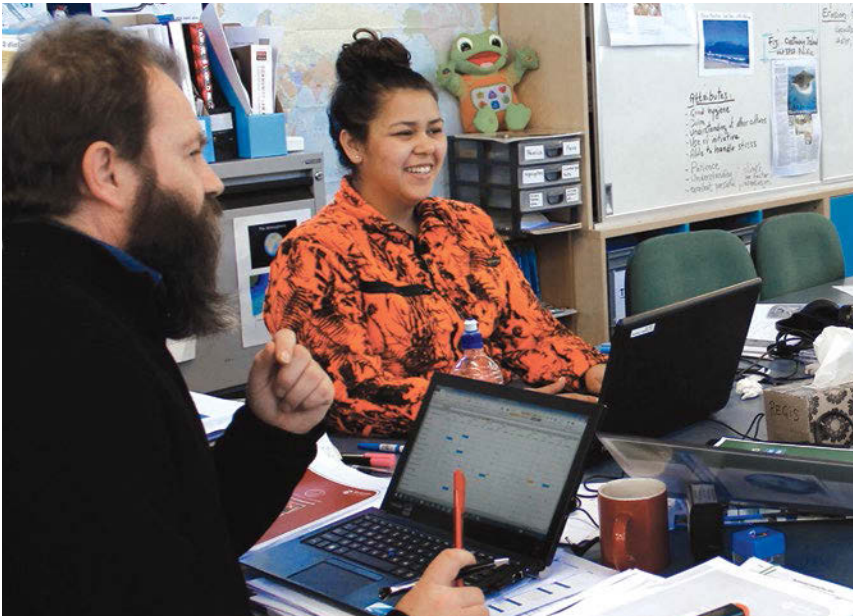
The school has come a long way since it was established in 1994 – first housed in a dorm room at Porirua College, then a disused hardware store and a former pub, it is now a modern, purpose-built complex.

Founder, then Porirua College principal Susan Baragwanath, saw a serious need after witnessing many students dropping out due to pregnancy. "She would go down to the mall and round them up," Melissa said.

The school has been a lifeline for many students as Nikki says in an essay on her experiences at the school;

"This school was my second chance for education, they have taught me a lot in the past year...I'm really glad that I am able to bring my baby in here with me and I'm glad Susan made this school the way it is otherwise I wouldn't have completed anything.

Now I have made a commitment to continue education and be successful in life and it's all because of He Huarahi Tamariki and all the other support systems in place."



A second chance: He Huarahi Tamariki students and staff hard at work

Crossing cultural barriers through movement

Dance teacher Louise Fielder shares her experiences after receiving a TeachNZ study award

Paraparumu College dance teacher Louise Fielder has been able to investigate cross cultural dialogue and dance – thanks to a study award available to PPTA members through the Secondary Teachers Collective Agreement.

TeachNZ study awards, sabbaticals and study support grants, won through collective agreement bargaining, provide opportunities for teachers to complete part-time or full-time study in an agreed educational priority area.

Louise is no stranger to continued professional development, having received a TeachNZ study award in 2003 to study dance and choreography at Auckland University. This led to her being employed by the Royal New Zealand Ballet to design and facilitate their dance education programme.

“During my time with RNZB I travelled extensively throughout New Zealand working in numerous education environments with hundreds of students and teachers.

“Whilst working with students across the country I experienced first-hand the power of movement to support dialogue and promote understanding. Movement coupled with discussion can cross multiple boundaries and break through multiple barriers,” she said.

A further, recent, study grant enabled Louise to continue studying while working at Paraparumu College.



Louise Fielder

“The PPTA study grant enabled me to take two papers at the Victoria University of Wellington, Ta Te Rangahua/Methodology of Māori Research and Research as Praxis: Indigenous Perspectives developed my understanding and appreciation of multiple cultural philosophies.

“I applied this knowledge into my teaching practice by developing an ethically responsive strategy that valued and focused on developing subjectivity and creativity within a Western education framework,” she said.

This practice resulted in a paper she presented at the Vaka Pasifika Education Conference in Tonga.

“I received wonderful support from (Paraparumu College) principal Gregor Fountain which enabled me to attend lectures during the school timetable and present at the conference during term time,” she said.

Louise decided to apply for the study

award, which provides leave to continue study, in the hope of gaining time and academic support to develop the strategy further.

“Receiving the award enabled exactly that, the time and support to undertake study and research at the University of Surrey, UK,” she said.

“During the 40 week study period I began investigating cross cultural dialogue using practice based research methods, with a focus on examining and challenging underpinning philosophies. This has important implications in education for multi-cultural societies such as New Zealand/Aotearoa,” she said.

“I am very grateful to the PPTA for the award and for the support of Paraparumu College’s principal and board. The year at the University of Surrey, UK enabled me to train under and work with leading international lecturers in my area of interest and contribute to the University of Ethics Committee, where I was able to put into practice the study and research I had done in both New Zealand/Aotearoa and the UK,” she said.

“I thoroughly encourage teachers with an area they would like to develop or an educational idea they would like to pursue to apply for either the PPTA study grant or award. An award has the potential to enhance personal and institutional development,” she said.

Louise is currently continuing with the research with the ultimate intention of consolidating it into a process that will be implementable in education.



Movement coupled with discussion can cross boundaries

Examining the teacher laptop scheme

PPTA's ICT committee talks TELA

Taiere College teacher Rachel Chisnall has blogged in the PPTA News (May 2016, pg 13) about her concerns around the teacher laptop (TELA) scheme.

