

PPTA NEWS

The magazine of New Zealand secondary teachers

Sign of the times at
Kaiapoi High – page 6



PPTA News



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Pragmatic problem-solver will be missed



Angela Roberts | President, PPTA

The Secretary for Education, Peter Hughes is moving on, and I for one will be sorry to see him go.

When he took on the job, at the start of 2013, the ministry was in the midst of dark times. The government had tried to cut \$170 million by increasing class sizes, the Novopay omnishambles rolled on, Christchurch was in uproar over the botched school closures, and the previous secretary Lesley Longstone had just left after falling out with the minister.

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“It’s a mark of Peter’s courage and confidence that he was prepared to step up for the job when everyone else was running the other way”

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It’s been a long road back from there, and it’s a mark of Peter’s courage and confidence that he was prepared to step up for the job when everyone else was running the other way.

I admit to being one of the doubters. He had held other leadership roles in the public sector and was leading the school of government at Victoria University. “Another ideologue schooled in new public management theories of privatisation, performance pay, customers, competition and choice” I thought.

I’m pleased to say I thought wrong. Peter turned out to be pragmatic, systematic and sensible. He took on the big challenges with determination not defensiveness.

The best thing was the care he took over relationships. Instead of the dismissive responses that are popular in Wellington in discussions about secondary teachers - everyone works hard; that’s what teachers are paid to do; our information doesn’t show that, Peter would take it as read that if we had a problem, he had a problem.

He couldn’t fix everything and we didn’t expect him to but he was frank about what could be done and what couldn’t. He would listen and see if there was a way through. Disagreements were treated with courtesy (charter schools!) and not allowed to poison the relationship.

As he said when he spoke to the PPTA Issues and Organising Seminar in 2014, “Education is not a sector but a system, a human system — a system that’s structure has remained unchanged since 1989 when it was geared towards competition. Our current education system hinders collaboration between schools. Teachers do this against the tension of the system.”

For Peter, as for PPTA, IES was an opportunity to push back against the self-interest that has been unleashed by Tomorrow's Schools. "Be sceptical but not cynical" he asked members.

Whether there is sufficient trust and goodwill in schools to build supportive relationships and enough insight and competence in the ministry regions to facilitate cooperation remains to be seen but, as they say, better to light a candle than curse the darkness.

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“He took on the big challenges with determination, not defensiveness”

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In his new position as the State Services Commissioner, I would guess Peter is relishing the challenge of spreading his vision of an effective, ethical, relationship-driven public service wider. His first job will be to appoint his own replacement and we can only hope that he finds someone who is similarly wise, experienced and skilled at building constructive relationships.



“Amazing atmosphere” when students, staff and management work together

Academic mentoring is a new way of connecting school staff, students and families. Gisborne’s Lytton High School has found a way to make it work well for all involved.

Throughout their school experience Lytton High students will have a go-to staff member tailored for them specifically.

With close consultation between staff, PPTA and management the school has implemented an academic mentoring system where one staff member – including the principal and deputy principals – mentors a group of students as a Learning Advisor (LA).

The school sees the practice as so important it has made it 100% contact time, ensuring it is a properly resourced part of staff workload.

Lytton High School PPTA branch chair Kelly Ryan said teachers saw groups of about 15 to 20 students from years 9 to 13 for a 10 minute check in every day and two 40 minute slots twice a week. Most parent/teacher and teacher/student conferencing happens within the group and the teacher keeps the same students through their entire secondary schooling. Assemblies are also timetabled for this time.



Kelly Ryan

The programme is in its second year and “the feeling is really good,” Kelly said.

“You don’t get much better formation of a relationship than you get with this group. You are their mentor, their champion and you are there to work between the students, other teachers and parents,” he said.

A “huge amount of consultation” with parents, students, staff and PPTA went into implementing the programme, Kelly said.

The first year was trialled as 80/20 contact time and it was deemed 100% contact time from 2016 onwards through a “reasonably straightforward discussion between PPTA and senior management,” he said.

All teachers, except part-time staff and deans, have an LA class and staff buy-in has been good.

“The development of a tangible bond with your LA students is a particularly noticeable positive outcome,” he said.

Lytton High School principal Wiremu Elliot said the year 9 to 13 groupings gave the LA classes a Whanau feel.

In the two 40 minute slots the groups would discuss learning achievements, look

at topics that were of interest to them as a whole and ways of making a constructive contribution to the community.

“Sometimes they just do fun things with them. That’s just as important,” he said.

Sometimes LA classes would go on trips out of town or to sporting events. One LA negotiated to take his students to Unitec’s Mind Lab where they learned about robotics and coding.

“I can’t say enough about the people who do this sort of thing. We don’t suggest the activities, they come up with ideas based on what the kids are interested in, what they have a passion for. They are small groups, but these are still not easy things to organise,” Wiremu said.

“Kids have a lot of pressure on them today. Their careers are expected to start at high school. This is about creating an opportunity for them to get



A Lytton High learning advisory group at the unveiling of the school’s Mangopare sculpture.

together for support, somewhere they can go if they start struggling,” he said.

