

PPTA NEWS

The magazine of New Zealand secondary teachers



Ngā Puna O Waiōrea, Western Springs College – treaty partners achieving together - page 4

PPTA News



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Braving the storm



Angela Roberts | President, PPTA

He aha te mea nui o te ao
He tangata, he tangata, he
tangata

The minister of education, at a recent gathering hosted by the Education Council, revealed (not for the first time) her ambition of witnessing the day teachers choose to pay fees to the council rather than their union. The idea that the hand-picked group of ministerial appointees that make up the council would turn their minds to negotiating teachers' pay and conditions, addressing intolerable workload issues, reducing class-size, stabilising the increasingly-fragile NCEA and resisting privatisation in all its forms, including profit-making charter schools, seems unlikely. Nor do we imagine the council has plans to venture into the complex world of employment law and personal grievances - even if it could get round the rather obvious conflict of interest.

But if you still have your high frequencies, you will hear in the minister's comments the dog whistling for a teaching profession that is more obedient to her whims. How annoying it must be for her to have the council dump on her latest scheme - bringing back bulk funding.

Apparently schools don't have a problem with being severely underfunded. No, their problem is they don't have the 'flexibility', to cash up their teacher resource and spend it on other things. The shortfall in the operations grant that leaves schools struggling to fund teacher aides or ICT can be fixed in one fell swoop - cash up a teacher. It's so clever, it's a wonder no one has thought of it before.

Except they have and it didn't end well so this time they have been more cunning. Knowing a little bit of history

and remembering the pain of the failed attempts to increase class size in 2012, they have opted for incrementalism. The most precious resources schools have are teachers and they never have enough of them. Any additional money raised locally is spent on teachers. Secondary schools already fund an additional 900 teachers through locally raised funds.

Given this, we should not expect mass redundancies immediately. What we will see however is a gradual erosion as the government clamps down on funding, forcing schools to trade teachers for cash - a few more kids in a class here, the reduction of a few non-contacts there and bingo - a couple more teacher aides or a bundle of laptops.

And welcome to the precariat. Why would a school ever employ a teacher in a permanent position again given that they will have no idea how much money they will be able to commit to staffing in any one year?

If you think all this sounds fanciful consider this. One of the proposals aims to stop schools skimping on maintenance in order to "ring-fence the Crown's investment in property." Boards are to be stopped from doing things like delaying the paint job for another year in order to meet an operations grant shortfall but empowered to turn teaching positions into cash.

Then there is the delightful proposal to give more funding to private schools.

While public schools are lined up to get less money and more uncertainty, private schools are being offered more money and more certainty. David Seymour (the education under-secretary) has objected to PPTA pointing out this hypocrisy, saying it's "none of our business." I suppose it's too much to expect a person who advocates for the abolition of zoning for everyone in New Zealand, except his constituents in the suburb of Epsom, would understand hypocrisy.

Storm clouds are gathering and anyone who cares about public education will be digging out the wet weather gear.

This is a real test for the Education Council. If it is really the "champion of the profession", as it claims, it should be in the teachers' corner as there is no other issue that so clearly puts the viability and status of the teaching profession at risk. There are hopeful signs that the council is down in the basement digging out spare raincoats and will be joining us in this storm.

Boldly courting political opprobrium, they have said:

"We don't support...trade-offs being made by boards or ECE providers between funding certificated teachers and either unqualified teachers, or other non-teaching resources."

This is no time for fair-weather friends so it's great to know that the council isn't going to sit inside with a cup of Milo when it starts hosing down.



"The weather doesn't look good."

Treaty partners at co-governed school

PPTA News visits Ngā Puna O Waiōrea, Western Springs College

At Ngā Puna O Waiōrea, Western Springs College a co-governed 'school within a school' is helping Māori develop their own destiny in a mainstream setting.

They have a dedicated community of students, teachers and parents and are achieving excellent results.

The school operates under a dual principalship with the Māori immersion Kura and mainstream school deeply intertwined.

From its first Māori support class in 1977, it has been providing education through a kaupapa Māori philosophy for 26 years.

HOD Reo Māori Hana Aranga describes the school's philosophy as a "way of life." Positive relationships with taurira (students), parents and whānau are key, she says.

HOD Reo Māori Hana Aranga describes the school's philosophy as a way of life

"It's a huge collaborative effort, we're all on the same page. When students, whānau and kaiako (teachers) all work together, the goals are achieved."

The Rumaki (Maori immersion unit) has 230 students - nine years ago it had 45. It has grown quickly and board of trustees member James Watkinson believes a lot of that is to do with academic achievement.

Last year's results showed a 92% average across NCEA levels 1, 2 and 3.

The Rumaki has 13 staff, including support staff, and a strong sense of community. The school's whareniui (communal house) 'Ngā Oho' is integral to the success and organisation of the Rumaki. It is home to many classes, whānau hui, full staff meetings and kapa haka practices.