She also wrote to PPTA's ICT committee, which asked the Ministry of Education TELA team to one of its meetings and invited Rachel along.

Rachel found the visit worthwhile and shared her experiences on her blog www.ibpossum.wordpress.com.

She learned about the history of the scheme and was shocked at the initial lack of uptake at some schools.



Rachel Chisnall and the next generation

"Apparently it started with principals receiving a computer from the scheme so the ministry could ensure everyone could receive information from emails. It spread to teachers a couple of years after – and even until the last five years or so, it wasn't completely uncommon to get untouched devices back after the three year lease term as teachers just didn't use them (this did my HEAD in)," she said.

The Ministry of Education does not have figures on how many boards fully fund laptops for teachers and Rachel was horrified to discover there was at least one person present whose school did not fund the scheme.

"Plenty of others weren't aware of the choice of devices available and no one seemed to have received any training on how to use their device."



PPTA believes all teachers should have this necessary teaching and learning tool supplied and paid for by the employer.

There was discussion around why the ministry didn't remove the layer and provide devices for all teachers.

Rachel and the committee members raised a number of concerns about the scheme with the ministry TELA representatives Kirsty Farquharson and Ian Macdonald. This included the limited choice of laptop and the need for a device that is a genuine tool for teaching and learning.

"I would like it (the scheme) to look like a more flexible task-driven system where different teachers can take agency for their choices. But, as someone pointed out, not all teachers have the confidence to know what device is best," Rachel said.

"How can we ensure tech is seen as a tool, not a barrier, and also not the be all and end all? How can we ensure that teachers know what they are actually entitled to? How can we better support part time teachers who currently don't qualify for a TELA laptop?" she asked.

Rachel suggested taking a good look at the vision and values of the New Zealand Curriculum, particularly the line that says 'Schools should explore not only how ICT can supplement

traditional ways of teaching but also how it can open new and different ways of learning.'

"This bottom line is key for me...I want it to look like the New Zealand Curriculum says. That learners (including teachers) are competent and confident users of ICT to communicate with others, are able to use new technologies to secure a better future for our country and are able to explore new ways of learning," Rachel said.

In terms of where to next, the committee has asked the ministry to set up a TELA user reference group and is waiting to hear back from them, changes have been made to the Ministry of Education website and TELA is drafting wording for their website so teachers can get a better idea of what the scheme's purpose is.

Rachel was pleased to meet some "really passionate, switched on educators" from around the country and also see a bit better what goes into PPTA.

"There is a bit of a wall I think for 'everyday normal teachers' to see the policies and processes behind managing education so it was a good insight for me.

Thanks again to everyone who gave me their thoughts and support and to the PPTA for inviting me up," she said.

Integrated curriculum vs subject silos

Should New Zealand schools stop focusing on specific subjects in the junior curriculum?

Gerard MacManus and Lawrence Mikkelsen discuss whether or not New Zealand schools should be moving fully towards integrating the junior curriculum – cutting across subject matter lines and emphasising unifying concepts.

Bringing school learning closer to life learning



by Gerard MacManus

The New Zealand Curriculum 2007 states, “All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.”

Learning in life does not take place in different compartments. An integrated programme can thus be seen as bringing school learning closer to real life learning. Thus, by combining learning areas, we are able to provide students with a more authentic and relevant programme of learning. For example, climate change must not only be understood through a science lense. Instead, we also need to understand the mathematical interpretations and predictions, the social perspectives, and even how narratives are constructed through art and literature.

Additionally, integrated learning programmes allow students to develop complexity in their learning, as they allow for deeper exploration of the connections between learning areas, themes, ideas, etc. Integrated programmes thus allow students to understand connections between different aspects of their world in more depth, a critical factor in a hyperconnected, internet world. In addition, by bringing disciplinary experts side by side, students are better able

to see how and what each discipline brings to our understanding of the world. In other words, integrated learning programmes enable our schools to move away from the reductionist paradigm that has dominated since the industrial age, towards understanding the complex nature of our world today.

You say integrated curriculum, I say diluted teaching



by Lawrence Mikkelsen

You say “subject silo”, I say “specialised learning”. You say “integrated curriculum”, I say “diluted teaching”. Moving away from specialised subjects towards a broad, cross-curricular approach at high school only serves to dilute the content of lessons, and will turn secondary teachers (who have generally graduated with a subject-specific degree from university and often also have relevant industry experience) into generalists, forced to teach content they’re neither knowledgeable nor passionate about.

Proponents of an integrated curriculum seem to think there are a small number of skills which are easily transferable across all disciplines. But skills such as “analysis” are actually incredibly content-specific. Anecdotally, I have students whose ability to analyse film is incredibly sophisticated, but if you asked them to solve a complicated maths equation they would hit a metaphorical brick wall.

Integrated curriculum zealots question the need for specific knowledge and ask “what’s the point of learning (blank) when you can just look it up online?” This is fine if you’re an adult who has already mastered a wide selection of subject-specific knowledge and understands, but fairly useless if you don’t know the right

questions to ask in the first place. The key reason for me deciding to become a school teacher was to do with sharing my passion for Media Studies. This passion is what drives me, and what (I think) makes students choose and enjoy my subject. Why deny students the passion, enthusiasm and skill set of their teachers?

Room for rebuttal:

The importance of subject expertise

Gerard says: It seems that we can agree on something, specialised learning. An integrated curriculum offers the specialists in our schools a way to collaborate in a meaningful way. It means the media studies teacher can draw on the deep expertise of the history teacher to unpack the historical context of the films the students are studying. Draw on the expertise, passions and pedagogical content knowledge of the teachers right? Through actually collaborating with our colleagues, rather than pitting our subjects against each other, we are able to amplify learning for our students. The sum of the parts is much greater than the whole!