In the programme’s first year, instead of having a meet the teacher night, the school had a Learning Advisory hui where the LAs, students and staff met together. 64% of the families turned up and follow-up meetings were done with the rest.

“It was a great turnout for a first hit. They came because those connections were made.

“The kids know who their LA is. It’s a great way of supporting students who don’t have a significant adult in their life,” he said.

Students were handpicked for each LA group, with teachers getting together and negotiating where each student would go. They looked at which students would work best with which staff member based on their personalities and interests and for the

Year 9s gleaned what they could from their intermediate records.

“Not everybody knows every student but together they know enough about each to work out who would work best with who. The students can genuinely say they were chosen by this person,” he said.

.....

“In consultation with the staff, we made it 100% contact time. We wouldn’t try to do it any other way”

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At the end of the project’s first term Wiremu talked with teachers about their experiences and said they were very positive.

One told him that some of their LA students had come to him when they had got in trouble in school.

“I think that’s amazing. He was thrilled that they believed in him enough to confide in him. He had never taught them in class. He was not their teacher.”

After the initial 80/20% contact trial the school was convinced of the scheme’s value and that staff needed the support to make it happen.

“So, in consultation with the staff, we made it 100% contact time. We wouldn’t try to do it any other way,” he said.

The process was being carried out across the whole school Wiremu said.

“You can’t do this sort of thing piecemeal.”

“We’ll get things right and we’ll get things wrong. I have a huge belief in the system that has been built up by the LAs. It’s a really amazing atmosphere,” he said.



Mangopare is their symbol for perseverance and tenacity

Beware - teenagers crossing

Keeping students safe at Kaiapoi High School

We all know that teenagers (and let's face it most adults these days) don't pay as much attention to crossing the road as they should.

Unleash 500 of them over a 15 minute period in an area with cars slowing from 100 kph and you have a potential recipe for disaster.

Because this scenario is faced by Kaiapoi High every school day a quirky new sign has been installed to help draw attention to the teenage hoards.

Kaiapoi High School PPTA branch chair Scott Liddell said the school had battled for years because its gate was in a very dangerous position. Students were crossing the road immediately after a 100kph motorway zone with traffic coming from three directions.

A fence had been built around the school to make crossing the road happen in one clear place, but it was still dangerous, he said.

"We may in fact need to be the first secondary school (I think) to have a road patrol operating before and after school," he joked.

Principal Bruce Kearney said the school had been trying to address the issue through the Waimakariri District Council for quite some time.

The school was growing rapidly and the biggest issue was around 3pm when hundreds of students burst through the gate. "For some reason it's not such an issue before school. They sort of drip in," he said.

The school had approached the council a number of times as the situation got more dangerous.

"We've got people parking on yellow lines and 400 to 500 students coming out the front gate. There is no traffic management system," he said.

The school wanted lights or a pedestrian crossing but the council refused because it was too close to the motorway and could cause traffic flow issues.

A compromise move was to put a traffic island in front of the school, but that hadn't made much difference, Kearney said.



Kaiapoi High School's new sign is attracting motorists' attention

The school is still pushing for some form of traffic management system and part of the negotiations involved the installation of a sign outside the school.

A 'children crossing' sign was hardly appropriate for a secondary school though so the school and council came up with a creative solution.

"We decided to funk things up with a picture of teenagers holding celphones," Kearney said.

The school is still not giving up on the traffic management plan and would like to see more done. Kearney believes the council is concerned about the expense of creating a plan just for a 15

minute window.

"The sign is great, thanks for that – but it's not enough," he said.

In the meantime the sign, which at the time of interview had been up for two weeks, was having some effect.

"Looking from my window I can see people taking a bit more care – I think because they are slowing to read the sign."

Kearney definitely recommends concerned schools work with and pressure their council. While there was still some work to go, he was pleased with the creative result.

"Why not spice things up a bit?"

Should New Zealand History be compulsory?

Learning about our past – two opposing views

Whether or not New Zealand History should be compulsory in schools has been a hot topic of late. This month PPTA members Thomas Newton and Karen Blick put the cases for and against.

Combatting stereotypes and misunderstandings



by Thomas Newton

The history of New Zealand is rarely understood and in previous guises has contributed to racial stereotypes and a complete misunderstanding of Māori and Pākehā relations. In November 2014, the prime minister typified this misunderstanding when he claimed that “New Zealand was one of the very few countries in the world that were settled peacefully.” There are several generations of living New Zealanders who uphold these beliefs. Many New Zealanders have little to no knowledge of the thousands of lives lost through the Musket or Land Wars and the majority of New Zealand citizens would be hard pressed to name any of the more than 50 pieces of legislation designed to marginalise and assimilate Māori into a European populace. It is for those reasons that I advocate for compulsory history within our schools – at least in the years building up to NCEA.

History is important when defining our cultural heritage and it helps us to approach both our past and our future, collectively and with understanding. Educating our youth about past events helps to foster a greater understanding of who we are, how we got here and how to help future peoples. Most importantly, history is a vessel that

provides the tools for essential leadership and citizenship. By making history compulsory, we teach our students to analyse information and search for bias and fact. This then makes them more capable leaders, voters and observers within our country.