A compulsory homework centre operates on Wednesdays from 3.30 to 5pm and optional overnight study



Ngā Puna O Waiōrea Tumuaki Rumaki, Chris Selwyn

wananga is available for senior students. The whānau organisation supports students in managing an academic, sporting, arts and cultural diary, with students described as some of the busiest in the school.

"We operate collaboratively with the mainstream college and in conjunction with the Ministry of Education. We don't do it on our own. We work as a treaty partner within this school - part of our success is that we do it together," James said.

The school was working with the Ministry of Education to continually develop its co-governance model to get it to a stage where it could be an option for other mainstream schools.

"We appreciate the fact the ministry has come on board and continues to work with and encourage us," he said.

There was huge community support from surrounding suburbs and local iwi, he said.

"It's about Māori being able to develop their own destiny within a mainstream setting."

"The ultimate goal is to have Year 13 graduates who can walk just as confidently in Te Ao Māori as they do in a pakeha world. Students and staff are motivated every day by their belief in education," he said.

Other Kura from throughout the country have visited the Rumaki for ideas.

"We are happy to share and for other kura to come and look at what is going on at our school. People have helped us out along the way, we want to do the same. The partnership is there for the community to see and we celebrate each other. Within we have a community of people and leadership that's committed to this vision," he said.

"It's about Māori being able to develop their own destiny within a mainstream setting."

Ngā Puna O Waiōrea Tumuaki Rumaki (co-principal) Chris Selwyn has been involved with the school for 21 years - 16 in his current position.

He says the Rumaki is about realising Māori achievement - creating an ideal for Māori in an urban environment.

Growth did not happen overnight, there had been progressive change aligning to the desires of the community, he said.

"It is an actuality of the treaty aspirations. We are walking hand in hand," he said.

In terms of the co-principalship, support from mainstream school principal Ken Havill had been significant and instrumental to the developments, he said.

"School leaders work collaboratively but autonomously. When operations funding comes in Ken lets us determine what those resources should be spent on, he doesn't dictate to us. When you have a true power sharing situation you work alongside one another," he said.

The board would also be sharing the process of appointing a new principal for the college as Ken planned to leave at the end of the year.

"It will be sad to see him go. He's been part of that journey for 19 years," he said.

Chris sees the 'school within a school' as a model for other state schools.

"When you have management and governance working with the Māori community, their dreams and aspirations can be realised," he said.



Ngā Puna O Waiōrea taira and kaiako with taonga housed at Ngā Oho, the school's whareniui

The Global Budget – bulk funding by another name

Trading teachers for cash

The Ministry of Education is seeking the sector’s feedback on seven proposals for changes to school funding.

One of these, The “Global Budget” would remove the split between funding

for staffing (which covers salaries for a set number of full time teacher equivalents) and cash for operations. The Global Budget means the most important asset of a school, the teaching staff, would have to be “traded off” against other costs that schools face. Instead of the government

guaranteeing a minimum number of teaching staff to each school, each year the board will decide how many teachers it would employ. This is the essential element of bulk funding, which teachers and communities rejected in the 1990s.

What the Ministry of Education says...

Current funding provides ‘limited flexibility’ for schools.

This improves administrative simplicity and transparency.

Principals would determine how much of their total funding would go on teaching staffing and how much on other operations funding, like non-teaching staff and costs such as ICT.

It is currently difficult for schools to share resources.

Increase schools’ ability to flexibly use their funding.

This will support Communities of Learning and collaboration between schools.

The current system is complicated for schools when they employ over their entitlement number of teachers.

What it means...

This provides flexibility in one direction - downwards, meaning schools could employ fewer teachers than currently. They can already employ more than their minimum, and have a limited ability to employ fewer than their entitlement staffing.

The government would have no responsibility for the number of teachers in a school or across the system. Schools would be blamed for large class sizes or having limited curriculum choices. There would be no transparency about the numbers of teachers employed to deliver the curriculum.

Much greater risk to schools from poor financial decisions. At present if a board is in financial strife the teaching staff are secure and class sizes and curriculum breadth can be maintained.

Schools already share teaching staff, like technology teachers at years 7 and 8 and teachers between Communities of Learning. At present the ministry brokers this, they would save themselves work, but it would mean greater uncertainty for schools.

Schools will have to make trade-offs between things like curriculum breadth, class size, non-contact time, teacher-aides and other costs. This is a major threat to collective agreement conditions.

Base funding will be removed, making a bigger proportion of school funding dependent on student numbers and creating more pressure to compete for students.

The ministry would still have to recover funds from schools when they employ teachers out of locally raised funds.

The power of collective strength

A conversation with outgoing deputy general secretary Bronwyn Cross

After 25 years with PPTA and 14 as deputy general secretary, Bronwyn Cross is leaving national office. Not being one for sappy goodbyes she requested questions that “weren’t boring” – PPTA News was happy to oblige.

PPTA News (PN): Who do you think would win in a fight – PPTA president Angela Roberts, ACT party leader David Seymour or education minister Hekia Parata?

Bronwyn Cross (BC): In my experience Angela Roberts is not a woman to be messed with.