Lawrence says: The “hyper-connected, internet world” that my opponent speaks of is precisely why robust curriculum knowledge is so important. Some schools appear to be championing an almost content-free curriculum, entirely focussed on the learning process at the expense of subject knowledge. But the so-called “complex nature of the world today” is, thanks to the internet, one of vagaries. The sum of human knowledge is at your fingertips, along with every possible half-truth and outright lie imaginable. Want to find out about the link between vaccines and autism? Google it and hope for the best. Not all truths are equal, and knowing the answer means knowing the right questions to ask. It is only through discernment gained from content-mastery that students can understand the world with any real depth.

What are you like at bass guitar?

Guest columnist Dave Armstrong on registration red tape

Dear Ms Te Kanawa

Thank you for your letter regarding your interest in provisional registration as an itinerant music teacher. As you may know, the new Education Council is a lean and mean administrative body that replaced the moribund, union-dominated, bureaucratic Teachers Council. As to your question of who actually sits on the Education Council, the answer is entirely logical. The Medical Council is full of doctors, the Law Society is full of lawyers, so the Education Council is full of government appointees. But don't worry, we intend consulting with the odd teacher now and again.



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

As for your registration request, I must say that your CV makes amazing reading. Not many of our itinerant singing teachers have headlined at the Metropolitan Opera. The singing students in the low-decile schools in which you wish to teach are lucky. However, I must inform you that the Education Council has recently brought in new rules for itinerant teachers with which you must comply.

Given you are not teaching more than 12.5 hours a week, forget about becoming fully certified. At present you only teach 2 hours in one school and 3 hours in another. To get more teaching hours, I suggest you teach more than just classical singing. What are you like at bass guitar?



Dame Kiri Te Kanawa

I'm afraid your dame-hood, a DVD of you singing with Mr Pavarotti, and a letter of recommendation from Prince Charles will not make any difference to your registration chances, unless Mr Windsor can prove he has recently been certified to teach in a New Zealand secondary school.

To get provisionally certified I suggest you take a Teacher Education Refresh programme, which will cost you \$4000 and give you authority to teach for the next three years only. This will update you on how to teach large groups in the classroom. The fact that that \$4000 is massive chunk of your annual salary and that as an itinerant you only teach one or two pupils at a time in a small practice room is irrelevant. As far as the government is concerned, rules MUST be enforced (unless they're dealing with an aggrieved Saudi businessmen over sheep exports or a Canterbury farmer who's illegally taken water for irrigation).

As for your outrageous suggestion that the government should pay for your refresher training, can I ask you who pays for MPs training when they first enter parliament, or who pays for MFAT employees to learn foreign languages when they get posted to a new country? Well, the government does, actually, but you're only a teacher.

To be honest, as much as I applaud you helping kids in low-decile schools, it's way too difficult for someone like yourself to work through the itinerant system. Can I suggest you give up your present schools, as many itinerants at low-decile schools are likely to do, contact a high-decile or private school and offer private lessons from there?

This will cut out a lot of bureaucratic red tape. After all, whoever heard of a great opera singer coming out of a low-decile school – apart from you, of course.

Nga mihi

Lotta Wherotape

Too many tasks for too few people

PPTA workload taskforce investigation

For teachers at all levels, there are too many tasks for too few people. Time that should be being spent on teaching and learning is being swallowed by external and internal demands, while resourcing and professional learning and development (PLD) is inadequate.

These are the findings of a PPTA Workload Taskforce investigation of secondary teacher workload issues. The taskforce was established in 2015 to examine these pressures and identify ways of addressing them.

The report will form part of PPTA's submission to the Secretary for Education's Workload Working Party in the second half of this year.

The findings show secondary teachers work long hours in increasingly complex jobs. An average teaching week is 54.5 hours, including onsite work, offsite work and extracurricular activity.

92.5% of teachers surveyed said the amount of work had increased since 2010 and for 66% it had increased a lot.

"The findings show secondary teachers work long hours in increasingly complex jobs"

90% said the complexity of their work had increased since 2010 and 60% that it had increased a lot. Just 15% said they had good work-life balance and only 23% reported their workload 'often' or 'always' allowed effective teaching.

"Most of what I do is professionally rewarding and productive. There is simply too much of it to feel that I am doing any of it really well," one respondent said.

"After nearly 10 years of teaching, I am now considering whether to leave the profession or move to part-time just to manage the workload," said another.

From principal to classroom teacher the amount and complexity of work is increasing. Effectiveness and efficiency is suffering, and ongoing workload pressures negatively affect job satisfaction, health and well-being.

In middle leadership an almost fulltime teaching load is combined with complex and critical curriculum leadership functions and workload pressures are impacting on recruitment and retention.

The report shows teachers spend a lot of time on tasks they consider unproductive. Increasing demands in administration, assessment, new initiatives and other duties are reducing teachers' capacity to focus on teaching.

"There are too many changes being brought in at any one time, with little thought for the long term gains or whether they even work...not enough time is given to the changes before the next one arrives," the report said.

NCEA is by far the greatest source of additional workload pressure.

The most significant NCEA workload issues were too much assessment, the 85% level 2 target shifting attention to maximising credits, excessive moderation demands, inadequate support materials, too little time available for assessment and poor change management processes.

Changes proposed included reducing the amount of moderation, improving PLD and resources, reducing administration and improving the way changes were made.