Whose history should we teach?



by Karen Blick

New Zealand history should not be compulsory for schools! Wait before you hang, draw and quarter me, let’s pose a couple of questions. Whose history should we teach? Māori, Pakeha, male, female? From what perspective or lens should it be viewed? Colonial, Māori, modern, revisionist? The New Zealand Curriculum states the principles should put students at the centre of our teaching and learning. So how will a ‘one size fits all’ approach enable us as teachers to carry this out?

If we take the principle of inclusion as one example, the New Zealand Curriculum states we must be non-sexist, non-racist, and non-discriminatory, if teaching New Zealand history becomes prescriptive and compulsory, are we just opening a Pandora’s box? From a female perspective New Zealand history is dominated by men and written predominately by men, where is the women’s’ voice?

Another question is who is going to choose the topics, and by whose standards will these be deemed as being significant? What criteria will be used to select topics, will some be more worthy of study than others? What is significant history in Otago may not even

be relevant to students in the far north.

I don’t want to be shackled by someone else’s perception of what they consider significant New Zealand history, would it not be better to lay a set of New Zealand events in front of our students and let them determine what is important to them today? They are at the centre of our teaching and learning.

Room for rebuttal:

Student or politician led learning?

Thomas says: New Zealand students are smart, inquisitive, and genuinely interested in the nation’s past. As a society, we need to be familiar with the history that has directly affected the people and the foundations of this country.

This history can easily be student led and we as facilitators have the ability to provide students with the tools to identify movements, forces, and biases within our past; history is a skill, not just a rote learned collection of facts.

History opens students’ eyes to issues of patriarchy, racism, imperialism, colonialism and revisionism. We owe our ākongā the opportunity to understand these issues and draw their own conclusions. History can do just that.

Karen says: I agree that our prime minister is bereft of a thorough understanding of New Zealand history. So this is why history should not be compulsory in New Zealand schools. Do we really want politicians of his ilk making decisions on what they value as significant New Zealand history? I’m sure many history teachers would have very little confidence in a government led by this prime minister to make educated decisions on what should be taught. Our history is very important; this is another reason why defining our cultural heritage should not be in the hands of those who fail to accurately understand it.

Familiar faces, new roles

PPTA's new deputy general secretary and junior vice president

Two familiar PPTA faces have now taken up new roles. Introducing junior vice president Jack Boyle and deputy general secretary Tom Haig.

From entertainment to education – PPTA's new JVP

Congratulations to PPTA's newly elected junior vice president Jack Boyle.

Originally from Hawkes Bay, Jack has been living and teaching at Sacred Heart College in the Hutt Valley for 12 years and considers it his turangawaewae (place to stand).

He and his wife Natalie have put down roots with their family growing from one child, early in Jack's teaching career, to four - including twins.

Jack came relatively late into teaching after spending the late 1990s and early 2000s as an events promotor and manager in the entertainment industry – but his passion at school had always been English and the Arts.

"When I decided I wanted to engage in a more direct and empowering way with young people... teaching, English and Arts in particular, was – strangely – a fairly natural progression," he said.

As head of Drama at Sacred Heart College for the past five years Jack has really appreciated seeing his students in a new context.

"Our younger generation have got such potential and I think that's why teachers do what they do," he said.

Jack has also been pursuing post graduate studies in psychology and is a strong advocate for professional learning and development (PLD).

"I find it almost bizarre that teachers have to make space for such critical learning themselves – on top of teaching – rather than having access to quality PLD provided for them to be the best they can be," he said.

Jack has been involved with PPTA since he began teaching and he took up the branch chair role in 2009. In 2013 he stood for PPTA executive and was elected with a mandate from his region to focus on the areas of behaviour and teacher workload.



Jack Boyle

Jack has also been involved in the STCA bargaining, made submissions, fronted meetings and the media, led taskforces and helped develop policy over the past couple of years.

"But I know that there's plenty more for me to get to grips with so that I can do the best job of advocating for all secondary teachers.

I'm honoured to have the opportunity to serve the membership as JVP," he said.

Keen activist up for new challenge

Taking on an exciting new challenge at PPTA national office is Tom Haig who takes up the role of deputy general secretary.

Tom will have some memorable shoes to fill when Bronwyn Cross retires in August after 14 years in the role and nearly 30 with PPTA (look out for a profile in the July PPTA News).

A father of two (Arlo, 12 and Keira, 11) and partner of one (Melissa), Tom is from Nelson and grew up in a beautiful spot called Cable Bay.

Tom did a short stint teaching English in Korea and was a teacher aid, before getting his first teaching job at the college he attended as a student. He taught English and social studies at Nayland College and says he is "fairly accomplished with colouring pencils."

Tom taught at an international school in Norway for a year and a half before being tempted back to Nayland where he became assistant HOD English. He finished teaching in 2012 after seven



Tom Haig

years in the classroom and took up an advisory officer role at PPTA national office.

When he started teaching Tom was encouraged to a PPTA regional meeting by a good friend and never looked back. He was a keen unionist and activist from his days at Victoria University so getting involved with PPTA was natural.

Tom attended PPTA conferences as a beginning teacher and regional representative and found them a huge learning opportunity. He also helped out at a regional level making banners and protesting during collective agreement negotiations.