PN: If you had to be stuck on a desert island with one of the education ministers you have worked with, who would it be?

BC: Steve Maharey was the best looking.

PN: Have you ever worn socks with sandals?

BC: I wear them with jandals but only out to the garden when I’m picking a lemon for my gin.

PN: Have you ever been arrested?

BC: I was once escorted from a softball field when I was part of a HART (Halt All Racist Tours) protest.

PN: What would you get arrested for?

BC: Sometimes I feel slightly murderous about the hypocrisy of politicians.

PN: Which fictional character do you most relate to?

BC: Victor Meldrew from One Foot in the Grave.

PN: What is your fondest memory at PPTA?

BC: When I was a rookie, just about all of the staff were out in branches and regions, when a call came in from Opunake High School. They said “our board went into bulk funding last night so we’ve all walked out (including non-members) and we’re in a house across the road. What do we do?” All we had to do was notify branches. The Opunake rebels set up their fax machine and the first fax of support and solidarity, from Golden Bay High School in Takaka, rolled off. Faxes poured in for the rest of the day in a powerful display of collective strength. That was



Bronwyn Cross

nearly 20 years ago and in a triumph of ignorance and ideology over experience, the government appears hell-bent on testing teachers’ resolve once again.

PN: What was your scariest moment with PPTA?

“Very few professions would face the sort of challenges teachers do on a daily basis”

BC: In 2002, on a grey, wintery Wellington day, in the middle of a long industrial campaign, the news came through that students were striking. Up and down the country, kids were walking out of school. They were trying to help, but in doing so they terrified teachers who saw first-hand what it’s like when a group of people withdraw the “consent to be governed.” It’s also a reminder of how awesome secondary teachers are. Every hour, every day, they persuade groups of energetic and sometimes recalcitrant teenagers, to agree to be governed.

PN: What would you say has been your biggest success?

BC: Not mine really - PPTA’s. I attended at Hutt Valley paid union meeting in 1996 where a motion was passed unanimously for an indefinite strike (moved by a person who is now a highly respected principal). As I drove back to Wellington, feeling very anxious about how it would play out, it was announced on the radio that, the then minister of education, Wyatt Creech had agreed to a 12% pay increase for secondary teachers.

PN: What has made you stick around so long?

BC: It’s such a fantastic job. It’s a privilege to work for secondary teachers. I love their staunchness, their intellect, their political awareness and practicality. Very few professions would face the sort of challenges teachers do on a daily basis. Despite that people who couldn’t last an hour in the classroom with 30 teenagers feel qualified to tell teachers how to do their jobs.

PN: Where to now?

BC: Not telling. The biggest problem with your leisure time is stopping other people filling it.

A coming together with Shakespeare

PPTA News visits the Shakespeare Globe Centre NZ (SGCNZ) festival on its 25th Anniversary

From three reluctant students to 50+ willing volunteers, Kapiti College provided one of the many Shakespeare success stories at the 25th SGCNZ festival this year.

Kapiti College drama teacher Siobhan Malley was one of the thousands of secondary teachers and students who descended on Wellington's Michael Fowler Centre last month for the Shakespeare Globe Centre New Zealand (SGCNZ) University of Otago Sheilah Winn Shakespeare festival.

This year marked the festival's 25th anniversary and 400 years since the bard's death.

Siobhan has been coming to the nationals for 10 years now and has watched her school's entry grow from a small, reluctant bunch to an enthusiastic crowd.

"The first year I did it I had to drag three kids along. The last three or four years we've had 50+ kids register interest," she said.

This year 20 students were taking part in a student-directed scene from Macbeth. The Michael Fowler Centre provided an exciting venue for the students, Siobhan said.

"This space is working really well, the kids are enjoying it – there is so much energy. I just love this festival."

Siobhan had also taken part in the SGCNZ Teachers Go Global programme last year, where teachers travel to Shakespeare's Globe Theatre in London to refine their Shakespeare teaching skills with experts.

"It was the best educational experience I've ever had in my adult life. I was able to bring back so much to the kids and they really wanted to learn," she said.

Lindisfarne College drama teacher Matt Kidd has been involved with the festival for three years in a row and this was the second time his school had made it to the nationals. This year a team of eight performed a student-directed version of the "ass scene" from Much Ado about Nothing, which Matt described as "a whizz-bang piece of slapstick comedy." The students had been working on the piece for eight weeks, he said.



From three students to 50. Siobhan Malley has seen Kapiti College's interest in Shakespeare grow



Annette Thomson and Matt Kidd became friends at the SGCNZ Teachers Go Global programme in London

"The regionals are an aperitif and the nationals an enormous smorgasbord. The standard this year has been huge," he said.

Matt has never struggled to find students to take part and says there's always a keen crowd each year.

"Those who have been one year make friends and want to come back. They talk their mates into doing it as well," he said.

Another Shakespeare forged friendship is between Matt and Avonside Girls' High School drama teacher Annette Thomson. The pair met in London at last year's SGCNZ Teachers Go Global programme. Annette is the regional representative for the Shakespeare festival in Canterbury. She runs the Canterbury regionals and

says 21 schools entered this year with a total of 400 students.