Unnecessary compliance and issues with appraisal and registration were flagged. Much of the 'paper work' commented on is seen as having no impact on teaching and learning but is rather compliance driven – a low trust model. It is seen as a distraction and largely unproductive. It is suggested there is a range of administrative and other tasks which do not need to be done by teaching staff, or even done at all.

The Education Council however is signalling even more draconian compliance.

"There is no time for teaching and learning and the clerical administration is taking over. There are deadlines every week and planning lessons takes a back seat," a respondent said.

Lack of suitable professional development was a big issue. Delivery of PLD was described as chaotic, poorly resourced and often poorly focused.

"There is no time for teaching and the clerical administration is taking over"

The lack of PLD that is geographically convenient, affordable, relevant and effective undermines the effectiveness of teachers in various roles, the report said.

Other issues identified were lack of people, time and resources, extra-large classes in large schools, ICT pressures and too few support staff in schools.

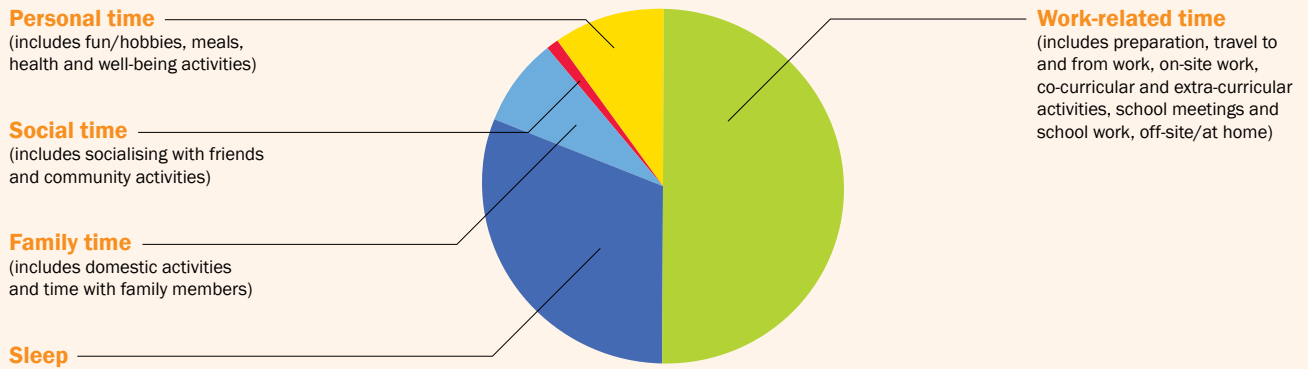
PPTA general secretary Michael Stevenson believes the report will be a valuable resource for the Secretary for Education's Workload Working Party.

"We hope the solutions will involve members being able to focus on teaching and learning instead of unnecessary paperwork," he said.

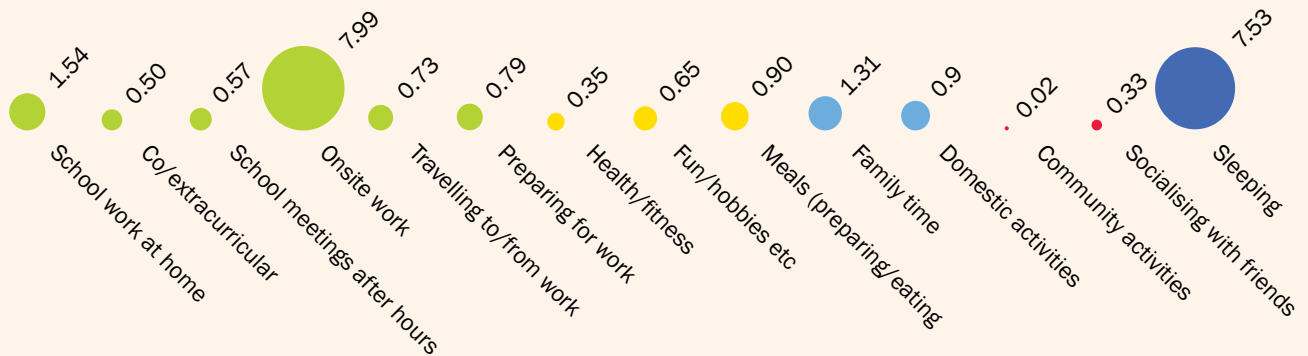
The full PPTA Workload Taskforce report and proposed solutions can be found at www.ppta.org.nz