Tom sees the role of DGS as challenging and rewarding.

"It seemed Bronwyn had a lot of fun while doing really good work. I thought I would be working with great people for a great cause."

He sees an the intensification of teachers' work and political pressure as issues he will face in the job.

He also sees a challenge in maintaining significance to a generation that probably hasn't been exposed to unions in other parts of their lives.

"People are still joining PPTA at a good rate, but we can't take that for granted," he said.

The balance between the industrial, professional and political role of the union was something that fascinated Tom.

"I will argue for it and enjoy doing that because it's a cause I really believe in," he said.

Marking Matariki

Celebrating Māori New Year in schools

As the Māori New Year falls this month schools will attend functions, write poems and compose songs. PPTA's Te Huarahi Māori Motuhake members Miriama Barton and Roxie Aloï share the reasons behind the celebration.

The story of Matariki:

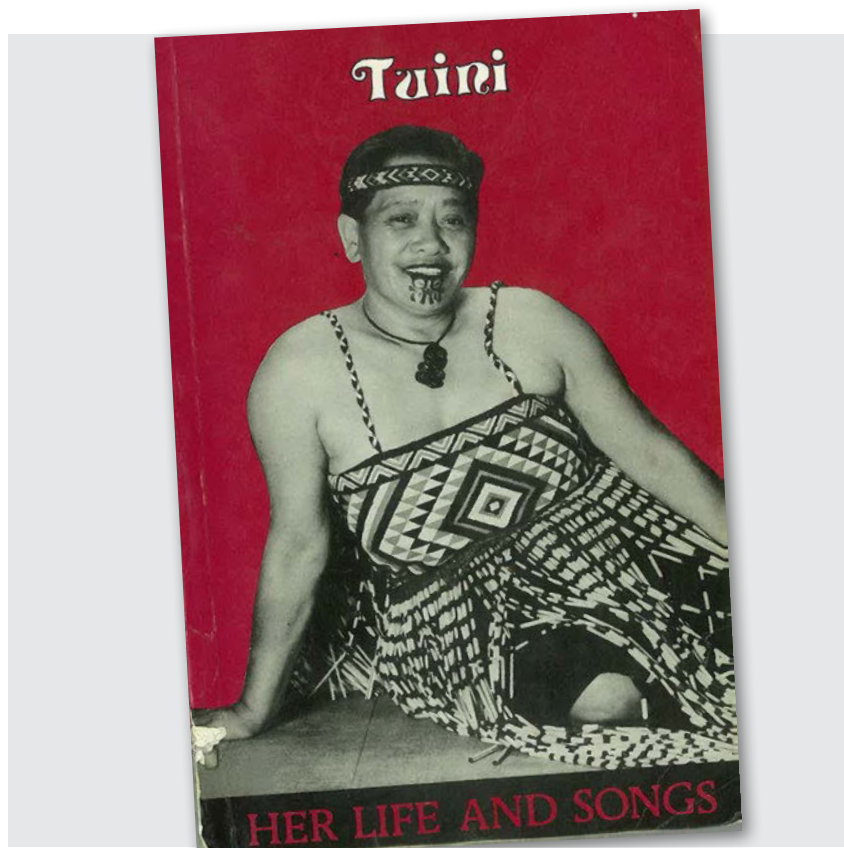
Matariki is the Māori name for the small cluster of stars also known as the Pleiades or the Seven Sisters, in the Taurus constellation. In New Zealand it comes into view low on the north-eastern horizon, appearing in the tail of the Milky Way in the last days of May or in early June, just before dawn. This heralds the Māori New Year.

Matariki literally means the 'eyes of god' (mata ariki) or 'little eyes' (mata riki). Some say that when Ranginui, the sky father, and Papatūānuku, the earth mother were separated by their offspring, the god of the winds, Tāwhirimātea, became angry, tearing out his eyes and hurling them into the heavens. Others say Matariki is the mother surrounded by her six daughters, Tupu-ā-nuku, Tupu-ā-rangi, Waitī, Waitā, Waipuna-ā-rangi and Ururangi. One account explains that Matariki and her daughters appear to assist the sun, Tama-nui-te-rā, whose winter journey from the north has left him weakened.

Some tribes celebrate Matariki at different times of the year. In the years that have past, tribes have held festivities when Matariki was first seen in the dawn sky; others celebrated after the full moon rose or at the beginning of the next new moon.

For all tribes, the importance of Matariki has been captured in songs:

This song was composed by Tuini Ngawai, a famous composer from Ngati Porou (and Miriama's grand aunt). It was composed in May 1962 for a hui at Ngaruawahia celebrating Matariki: (These are the first two verses of the song.)