"It's really big there, kids are really into it. There are people taking part from far and wide, from Darfield in the north all the way south to Kaiapoi.

"It's really awesome. Students are meeting up again for the first time since the last festival – the kids are really into their theatre, it's a really nice atmosphere," she said.

Annette described the competition as "a coming together with Shakespeare."

"People know the plays, they know the lines, they know what's going on. Shakespeare is alive and well and it's really cool," she said.

Cultural support needed for isolated schools

Nelson/West Coast executive member Ellen Curnow on supporting SGCNZ

Cultural experiences like the national SGCNZ Shakespeare Festival are vital for isolated schools and deserve more government support, says PPTA's Nelson/West Coast executive member Ellen Curnow.

During Queen's Birthday weekend Ellen was lucky enough to be able to take 10 students from Buller High School to the Shakespeare Globe Centre New Zealand (SGCNZ) University of Otago Sheilah Winn Shakespeare Festival nationals in Wellington.

She noticed a large number of schools from New Zealand's more isolated regions there - including Northland, Southland, Gisborne, Taranaki and the West Coast - and got thinking about the importance, and challenges, of offering rich cultural experiences to rural students.

"I could see the huge benefits that these students received from attending the festival," she said.

Students were able to perform on stage at the Michael Fowler Centre, meet like-minded students from around the country and see live professional theatre (King Lear at Wellington's Circa Theatre).

They also had the chance to view presentations and engage with tertiary

institutions that offered applied arts degrees, participate in workshops with industry professionals and have a taste of city life by navigating Wellington.

These sort of cultural experiences are essential for rural or isolated students, Ellen said.

Opportunities to visit high quality professional theatre and art galleries were not always available locally, she said.

"NCEA drama externals require students to view and reflect on live professional theatre and this can be difficult for rural schools."

Attending events like these did provide specific challenges to rural and isolated students - particularly in terms of distance, cost, workload and supply, Ellen said.

"Students and teachers have to travel huge distances for these experiences at a much higher cost than those who live close to centres.

"In addition to high travel costs, more nights of accommodation are often needed by rural and isolated schools, adding to the cost for parents," she said.

In terms of workload, teachers have to do a huge amount of work to organise these trips and spend a significant time away from home and family while they are on them.

Supply became an issue in small secondary and area schools which

might not have specialist drama teachers or offer drama as a subject.

"This can mean that students miss out on cultural opportunities that students at larger schools receive," she said.

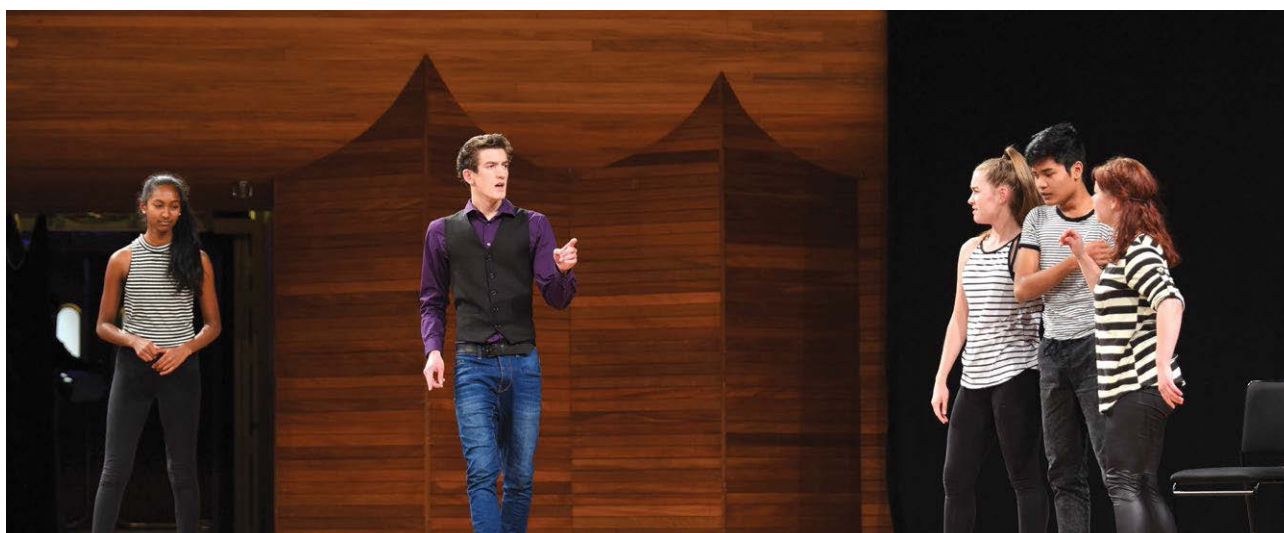
Ellen would like to see Ministry of Education funding to help rural and isolated schools facilitate cultural experiences like the SGCNZ Shakespeare festival and more money to support the events themselves.