The teaching day

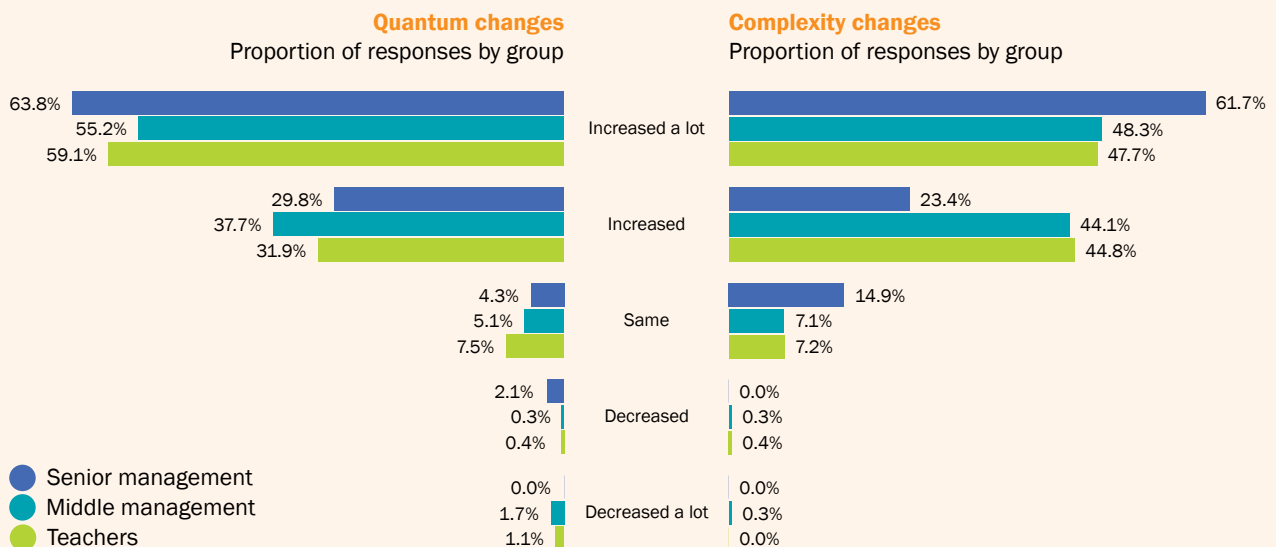
A number of teachers compared their working hours unfavourably with those of their partners or adult children. The graph below illustrates the proportion of a 'typical' teaching day spent in various activities.



A slightly more detailed breakdown of the time spent in a 'typical' teacher's day is shown below:



Workload changes since 2010



Particularly with changes to NCEA and BYOD and development of other I.T., there are more and more jobs. Little has been taken away to make time for new tasks.

The transformation of schools into businesses

Learning lessons from England

University of Nottingham education professor Howard Stevenson shares the horror story of bulk funding in UK schools.

The English public education system stands on the brink of becoming a privatised, for-profit system in which students, teachers and schools all find themselves competing against each other.

Approximately 60% of the country's secondary schools are 'academies' – similar to New Zealand's charter schools. The proportion of primary schools is much lower but the government is committed to all schools becoming academies by 2020.

These schools are no longer part of local government control (and therefore subject to democratic community accountability) but are run by 'academy chains' and Multi-Academy Trusts (MATs).

"Devolved budgeting has set school against school in a competitive market"

Many of these organisations have links to the private sector, and some represent the 'public sector' face of what are already global for-profit edu-businesses.

Although, technically, it is currently not possible to be 'for profit' in the English public system, key services in schools are increasingly contracted out to for-profit providers. Allowing for-profit providers formally into the system is probably one general election away.

England's 'reform' agenda places it in the vanguard of the so-called 'global education reform movement' (GERM) and students and teachers are paying the price.

Where did it all go wrong?

To understand how English education policy got to this point it is important to take a historical perspective and see a number of sometimes small, but incremental, changes that have, over time, eroded the public service ethos of English education.

The obvious starting point was in 1988 when the Education Reform Act



Howard Stevenson

introduced a set of linked measures that began the process of 'school marketisation', made possible by testing, league tables and so-called parent-choice policies.

Perhaps most significant at the time, but not always appreciated, was the introduction of Local Management of Schools (LMS) in which budget allocations to schools were based on pupil numbers and budgets were decentralised en bloc to schools (governing bodies and principals).

This was the point at which schools started to become, and act like, businesses in a market and the divide between principals and teachers began to open up.

At roughly the same time, New Zealand was adopting similar policies (Tomorrow's Schools in 1989). Since then New Zealand has avoided many of the worst excesses of what we have witnessed in England, although it is clear vigilance is still required and now more necessary than ever.

Devolved budgeting – what's the problem?

The argument for devolving budgets to school level was simple and superficially attractive – surely decisions about resource allocation should be taken closest to the point where those decisions will have impact?

We should not be embarrassed to be concerned about efficiency and increased efficiency should lead to

increased effectiveness. What could possibly go wrong?

The answer is that LMS (as was, but now 'reformed' numerous times) has acted as a Trojan Horse for the real motives under-pinning reforms – transforming the school system into one that first behaves like a private market, before eventually morphing into a fully-fledged private market in which public funds prop up a multi-million pound business 'opportunity'.

Meanwhile students and teachers in England live with the consequences. Devolved budgeting has set school against school in a competitive market. Governments walk away from funding problems as schools fight between themselves for scarce resources.

At the same time school leaders are transformed into business leaders (a new 'them and us' emerges), spending more time negotiating business contracts that improving teaching and learning.

In order to assist them an army of 'school business managers' are recruited (often for their business 'know-how') so that, paradoxically, rather than increase efficiency a new raft of bureaucracy is created in every school.

"New Zealand has avoided many of the worst excesses of what we have witnessed in England"

Inevitably, school leaders look for every opportunity to make savings where they can – replacing older teachers with (cheaper) younger teachers, employing unqualified staff and using teaching assistants to cover teaching roles are all now a feature of the English school system.

It is important to note that teachers in England have not had collective bargaining since 1987, national pay arrangements have been completely eroded and academy schools set their own pay and conditions.

The whole system is based on merit pay, often linked to student test scores.



Nipping it in the bud: Wellington Girls' College principal Julia Davidson hosts a joint union press conference announcing paid union meetings to address bulk funding in New Zealand

It starts with devolved budgets – this is where it ends.

Devolved budgeting – what lessons?

Schools in England have been corrupted by being transformed into businesses in a competitive market. There is chronic system gaming in which students, and teachers, are the victims. For-profit providers hover over the system, waiting for the moment

when the market is fully opened and they can swoop.

In England we have allowed this to happen – by not being vigilant to small-scale incremental changes that have progressively undermined our public system (now no longer a system, but a market).