Famed Ngati Porou composer Tuini Ngawai

MATARIKI

*Ko Matariki te whetu hei arataki e
A tutuki noa ki te mutunga
Puritia nga tohutohu o te wa,
Kia manawa nui, kia Rangimarie
Te whakapono, tumanako me te aroha e,
Te huarahi ki te ora wairua e
Haere mai i runga i te aroha e
Kia manawa nui, kia Rangimarie.*

Translation:

*Matariki will guide you in all things
From time to eternity
Maintain the gospel teachings
Take hold of opportunities presented.
Be patient, be calm.
The path to righteous
Is through faith, hope and charity
Be loving, be patient, be calm.*

Ways to celebrate Matariki

Get creative in the kitchen

One of the most important elements of the Matariki celebration is enjoying delicious food with close friends and family, such as Rewena bread and mayonnaise with fresh kawakawa leaves - For tips on how to cook Māori

cuisine, celebrity chef Peter Gordon has many ideas online.

Matariki based activities at your local libraries

Libraries across the country will be celebrating Matariki, with events for all age groups. Events include school haka performances, story readings, kite-making workshops and more. Check them out

Look to the sky

No matter where you are in the world, you can participate in Matariki by looking for the star constellation its named after. Matariki is the Māori name for a star cluster in Taurus, called 'the Pleiades'.

The best time to spot this beautiful constellation is very early in the morning, around 6.30am, on the northeast horizon. Experts recommended first-time viewers to use binoculars!

Be sure to check your local council websites for Matariki activities

Much needed support for special needs coordinators

A Teachers Refresher Course Committee (TRCC) course titled Everybody In will fill a gaping hole for members working with students with disabilities.



Held at the University of Canterbury from 26-28 September organisers say it will offer the opportunity to spend three days getting to grips with supporting the "learning, participation and success of children and young people with disabilities."

The course will be particularly useful to Special Education Needs Coordinators (SENCOs) who have very little access to good professional learning, PPTA president Angela Roberts said.

SENCOs are, in many ways, an invisible group of teachers. There is no specific

staffing provided to a school to enable them to have a SENCO, and yet ERO's 2012 report on inclusion highlighted their wide-ranging and significant responsibilities, she said.

These included assessing students and identifying needs, establishing and maintaining a special needs register, collecting and analysing school data, liaising with specialists, parents and school staff, monitoring student progress and reviewing programme effectiveness, to name a few.

According to ERO 93% of secondary schools have a SENCO, but only a quarter had any kind of qualification relevant to the role.

"These SENCOs tend to have to operate without sufficient access to specialist advice and support, with nearly half the schools in the ERO sample saying they had to manage without it," Roberts said.

TRCC offers professional learning and development that is 'for teachers, by teachers'. At Everybody In a big part of what is offered will be practitioners, leaders and facilitators from across the

education sector sharing their practice and stories of what's been working.

Course director Bernadette Macartney promises "multiple opportunities to listen, talk and learn from each other's experiences and perspectives". Course goers will engage with disabled people, and families' perspectives throughout the course as well as contributing and reflecting on their own experiences and perspectives.

"This course is about supporting each other, showing and finding pathways to teach inclusively within the realities and systemic challenges that we face in our daily work and relationships. Good leadership can keep the school/centre and community focussed, listening to each other, problem solving and gaining momentum. Our aim is for participants to leave the course feeling more confident and better equipped to lead and support positive change in their settings," she said.

Some subsidised travel is still available for those who register for the course soon. Enrol online at trcc.org.nz



The 'Everybody In' course will provide much needed support for those working with students with disabilities

Island-style hui aimed at supporting Pasifika success

Pasifika teachers and those that work with Pasifika students will have the opportunity next month to take part in a hui – island style.

Registrations are now open for PPTA's 2016 Pasifika fono – Talanoa for Pasifika Success.

It will be held in Auckland from 18-19 July and will encompass a broad discussion of what fosters success for Pasifika students.

In researching the meaning of the word Talanoa executive member Roxie Aloï turned to her husband.

"He described it to me simply by using a familiar Māori word in our now very Kiwi vocabulary. In his words – you do it all the time and you're doing it right now. It's a 'hui' but island styles."

After digging up a bit more detail she discovered he was, in a way, right.

Talanoa is more specifically defined as a personal encounter where people share their stories, issues, realities and aspirations. It aims to allow mo'oni - authentic forms of dialogue that bring people together to share opposing views without any predetermined expectations of agreement.

Talanoa embraces the values of inclusiveness, collectivism and acceptance of all who wish to participate.

In a speech to PPTA's national executive supporting the biennial conference Roxie



A dance troupe performs at the 2014 Pasifika fono, Lalaga – Making Connections

said combining the words Talanoa and Hui provided her with an insight into what conference-goers would experience.

"Pasifika Fono 2016; Talanoa - for Pacific Success is an approach of collective talk, however the parameters for discussions are based on: inclusion, reconciliation and mutual respect," she said.

Over the last nine years PPTA's Komiti Pasifika has organised four highly engaging, motivating and fruitful fono

that not only focused on Pasifika education and teachers but also in raising awareness among broader educational communities, she said.

"PPTA advisory officer with responsibility for Komiti Pasifika Doug Clark said the Talanoa for Success theme was an apt one for a Pasifika teachers' conference.

"During Talanoa many aspects of Pasifika culture are evident, including meeting face to face, learning about others and making connections, using humour and laughing together, hospitality in the way of inviting all to come and participate, generosity in terms of sharing time and talents and the sharing of food together," he said.