"We need to ensure they are able to continue to run. The National Shakespeare Festival costs a huge amount to run and has to find the funding through sponsorship, grants and donations," she said.

SGCNZ CEO Dawn Sanders said it was always a thrill to see groups from more isolated regions, including area schools, being selected from a wide range of regional SGCNZ Shakespeare festivals.

"Knowing the impact this has on the students, the school and local community at large is a significant *raison d'être* for the festivals," she said.

She confirmed the difficulties in finding sufficient funds each year in an increasingly stretched market-place. Major additional amounts were required to hire the larger venues now essential because of the number of people wishing to be involved, and "seismic issues" had severely reduced the number of options available, she said.



Buller High School students take to the stage at the SGCNZ Shakespeare Festival nationals

Technology in the classroom

Valuable resource or time wasting distraction?

Katie Scott and Karen Corbin, teachers who both use technology in the classroom, share different views on the role of devices in schools

A world of resources at our fingertips



by Katie Scott

The way I see it, there are two approaches to having devices such as cellphones and tablets available to students during class time. We can embrace them, and encourage students to use them. Or we can ask that they remain in bags. NB: these are not mutually exclusive.

If we choose to make use of these, we have a whole world of resources at our fingertips. From research skills to explanatory youtube videos to dedicated learning websites such as Language Perfect, there is an endless playground. Of course we need to choose our resources and tasks carefully. Some sites will not be suitable, and some tasks will be too vague. But given that we must curate our lessons anyway, I don't think this is too much to ask.

The other way to view devices is as distractions. They can be very tempting, I know, but learning to manage distractions is crucial. An adult who can't spend 30 minutes doing something irritating but necessary without checking facebook is an adult who will struggle to get things done. Conversely, sometimes taking a minute

to send an email or a text then getting back to a task is a useful skill.

The lure of forbidden fruit can be irresistible. Rather than banishing devices, let's teach students to manage them effectively.

Can the time be justified?



by Karen Corbin

A successful classroom environment relies on everyone working together cooperatively and collaboratively. This environment is established and sustained by face to face activities where body language can be read and the conversation is not limited by the technological aptitude or keyboarding speed of participants.

Making meaning is the core business of learning in the classroom. Brain connections are stronger when drawing rather than keyboarding. Students who annotate using a pen, draw freehand mind maps and explain their understanding using a pen and whiteboard are more likely to be engaged in meaningful learning.

Many tasks are accomplished more effectively without using technology, for example a 'show of hands' is a much quicker way of polling student opinion than digital forum with the time involved in logging on and finding the survey. Technology requires a heavy investment in teacher and student time – time for teacher planning, time to learn the software and time to teach digital citizenship and cybersafety. Can this time be justified?

Some teachers would say the biggest time waster is a groaning wifi connection, a system crash or the inevitable device operating system conflicts. The time it takes to sharpen a pencil is 10 seconds.

Room for rebuttal:

Finding the Balance

Katie says: Karen makes some good points. It is true that technology can fail, and is not always the best tool for the job. That it can take time to learn to use, and can distract students from the core business of learning.

Those, however, are arguments for the efficient use of technology, not for banning it. It offers so many possibilities and is so much a part of our world now, that we would be neglecting our responsibilities to our students were we to remove it altogether from classrooms. Let's integrate it, not demonise it.

Karen says: The exponentially increasing number of educational apps and websites has the potential to take up much planning time as teachers test for suitability. There is also the temptation for teachers to keep on trying the latest and greatest app resulting in students spending a disproportionate amount of their class time learning how to use software rather than focusing on learning purpose.

The distraction that technology provides requires on going class discussions to develop a class understanding of what is acceptable and suitable strategies to use to return to the task.

There must be a balance between learning with and without technology so that our students are able to learn the skills to work with others in a work place where much communication will remain face to face.

Support for student teachers at summit

Job security and union back up high on agenda for new teachers

Job security, union support and the need for back up in the first few years were all hot topics at the second Student Teacher Summit.

Around 40 student teachers met at Wellington's Education House in July to take part in the gathering - jointly hosted by NZEI, PPTA and NZUSA.

They came from throughout the country, representing all the teacher training providers.

Julie Thomas is currently studying at the University of Canterbury, doing a Masters of Teaching and Learning in secondary with an English major.

She took part in the summit because she was interested in getting information from other teacher trainees and wanted to learn about the PPTA.