In England we have made the unacceptable work, and then, when this is normalised, the next 'reform' pushes the project forward. Devolved budgeting

was where it started, attacks on pay and working conditions inevitably follow.

The lesson is to always be vigilant and to refuse to make the unacceptable work.

Mobilise in all the organisations you work in, and most obviously your unions, and be willing to actively defend the public service you value and feel proud to work in. The 'reforms' are intended to fragment and set each against the other. We have to work together to hold it together.

Cultivating culture - PPTA pasifika fono

Talanoa for Pasifika Success

Pasifika peoples, Pasifika students and Pasifika education were topics delved deeply into at PPTA's 2016 Pasifika fono – Talanoa for Pasifika Success.

Held in Auckland the fono brought educators together from throughout the country to take part in workshops and listen to a number of inspiring speakers.

Talanoa is defined as a personal encounter where people share their stories, issues, realities and aspirations. It embraces the values of inclusiveness, collectivism and acceptance of all who wish to participate – this year's conference had that in spades.

The best way to find out how teaching impacts on Pasifika youth is to go right to the source. In the fono's case this was youth panellists Joshua Iosefo and Arizona Leger.

Both had different educational experiences and both had huge appreciation for the support of their teachers.

Throughout his educational journey at Mt Roskill Grammar School Joshua struggled to find a sense of belonging. It was his teachers who helped bring him out of his shell, investing time in his studies and "sharing a lot of wisdom.

"They were teachers who cared about my future, teachers who connected to me culturally, personally and academically. Teachers have such a massive impact on students' lives," he said.

Arizona, on the other hand, grew up on the grounds of Wesley College, which gave her an insight into high school before she even got there. "I developed a love for education and for what secondary teachers do," she said.

Arizona boarded at Hamilton Girls High School through years 9 and 10 and, while she describes herself as being "quite cheeky", she appreciated the time her teachers invested in her. That investment led to her becoming a Sir Peter Blake young leader. "The teachers saw that potential in me and I feel completely in debt," she said.

Arizona moved on to Epsom Girls' Grammar, which she described as a "massive culture shock.

"I'd never known what it was like to be in

a school with so many palangi," she said.

"I was really lucky on my first day to meet a teacher who helped me through that first year. As much as I want to make my parents proud, I want to make her proud too. I want to get a good job and take her out to lunch," she said.

Despite initial misgivings Arizona ended up becoming head girl and says the support she felt from students and staff could never be replicated in any other environment.

"The teachers were always there for me. I'm grateful for every single teacher I've had. The ones who sent me out of class, the ones who let me cry in their class. They have crafted the person I am today."

Arizona's advice to teachers was to "keep it real".

"Be able to honestly tell students when they have dropped the ball but also let them know when they are doing really great," she said.

Arizona is now in her second year of a Bachelor of Communications Studies at Auckland University of Technology.

Joshua on the other hand was introverted.

"During the first two years of high school I ate my lunch in the loo."

Through perseverance and the support of his teachers Joshua became the first Pasifika student in the Mt Roskill Grammar excellence programme.

"At first I didn't connect with anyone. Performing was a way for me to sound more confident than I was," he said.

Having the support of teachers was vital for Pasifika students, who often felt a level of embarrassment when it came to asking for help. "You don't want to publically announce it. You feel a level of shame when you do seek it," he said.

Dreams do change form and Joshua stepped away from acting and towards controlling the dialogue.

This was particularly enhanced during an audition for a TV show called Brown Brothers where, after delivering the dialogue, he was asked to "brown it up."

"They said 'that's great, but we want it a little more brown'. I was like 'no' and walked out."

This incident inspired Joshua's first piece of spoken work poetry Brown Brother – a powerful piece he delivered as head prefect at Mt Roskill which gained Youtube fame.

"I realised I didn't want to be a puppet acting, I wanted to be the person who writes the stories. I want to shape the characters," he said.

Joshua learned to be even more proud of his Pasifika identity when he went to university, where a Pasifika idea he shared was widely appreciated.

"I grew up with a mindset that Palangi had better ideas than me. (At university) it sunk in that my Pasifika identity was so important. I felt proud. We are brought up with a belief that we must be humble, but you can feel proud about your Pasifika identity. I was really proud of who I was and the Pasifika ideas I had."

Joshua graduated from the Auckland University of Technology with a bachelor of communications majoring in television and screen production. He also works as a senior mentor at the university's Office of Pacific Advancement.

Among the many inspiring speakers were Health Research Council of New Zealand's Dr Apo Aporosa and Black Friars theatre company director Michelle Johansson.

Aporosa spoke of ways of bringing Pasifika elements into teaching so students can relate.

"When students' culture and identity is affirmed it has a profound impact on their sense of worth. As Pasifika teachers we play a critical role. Know your students, know where they're from, how they think. Refuse to be colonised by the system that teaches you to teach," he said.

Michelle, a former PPTA Komiti Pasifika member who now works at Teach First NZ, spoke of the importance of the stories told by her theatre company.

"Stories are woven into the fabric of our company – there is great power in the telling. Stories are our life blood. Talanoa for Pasifika Success is not only our right but our responsibility," she said.



Clockwise from top left: Youth panellists Joshua Iosefo and Arizona Leger, tradition meets technology, performance by Southern Cross Campus students, James Cook High School takes the honour of largest delegation, a member of the Delicious dance crew

Pathways for Māori success

#Huiātau16: The PPTA Māori Teachers Conference: Pathways for Māori success. Te ao Māori and te o whānau

By PPTA Āpiha Māori,
Te Mākao Bowkett

A successful hui is one where participants leave with their hearts singing, when they look healed and lighter heading out into their worlds. So it lightened my own heart when that's exactly what happened at the end of our 2016 Māori Teachers Conference.