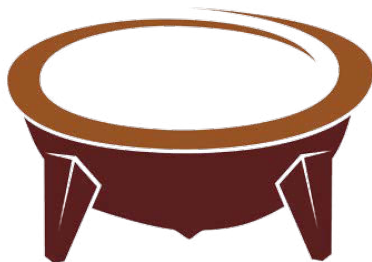
"Our conference will bring educators together to tell their stories and to discuss a range of issues that are important to and affect Pasifika peoples, Pasifika students and Pasifika education around New Zealand.

"It is through Talanoa, robust debate and the sharing of ideas that we hope more successful stories will be written for our Pasifika students."

All Pasifika teachers and teachers of Pasifika students are encouraged to attend and those with a fresh perspective or interesting experience to share about success with Pasifika students are invited to apply to run a workshop session.

For more information and registration forms visit www.ppta.org.nz

TALANOA FOR PASIFIKA SUCCESS



PPTA Pasifika Fono
18-19 July 2016

Registrations are now open for this year's PPTA Pasifika biennial fono

The theme this year is *Talanoa for Pasifika Success* which will encompass a broad discussion of what fosters success for Pasifika students.

We encourage all Pasifika teachers and teachers of Pasifika students to attend. If you have a fresh perspective or interesting experience to share about success with pasifika students then consider applying to run a workshop session.

Further information about the fono, including how to register and expressions of interest forms to run a workshop session, is available at www.ppta.org.nz.

Industrial Update

A round up of the latest developments in collective agreement negotiations

ASTCA ratified but dissatisfaction around delays

The area school teachers' collective agreement (ASTCA) was finally settled on 8 April, five months after the 2013 – 2015 ASTCA had expired and six months since the settlement of the agreement for their secondary colleagues.

The settlement itself was very similar to the Secondary Teachers Collective Agreement (STCA) settled in late October with backpay to 2 September. Like their secondary colleagues, area school members got a three year term with annual increases of 2%, 2% and an average of 2.5%, back-paid to 2 March 2016. Condition improvements included Education Council fees paid for three years, six more sabbaticals (double the previous number) and a significant increase to the second level of the Maori Immersion Teacher Allowance (from \$1,000 – \$4,000 during the term).

PPTA lead advocate Jane Benefield said members were pleased with the actual settlement as shown by a high percentage voting for ratification. However there appeared to be increasing dissatisfaction among area school members with the long lag of settlements and pay increases behind their secondary colleagues, with increasing calls for them to be covered by the secondary agreement.

The processes of claims development and bargaining were prolonged because the primary teachers' collective agreement had not been settled, Jane said.

PPTA executive has agreed to an extensive consultation process with members during the term of this agreement about possible legal mechanisms to address these issues, including widening the coverage of the STCA to include our members in area schools.

SPCA settled within five weeks of expiry

The secondary principals' collective agreement (SPCA), while also suffering delays due to joint bargaining with the Secondary Principals' Association of New Zealand (SPANZ), was settled within five weeks of expiry, easily the speediest settlement in the 2015/6 round, Jane said.

The ratification was very positively received by email ballot within five days of settlement.

The final settlement was comparable to that achieved by teachers. There were increases of 2% per annum for a three year term with the extra 0.5% of the third year going into significant flat rate increases onto the base scale of the realising youth potential payment - providing a higher proportion of salary increase to principals of small schools.

For the first time pay increases were extended to all five components for principals' remuneration and the final cost over the three years actually exceeded the claim, Jane said.

"We also had no claw-backs and gained a number of improvements to conditions," she said.



Payment of Education Council practising certificate fees extended to all PPTA collective agreements

The provision for payment of practising certificate fees, won by PPTA in the STCA last year, has now been extended to area school teachers and secondary principals.

"We are sure we will also obtain this provision in the upcoming area school principal negotiations," Jane said.

The Ministry and Education Council had been quick to respond to PPTA requests that the forms for area school teachers and secondary principals be placed on the Education Council website. The forms for payment and reimbursement of fees (for teachers or principals who have already paid them) can be accessed from;

www.educationcouncil.org.nz/forms

Members can also download a useful set of Q and As from the PPTA website: www.ppta.org.nz/

IES variations finally achieved for area school teachers and principals

PPTA and NZEI members recently ratified a variation to the Area School Principals' Collective Agreement (ASPCA) to provide for the new roles under the Investing in Educational Success initiative.

These have comparable conditions to those achieved by the SPCA and the Primary Principals Collective Agreement (PPCA).

There are also approved guidelines for these roles.

For further detail see www.ppta.org.nz

Education and citizenship – a debate we must have

PPTA member Richard McCance talks about the purpose of citizenship in education

In her wide ranging analysis of citizenship education in Aotearoa New Zealand education researcher Carol Mutch (2013) stresses that school decision-making should rest upon “a strong philosophical base” when considering theories and pedagogies to inform practice.

The contentious nature of citizenship in the Western liberal tradition and Aotearoa New Zealand’s unique bicultural heritage require we establish a clear and widely accepted definition of citizenship. Dialogue is needed to facilitate better understanding of what citizenship is and how it is practiced. A revised understanding of our collective conception of citizenship would then necessitate further discourse into the meaning and purpose of education in Aotearoa New Zealand.