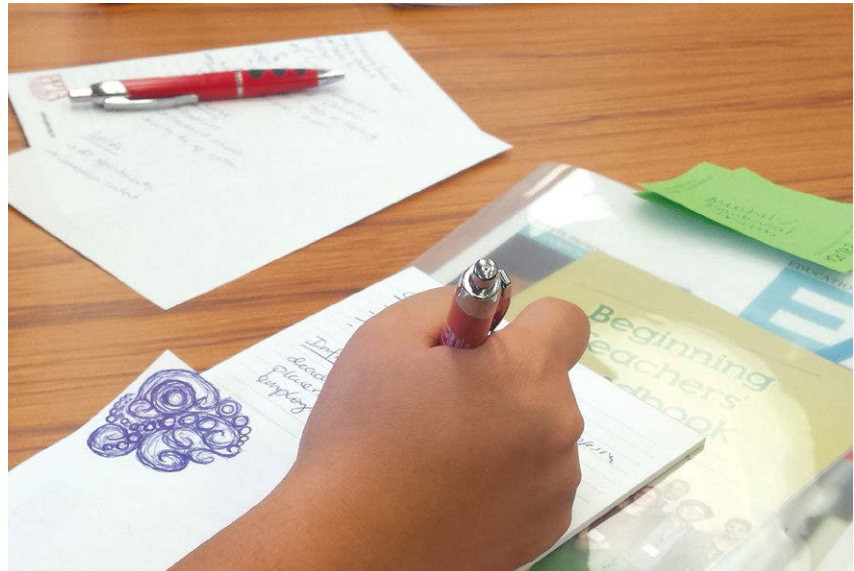
"I wanted to learn more about the union that is a massive part of most teachers' careers, what they offer and how we can get involved," she said.

"It's really good to know there's support there from the union because everyone within the profession is in the same boat. The allegiance and collaboration that can go on is very encouraging," she said.

A highlight for Julie was hearing from people in their first few years of teaching. She particularly appreciated hearing from PPTA Network of Establishing Teachers (NETs) members Chris Carr and Katie Scott as part of a panel of young teachers.

Job security and support were big issues for Julie. "Teachers at the beginning of their profession and those entering the profession are searching for security and more support from tertiary institutions and the schools they are going into. It is the key to moving forward and addressing issues such as achievement gaps and increasing workloads. That is a lot to expect from teachers when they are coping with security issues as well.

"It is important to note that people going into teaching do it because they have a passion for it and they work really hard. Education issues are often wider



Taking notes at the student teacher summit

societal issues and we all need to take responsibility for that," she said.

Rosa Hughes-Currie graduated from the University of Canterbury last year and is studying in the Teach First NZ program. She is currently teaching physics at Massey High School in West Auckland.

She took part in the summit because she wanted to take all the opportunities she could to get involved with her union.

"I believe that collective action is key to improving our working conditions and raising the status of the teaching profession, so I want to be an active part of that," she said.

Rosa appreciated meeting a diverse range of student teachers and getting a broader sense of teacher education in Aotearoa.

Student teachers definitely needed access to good information and support, she said.

"So they can make informed decisions to train in the right subjects and areas of teaching, and feel a lot more hopeful about their chances of getting permanent positions at schools."

Sam Ritchie is completing a Masters of Teaching and Learning at the University of Otago College of Education.

He got a lot out of discussions with other new teachers at the summit.

"I was impressed by the level of insight and critique coming from everyone. I realised that we all faced similar issues and it felt really good to talk them through and actually get them down on paper," he said.

"I also wanted to learn about the PPTA and how it is structured, how it functions and what its organisational culture was like. I wanted to meet some members of the PPTA and take part in a discussion around issues that I am concerned about."

Sam believes there needs to be a more consistent approach to supporting new teachers in the first few years of their careers, he is also concerned about the proliferation of illegal fixed term contracts that new (and experienced) teachers are on.

Sam left the summit more positive than when he arrived. "I left feeling very motivated to enter a profession that has at its core a collective organisation that focuses on the issues, represents us and advocates for creating the conditions for quality teaching and learning.

"Having just finished an intense semester of practicums and professional experience, I was feeling less than inspired to continue and was questioning whether teaching was really my calling after all - the summit turned this around," he said.

Postcards and perseverance for paid parental leave

PPTA members from throughout the country bombarded the prime minister with 1000s of postcards asking him not to veto a bill to extend paid parental leave to 26 weeks.

Despite this, and the bill having the majority of support at parliament, the government decided not to support it.

Four years of effective campaigning however has achieved real wins for parents, including extending who is eligible for paid parental leave and the amount that is paid. Now up to 18 weeks paid parental leave is available and there are additional payments for parents who have premature births (ie less than 37 weeks) – one extra week for every week the child is premature.

If parents are not eligible for paid parental leave they may still be entitled



Wellington Girls College staff (from left) David Adams and Tim Harford urge the prime minister to extend paid parental leave

to the parental tax credit from the Inland Revenue Department.

New guidance about parental leave is available on the PPTA website.

Powerful in Pink

Celebrating Pink Shirt Day

Schools throughout the country had a rosy glow on May 20 as students and staff stood together to celebrate Pink Shirt Day.

Winding up the first Bullying-free New Zealand week, the event encouraged schools to focus on creating environments where all students feel safe, valued and respected - regardless of age, sex, gender identity, sexual orientation, ability or cultural background.

First starting in Canada in 2007 when two school students took a stand against homophobic bullying of a young student harassed for wearing pink, Pink Shirt Day is now celebrated around the world.