160 of us gathered to powhiri at Sudima Hotel in my hometown of Rotorua on Sunday 10 July to celebrate our achievements, learn new skills and stand in union solidarity, and we parted with karakia and waiata on the evening of Tuesday 12 July. The best three days of my working year!

There are always high hopes for our hui, and it is important that the conference reflects the wishes and aspirations of our teachers. They want to hear and be inspired by the best Aotearoa can offer in the way of Māori role models; be they in the education, political or social sphere. Our presenters must be authentic selves and leaders.

We pride ourselves that PPTA is a strong union that supports kaupapa Māori. Te Huarahi are a strong political force but we must never forget that we still have much to learn of our Ao Māori (Māori world).

The threads we wove together over our hui together all spoke of the

importance of taking our tikanga with us wherever we travel in life - into our classrooms, our curriculum, our research and communities. The wealth of knowledge we carry helps us find the pathways toward Māori success, for ourselves and our students.

The threads we wove also contained the essence of aroha and laughter. We used waiata, play, laughter and te reo to connect and reconnect with each other and our PPTA kaupapa.

These are the important things that make us truly authentic - as we are together and how we are as educators.

That's how we do it. Ma whero ma pango ka oti ai te mahi.



Clockwise from left: Participant Ngāwini Smith on song, Te Puawaitanga Silich (Aunty Bloss) runs a raranga (weaving) workshop, Wellington College establishing teacher Jono Belczacki stands next to his tipuna (ancestor), Hamilton field officer Bill Anderson with blocks used in the Te Ataarangi method of learning languages

Te Wiki o te reo Māori Every Day

Te Huarahi member for Te Arawa Cecelia Pakinga on revitalising te reo Māori

Ngā mihi manahau ki a tātou katoa i tēnei wā o te reo Māori.

**Ko tōku reo, tōku ohooho,
tōku māpihi maurea, tōku
whakakai marihi**

*My language is my precious
gift, my object of affection
and my prized ornament*

It was with horror and utter disbelief that my year 8 class listened intently to the story of “the Kia ora lady”. As I relayed to them the story of Naida Glavish, a national tolls operator in 1984 who was demoted because she refused to use only English greetings in her role. There were cries of, “But that’s racist!”, “How stupid!”, “What’s wrong with saying, “Kia ora?!””, “Duu-umb!”. They were stunned.

Times have changed somewhat! From one perspective, for the better – we’re hearing te reo Māori more often, in more places. However, from 26% speakers of te reo Māori in 2006 down to 21% in the latest census is terrible! Why the drastic ebb? Or perhaps, from a more practical and forward-looking perspective, we could ask, what can I do to be a positive force in the revitalisation

of this beautiful and rich language?

From a national standpoint, we have the Māori Language Strategy (2014) with key result areas focusing on te ako i te reo (increasing the number of Māori-speaking whanau), te mana o te reo (status of the language), te kounga o te reo (language quality), te kōrerotanga o te reo (increased use in everyday situations) and te mārama pū ki te whakaora reo (increasing awareness of the revitalisation of the language).

Great! So what can me, myself and I actually do, right now?!

As odd as this might sound, **know why you’re doing it.** Maybe you like the sound? Perhaps you have friends who quite happily chatter away in te reo Māori and you want to fully participate too? Do you want to surprise someone? Deciding why you want to speak te reo Māori will get you motivated and active in your pursuit.

Find someone to talk to. Makes sense doesn’t it! Talking to others provides a sense of competition and/or collaboration. You have someone to practise with and learn from.

When the ‘someone’ isn’t there – **talk to yourself!** This will help new words

and phrases roll easily off your tongue when it comes to the ‘real thing’.

Watch people talk, and, strangely enough, **listen!** You’ll be surprised at how much more you will understand and how quickly you’ll be able to imitate the sounds more effectively. If you observe babies and very young children, they stare intently at the faces of those speaking to them. Before you know it, they’re fluent speakers of the language they see and hear.

You must **have fun with it!** Write a song. Make a puppet show. Create a role play. Draw a comic strip. Learn some of our kīwaha – some of them are fun and funny! Have you seen the ‘nek’ minit man? You might like to start saying, “ ... mea rawa ake ...”!

And finally (amongst many other strategies), **dive in!** Immerse yourself as often as you can, as deeply as you can. Just go for it. Listen, look, speak, sing, joke, read, ask. There are numerous golden opportunities sitting right in front of each one of us every single day in Aotearoa.

Te reo Māori is for everyone.

Tū whitia te hopo!
Feel the fear and do it anyway!



Epsom Girls Grammar staff and students celebrated Te Wiki o te reo Māori with Moko selfies, poi making, Māori bingo and fried bread making

Involving everyone in Health and Safety

Electing and training health and safety representatives

Electing and training health and safety representatives is one of the best ways to encourage worker participation and engagement.

Worksafe reps

While the Health and Safety at Work Act has caused some debate and confusion, it has also created an opportunity to review health and safety systems in schools, and to identify how these might be improved. The act's key emphasis is that when everyone is involved in health and safety this leads to a healthier and safer work environment.

While many schools already have participation systems in place, including elected health and safety representatives, many do not, or do not have enough to ensure good levels of participation.

Supporting the legislation there are also new regulations on Health and Safety at Work (Worker Engagement, Participation, and Representation). The regulations outline the process for electing health and safety

representatives and include a minimum ratio of representatives (1:19).