The New Zealand Curriculum (2007) identifies citizenship as a key “Future Focused” outcome of education, alongside understanding of issues like sustainability, enterprise, and globalisation. A critical discussion exploring our shared conceptualisation of citizenship is crucial if we are to 1) effectively educate society towards that notion of citizenship and 2) by the nature of that education, create a future as identified through the principles underpinning that “strong philosophical base”.

Critical theory can inform discussions around the purpose of education and the nature of citizenship by providing a philosophical lens that reveals interactions amongst the historical,



Richard McCance

social, political and ideological forces that influence our structures and systems. It can help to identify the potentialities and pitfalls of implementing a curriculum with the notion of citizenship as an outcome. It can also help us come to terms with issues of post-colonial societies as well as prepare us for the possibilities and challenges of 21st century life.

Ultimately, however, what remains essential to our success in citizenship education is the answer to that fundamental question: What is the purpose of education? Critical theory would call for debate and dialogue. What is the nature of that debate today? How easily can we, as a society, define the purpose of education? What is our collective understanding of citizenship? In which spaces is this dialogue occurring? Unless we remain focused on that discussion and on improving our understanding of those questions, we may fail in any endeavor to create a more equitable or democratic society.

With no clear definition, understanding or acceptance of the purpose of education or a shared concept of citizenship, a dominant narrative may become entrenched within education discourse at the exclusion of other social, cultural or ideological perspectives. With skillful management of dialogue, this narrative can normalise certain theories, pedagogies, and practices and promote a particular outcome of education. Larger national or global political interests use this discourse for their gains while local political machinations both rely on and sustain it.

With a lens of critical theory we can redirect this discourse towards a view of social justice. Citizenship without social justice is tyranny. Education without social justice is ignorance. We have the choice. We can define education for social justice, active citizenship and a specific, desired future or we can acquiesce and perpetuate the dominant narrative. But we must decide. And debate.

Mutch, C. (2013). What does a decade of research reveal about the state of citizenship education in New Zealand? *New Zealand Journal of Educational Studies*, 48(2), 51-68.

Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

Richard McCance has been a teacher of history in Christchurch since 2004. He is currently working on his Doctor in Education degree at the University of Canterbury while continuing to teach history at Ao Tawhiti Unlimited Discovery. He blogs at www.thejournalofeducation.wordpress.com.

Do you write a blog and want to share it?

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

Try Revolution

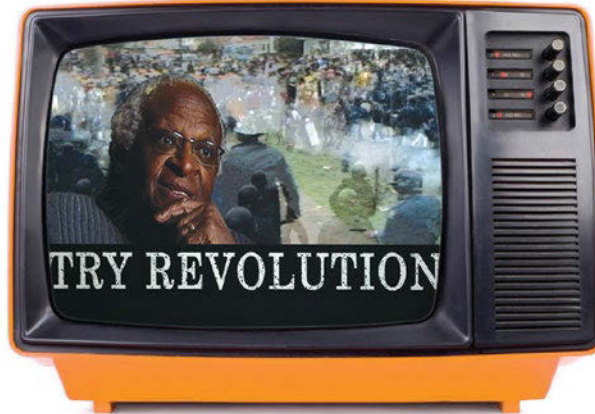
Reviewed by Thomas Newton

It was an event that pitted our young nation against itself. Brothers fought brothers, fathers stopped talking to their sons and engagements were broken.

Historically it was New Zealand at the height of modern civil disobedience. Images of running battles between police and protestors dominated media at the time and our national conscious was forced to ask whether or not sport and politics were one and the same. Yet how were the actions here in Aotearoa received back in the country that New Zealand was so vehemently protesting against?

Try Revolution is a fast paced and well produced documentary that addresses how the protests surrounding the 1981 Springbok rugby tour impacted South Africans. The documentary, produced and directed by New Zealand documentary maker Leanne Pooley, interviews figures tied to the tour and the anti-apartheid movement to give the viewer an understanding of South African rugby culture, and how the protests were seen by invested parties back in South Africa.

In terms of its place in the classroom, *Try Revolution* would fit well into any broad study of the 1981 tour. Because of



its slick presentation and pace, students will find the film engaging particularly as they encounter the historical personalities who now, aided by hindsight, discuss the social and cultural effects of what they witnessed in New Zealand. The documentary is not a chronological biography of the events themselves, opting instead to cover the way the protests influenced media, politics and ideologies back in South Africa.

Interviewees include the Archbishop Desmond Tutu, the 1981 Springbok captain Wynand Claassen, and a range of other influential people to draw its material from. This will no doubt help students

looking to accumulate source evidence in the form of quotations and perspectives.

The only limiting feature of the documentary is the tenuous link made between the protests and the eventual fall of apartheid. While the interviewees discuss at length the immediate debates that the protests

caused back in South Africa, any attempts to attribute the fall of apartheid to New Zealand's protests are revealed as mere aggrandisement as the South Africans struggle to link the protests to any real political upheaval.

Try Revolution is a thoroughly entertaining documentary that should be included in any study of the 1981 Springbok tour. Its content will undoubtedly spark discussion and further student understanding of the enormous impact that apartheid had in South Africa and how New Zealand responded to the ethical challenge of the tour itself.