New Zealand's Pink Shirt Day is led by the Mental Health Foundation with support from PPTA, the Peace Foundation, Rainbow YOUTH, InsideOUT, Youthline and Family Works.

To support the Pink Shirt Day movement, text PINK to 2446.



Top: Albany senior college, and below: Newlands college

3 fascinating reasons teachers need to have a growth mindset too!

PPTA member Carrone Conroy blogs about growth mindset and teachers.

The fact that our students need a growth mindset to succeed is nothing new. Stanford University Professor Carol Dweck wrote about it in 2006. So the idea that brains and talent are just the starting point for success - a person's most basic abilities can be developed through dedication and hard work - is actually over a decade old. The advantages of our students having a growth mindset have been documented again and again. But kids aren't the only ones who need to have a growth mindset.

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"You're simply not going to survive in teaching with a fixed mindset"

.....

So here are three fascinating reasons why teachers need to have a growth mindset too!

The dynamic nature of the classroom!

Picture this, you have 30 different people, 30 complete strangers in a room and you are all now on the same journey together. Sitting there, looking at you, are kids from all walks of life, all with completely different life experiences, family and cultural upbringings. Yet you all need to reach the same destination.



Carrone Conroy

As a teacher you need to be able to genuinely connect with these kids. You need to call on their life experience and their family and cultural upbringings. And if you want to get the most out of each student, you must do this in a truly meaningful way.

Now this definitely isn't going to be easy and it's going to take time. But with dedication and perseverance you know you can succeed. And that is the definition of having a growth mindset.

The dynamic nature of the job!

Any teacher knows that teachers do more than just teach. The dynamic nature of teaching means we need to build relationships and communicate with students, parents, caregivers as well as our colleagues.

While we all have the kids' best interest at heart, the problem is we don't always agree on what the best approach looks like. Is it a little bit of tough love or do they need some extra support? Is the teacher really doing the very best job they can or does the student need to give a better account of themselves?

Managing all these different perspectives isn't easy but with dedication and perseverance you know you can succeed. And this is the definition of having a growth mindset.

The ever changing nature of education!

Education over the last 20 years has changed dramatically. There has been a dramatic shift towards digital content, the rise of the internet and now BYOD. We are also expected to prepare our students to become citizens of the world, without any idea what this world is going to look like.

You're simply not going to survive in teaching with a fixed mindset. To be successful, you need a life long commitment to learn, develop, be flexible, adaptable, evolve and grow.

Having a growth mindset is all about knowing that with effort you can improve. It's about the willingness to make mistakes, learn from them and grow. It's about dedication and perseverance. Yes our kids need it, but teachers must have a growth mindset too.

Carrone Conroy teaches science and mathematics. You can find him on Twitter: @carroneconroy

Do you write a blog and want to share it?

Contact Anna Kirtlan, editor, *PPTA News* at akirtlan@ppta.org.nz

Are you getting paid correctly for your qualification?

Information and advice from PPTA's intrepid field officers

From time to time PPTA becomes aware of members who are being underpaid because their qualifications have been wrongly classified by the Salary Assessment Unit. In some cases the arrears due to members are in excess of \$20,000.



Scenario

Portia is a trained teacher with a BSc from a New Zealand University. Her pay slip showed her qualification as G3. Portia had been teaching for 10 years and was being paid \$70,481 per annum (step 9 on the trained scale). Henare works with Portia and has the same qualification but was being paid \$74,460 (step 10) after teaching for 9 years.

Portia queried why she earned less than Henare and a look at her payslip showed that her qualification was recorded as G3, while Henare's was G3+.

A G3 qualification is either a:

- level 7 subject qualification (degree or equivalent) but no teaching qualification, or
- Bachelor of Teaching/Education or Advanced Diploma of Teaching with no level 7 subject qualification.

A G3+ qualification is a level 7 subject qualification (degree or equivalent) AND a teaching qualification.

Portia was being held on the maximum step of the salary scale for a G3

teacher. Her qualifications had been wrongly classified and with her BSc and teacher training she, like Henare, should have been G3+.

To fix this Portia filled out a Novo7t form and had her qualification group changed to G3+. She was owed arrears for the underpayment and got three years' worth of backpay.

PPTA advice

1. Check that your qualification is correctly recognised. Teachers in G1 and G2 qualifications groups may also feel they have been wrongly assessed.
2. The salary scales and notes on qualification groups are in clause 4.1.1 of the Secondary Teachers Collective (2015-18) and in clause 3.2 of the Area Schools Teachers' Collective Agreement (2016-19).
3. If you think your qualification group is wrong fill out a Novo 7t form (which can be found at www.novopay.govt.nz) and have it reassessed.
4. Contact your PPTA field officer if you think you could be eligible for a salary increase.

Health and safety research for older teachers

As part of my post-graduate study I am completing a research project through Massey University.

The study is based on my observation that whilst the average age of teachers is rising each year, Health and Safety procedures are designed as a one size fits all policy with no particular attention paid to older staff. The study is specific to teachers working in secondary schools.