The regulations also specify the entitlement to training. Each health and safety representative is entitled to paid leave of 2 days per annum for training, they are entitled to choose a training course (in consultation), and the cost of that training is to be covered by their employer.

Once a health and safety representative is trained, and has completed the required Unit Standard (29315), they then have a number of powers under the legislation. This includes the ability to write recommendations, issue Provisional Improvement Notices (PINs) and to direct work to cease.

The health and safety representative can use these powers to assist to resolve issues in relation to health and safety matters.

The PPTA has been providing health and safety training for elected health and safety representatives for a number of years as part of the Worksafe Reps programme.

PPTA courses are specifically for secondary schools and we consistently receive feedback that reps appreciate the opportunity to focus on the health and safety issues in schools, with

trainers who are experts from the sector, and the opportunity to network with other reps and share experiences of how schools are addressing issues including safety, health and welfare matters.

There has been a huge level of demand this year for the PPTA health and safety training. In response to the new legislation schools have been holding elections to either re-elect health and safety representatives or to establish new representative structures.

To meet the demand the PPTA has scheduled additional courses. By the end of this year we will have trained almost 400 health and safety representatives from Timaru to Northland. If you don't have an elected health and safety representative in your school, it only takes one worker to request a representative to trigger an election process.

If you do have representatives in place, you may wish to review the existing structure. This would be a great topic for a PPTA branch meeting and PPTA field officers are able to provide advice and support.

For any queries regarding health and safety contact hands@ppta.org.nz or your local field office.



Participants at the first Stage 3 health and safety course, held in Rotorua

Consultation on management units essential

Information and advice from PPTA's intrepid field officers

Clause 4.3.1 of the STCA [3.4.1 ASTCA] requires consultation with staff on the distribution of units:

“The employer, following consultation with its teaching staff, will determine the use of units”. In many schools there is a well-established process for this to happen, in others there is not. Where there is no consultation, this is actually a breach of the collective agreement. Failure to distribute the units in a manner that is fair and objective for all staff could result in personal grievance cases.

For genuine consultation to occur adequate information needs to be provided along with sufficient time in which to consider it. This means that the staff need to know how many units and MMAs (middle management allowances) are provided to the school (the Ministry of Education issues this information to schools in September

each year, for the following year) and where the units and MMAs are currently being used. The number of units may increase following the revised staffing notice the school receives after the 1 March roll confirmation process, but it will not go down during the year. The board may also fund additional units.

The most effective way to consult is through the PPTA branch. The initial step is to provide the information. The information about where the units are currently allocated does not need to have names attached. One way of providing the information would be to show the number of units allocated to school management, pastoral and guidance, curriculum responsibilities and other (e.g. special projects, recruitment) and the number of unit holders in each area. The branch should formulate a policy to cover issues such as: criteria for issuing units, proportion of fixed

terms, advertising process, application and selection process, EEO (equal employment opportunities) requirement.

Teachers who are allocated units should receive a letter indicating the number, whether fixed-term or permanent, and the reason for which the units are allocated. Fixed term units allocated to an existing teacher do not need to be advertised in the Education Gazette, but permanent ones should be (as “regraded”).

Consultation needs to be annual. Once a policy is in place this should be a straightforward affair. PPTA field officers can provide advice on developing a policy. If the school embarks on a reorganisation (of senior and middle management, for example) this is likely to affect the distribution of units. It is imperative that there is consultation on any reorganisation, and this must be with the union as well as with “the staff” in general. The field office should be advised.



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Informed debate – PPTA 2016 Annual Conference

Resourcing at risk learners, illegal fixed term contracts, professional learning for senior leaders and a chronic shortage of middle management are just some of the issues members will discuss and vote on at this year's PPTA Annual Conference.

Held at the Brentwood Hotel in Kilbirnie Wellington the 2016 conference will run from 27 to 29 September. Details can be found at www.ppta.org.nz. Summaries of the conference papers are below.

Real equity funding: Resourcing schools to support at risk learners. This paper provides a way forward for schools to create equitable learning outcomes for all students. Evidence shows that 'equity funding' contributes to closing the gap between disadvantaged students and their more privileged peers.

Teachers in the precariat: Fixed term contracts and the effect on establishing



teachers. This paper examines the effect of beginning teachers of finding themselves graduating into a 'careerless' work environment, with only 15 percent of new graduates being employed in permanent positions upon leaving study.

From the top corridor to the back field: Supporting senior leaders to lead effective change. This paper examines the professional learning and development needs of senior leaders in schools. In a system where we assume that good teachers will make good leaders; are schools setting our leaders up for failure by not providing the support and development they need to succeed?

The middle leadership problem. This paper reports on the work of the PPTA middle leadership taskforce. Their survey findings show that over 40% of teachers would not consider middle leadership roles because of high workload and inadequate compensation.

The advertisement features a central red vertical banner with the text "SEEK POLITICAL OFFICE AT PPTA" in white, bold, sans-serif font. On either side of the banner are two black and white photographs of men and women in boxing gear, including gloves and a "EVERLAST" tank top. The background is a textured, light brown color.

All PPTA members are eligible to run as candidates for PPTA president, junior vice president and positions on the executive for the year 1 Feb 2017 to 31 Jan 2018. If this sounds like you, ask your branch chair for nomination information and application forms, or download it all from www.ppta.org.nz Nominations close 5.00pm Friday 16 September.

If this isn't you, but you want to get in on the vote, watch for candidates blurbs in the October PPTA News.