Try Revolution is available to rent or buy through [vimeo.com](https://www.vimeo.com) and [spacific.co.nz](https://www.spacific.co.nz)

Letter to the editor

Marlborough college co-location – the girls' school's point of view

Marlborough Girls' College board of trustees chair Bernie Rowe responds to criticism of the proposed co-location of Blenheim's secondary schools.

Dan Searle's article outlining concerns about the plan to co-locate Blenheim's secondary schools on a new site (May PPTA News, pg 12) is a personal viewpoint. It is important that all viewpoints are explored and that it is acknowledged the reasons behind this decision need to be fully explored.

Marlborough Girls' College Board of Trustees are thrilled with the Minister of Education's announcement last year that the college would be co-located on a new site alongside Marlborough Boys' College by 2021.

Marlborough Girls' College's campus requires significant rebuild and remediation. Nine buildings have been identified as 'leaky buildings'; five prefabs are due for replacement, the tennis/netball courts and numerous paths need replacement and the playing grounds need reworking and irrigation. We also face the issue that learners, the curriculum and pedagogies have changed since the college was established, and many buildings cannot be remediated to meet current need.

Recognising that it is over 60 years since the Marlborough community had been consulted regarding what type of secondary education model they wanted, we welcomed the opportunity

to work with Marlborough Boys' College and the Ministry of Education to ask our community what they wanted for their daughters and sons. The community elected to retain a model of single sex education. They also made it clear that they wanted the Ministry of Education to consider looking at a greenfield site. Their voice informed the outcome.

We look forward to working with our staff and wider community as we develop the 'vision for learning' to inform the development of the new school. Working with our staff, visiting our colleagues planning new schools and working in new schools is informing this process.

Our community has always supported Marlborough Girls' College including supporting new developments. Not only are people excited by this wonderful opportunity, they are already talking about how they will support the college.

*Bernie Rowe
Marlborough Girls' College*

What's the deal with being fixed term?

Information and advice from PPTA's intrepid field officers

Recent figures disclosed to PPTA by the Ministry of Education indicate that in 2015 16.4% of secondary teachers were being employed by schools for a fixed term rather than in a permanent position.

This type of employment can create real disadvantages, including an inability to access key entitlements such as redundancy. Members employed in this way report:

- feeling vulnerable and unable to challenge their employer;
- being confused when their fixed-term is "rolled over" without explanation; and
- experiencing difficulty managing the uncertainty of income (eg. when obtaining mortgages and loans).

The rules that apply to fixed term appointments are clearly set out in the provisions of the PPTA Collective Agreement, as well as in Section 66 of the Employment Relations Act 2000.

Teaching staff cannot be offered employment on a fixed-term basis (including as a long-term reliever) unless:

- there are '...genuine reasons based on reasonable grounds...'; AND
- the teacher has been advised by the school, in a letter of offer *before* the position commences, the reason for the fixed term and how the period of employment will come to an end.

What action can be taken if the agreement is invalid?

- Raising the issue directly can result in an agreement that your tenure is actually permanent;
- Legal action using mediation and the Employment Relations Authority can result in the employment being declared permanent.
- You can contest the validity either during the fixed term or after it has ended. However, it is preferable to do so during the term of the agreement as that can result in the employment being deemed permanent rather than just an award of compensation.

How can your branch ensure fixed term appointments are made properly?

Some simple steps you can take to support members employed in this way are:

- Ensuring that both members and your employer are clear about the rules that apply;
- Auditing the tenure of existing members in your branch and checking that any new positions advertised by your school in the Education Gazette comply;
- Following up with new staff to ensure they have an appropriate letter of appointment and, where appropriate, offer the support of the branch or field office to resolve it.

If you are employed on a fixed-term basis and would like further advice, please contact your local PPTA field office to have your employment agreement checked on a confidential basis. A proposed course of action will be discussed with you.

NZPPTA Te Wehengarua National Office Appointment Communications Advisor

ppta.org.nz

We are looking for an enthusiastic and experienced communications advisor to join the three-person communications team in our national office.

We want someone who writes well, is media savvy, politically aware and can handle the daily media demands.

Key responsibilities will include:

- Providing strategic advice on internal and external communications
- Preparing media releases and website copy
- Providing media and communications advice
- Overseeing association publications

- Supporting the association's social media platform
- Building relationships with appropriate external agencies and media

PPTA is an equal opportunities employer. A commitment to union goals and a high quality public secondary education service is essential.

An application form and job description may be obtained from Julie Elliott, email jelliott@ppta.org.nz, phone 04 913 4228. Any queries about this position should also be addressed to Julie Elliott in the first instance.

Applicants must be legally entitled to work in New Zealand. If you are not a

New Zealand citizen, you must have the right of permanent residence or a work permit.

Applications must be received by 5:00pm on Friday 24 June 2016 and should be marked Confidential and addressed to:

Julie Elliott
(Advisory Officer Position)
New Zealand Post Primary Teachers' Association
PO Box 2119
WELLINGTON 6140





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Registration forms and programmes
are available at www.ppta.org.nz

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