As a teacher with over 35 years in the classroom I know that my "needs" vary quite considerably from the "needs" of younger teachers; even if it is a simple thing like struggling with the stairs to my up-stairs classroom whilst enviously watching students and young teachers whizzing past; or far more challenging issues facing colleagues like mental health concerns.

Boards of trustees have the same

responsibilities for the health and safety of older employees as they have for all their employees, however, my feeling is that specific needs of older staff are often overlooked. The research is aimed to assist boards of trustees take older workers into account when considering how to meet their health and safety responsibilities.

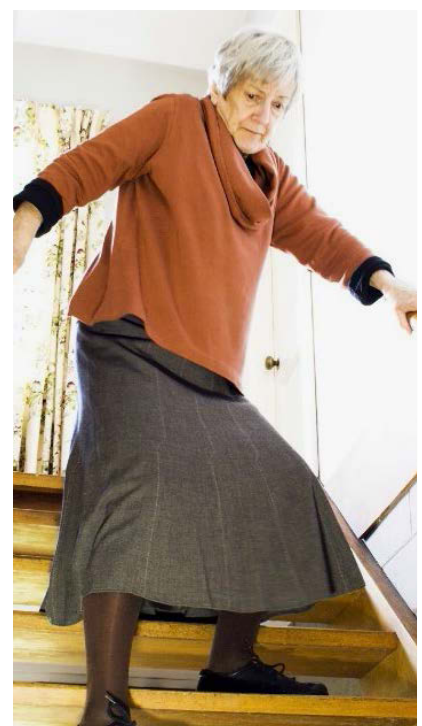
I would like to collect as much actual data as I can and would appreciate as many teachers as possible taking 5 minutes to complete a very short and anonymous online survey via the link below.

www.surveymonkey.com/r/LKP92N3

I also welcome any feedback or comments you may have via my email: s.king@jchs.school.nz

I will present the results in a future edition of PPTA News, and present any findings that should be addressed to the PPTA executive.

Many thanks in advance, Stuart King.



Chalkdust: A look into PPTA's past

A series looking at education through the eyes of the PPTA News.

This month we take a look back at the bulk funding battles of the 1990s.

Manurewa High walks out

“Following the Manurewa High School Board’s decision to opt into bulk funding on 29 November, the PPTA Branch met on the 30th and decided to take industrial action. This included walking off the job at 8.25am and meeting at a local venue where teachers gathered in groups to paint banners in preparation for the picket line outside the school at 2pm.”

Fax very much

Fax machines were running hot as PPTA members supported each other through the bulk funding battle.

“The Waimea College Branch would like to respond to the overwhelming number of faxes in support of our recent bulk funding debate with our board of trustees. It was extremely encouraging to know that branches all round the country were supporting us.”

“We the Wakatipu High School Branch wish to express our gratitude for the caring messages of support that overwhelmed us. These have given us the strength and confidence to continue in our fight against direct resourcing and to know we’re not alone.”

“Members of the Taumararui Branch wish to extend their thanks for your messages of support during this difficult time. Without your encouragement, the feeling of isolation would be difficult to deal with.”

Financial disaster? Not our problem

Bulk funding briefing papers released under the OIA showed the government would not compensate schools that lost out financially through the scheme: “this would reduce the incentives for schools to manage their finances effectively...focus on wins and losses detracts from the gains in terms of management flexibility,” the advice reads.

Boards say no

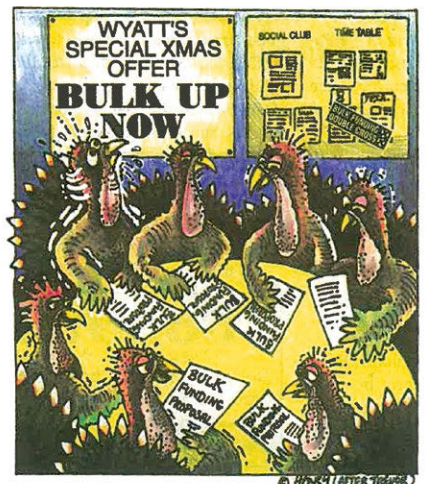
“The majority of boards which have considered bulk funding have rejected it, a recent School Trustees Association survey has shown...PPTA analysis also shows that, despite the government’s claim that the take up of bulk funding has increased greatly, 74% of secondary schools are still centrally-funded.”



PRIORITY - LET'S DEFEAT BULK FUNDING



Bulk funding protest outside parliament in 1998



Don't let the Government treat you like a turkey!



CONNECT

8 day Outward Bound course
for those working with youth

This course is specifically designed to build the skills and confidence of those working with young people. We'll support you to understand your own strengths and areas for development whilst learning how to transfer new skills back to the workplace.

Upcoming course dates:

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Course cost: \$500

Contact Lisa Healy
lhealy@outwardbound.co.nz
or 0800 688 927
for more info



Your Voice
Your Vote
Your Union



The PPTA team in your region is selecting delegates now. Let them know you're interested. For information for conference delegates, keep watching www.ppta.org.nz