

PPTA NEWS

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Why doesn't the
School Trustees Association
trust our principals?

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Systematic betrayal

The Ministry of Education has some very powerful words at the bottom of its communications, including:

"We back ourselves and others to win Ka manawanui ki a mātou, me ētahi ake kia wikitoria."

Given some of the current policies and legislation that this government supports, I imagine that this is a very difficult commitment to meet. I am very curious about who the ministry is referring to when it talks about "ourselves" and "others" because it certainly doesn't appear to be those of us working in the New Zealand state and integrated school system. There are policies that do give clear signals about who it is exactly that the government is enabling the ministry to back.

Let us start with the Aspire Scholarship. Almost \$4m is budgeted each year to provide up to \$16,500 for up to 250 students from low income families to attend a private school. This is "intended to achieve the provision of opportunities for private education to those who would otherwise not have access". That sounds like a ministry that believes that the best chance that you can give a student, especially someone from a low-income family, is to help them to escape the state system altogether. So it isn't the local state secondary school that the government is backing.

Ditto with the charter school policy. Instead of backing the state system by working with the profession, schools, kura and their communities to collaboratively improve our ability to support our most vulnerable students, they have backed the free market, choice, competition and the profit motive. The winners out for this zero sum game are the sponsors, who return a profit (or a farm) the charter school managers with their inflated salaries and the few students lucky enough to find themselves in a class with 14 other students. The losers are all the other schools and students and the long-suffering taxpayer.

And who are the ministry backing to win in the latest overhaul of PLD? Not teachers, whose views on what they need to help them do a better job are neither valued nor sought. They are simply a problem that needs fixing. Cabinet has decided that it knows best

and that it is entirely appropriate for politicians to decide the PLD priorities for the profession for the next few years. There is no backing here for the professional autonomy of teachers and the only winning will be done by the consultants and conglomerates who deliver PLD.

For the ultimate evidence that we, the teachers, are not the ones that the power-brokers are backing look no further than the Education Council. Here is a body that has been set up by this government supposedly to represent the profession and imagines it can raise the status of teaching but is not representative of teachers and is not accountable to the profession.

“ Cabinet has decided that it knows best and that it is entirely appropriate for politicians to decide the PLD priorities for the profession...”



by Angela Roberts

Chalk up a win for political control.

So why should we care whether the government has our backs? Because we need them to if New Zealand hopes to continue to have a world class, quality public education system. And we need them to if there is any hope of realising the minister's dream of raising the status of the profession.

Backing the state education system and teachers to win would be a wonderfully powerful message to the nation. But in the words of Shakespeare, "Talking isn't doing. It is a kind of good deed to say well; and yet words are not deeds".



Paid parental leave extended

Effective campaigning from PPTA members and the 26 for Babies Coalition has forced the government to extend paid parental leave.

The key changes came into effect on 1 April 2016 and include:

- Modernising the parental leave entitlements so that a greater range of care arrangements for children are recognised (for example, permanent whāngai adoptions will be recognised but foster parents are still not covered) – this concept is known as “primary carer leave”;
- Extending the length of paid parental leave: This will be extended to 18 weeks, with additional payments for the primary carer of premature babies (i.e. one extra week for each week that a baby is born before 37 weeks gestation);
- Ensuring that more people in insecure work would be entitled to paid parental leave (you need to have worked for an average of 10 hours for at least 26 weeks in the previous 52 weeks, and this may be for different employers);
- Increasing the amount and time that a parental tax credit is paid (up to \$220 a week for 10 weeks) – this may be useful for primary carers who are not eligible for paid parental leave; and
- Introducing a concept of “keeping in touch” days at work without losing paid parental leave, which may be useful for professional development.

While these changes are positive, campaigning to extend paid parental leave to 26 weeks remains a priority for the PPTA Women’s Network and there is an opportunity to change the law with Labour MP, Sue Moroney’s bill in parliament. This is more affordable than before, as it is only eight weeks on top of the current entitlement and could be phased in over a couple of years.

PPTA branches will be having morning teas and sending cards, showing their support for 26 weeks’ paid parental leave and asking the prime minister not to veto the bill. Note that paid parental leave is available for a man or woman who is the primary caregiver.



PPTA helps students in Thai border region

Thanks to New Zealand education unions, the children of Burmese migrant workers studying at Parami School on the Thai border can now continue their education if they return home to Myanmar. This is because curriculum requirements have been met thanks in part to the support of the PPTA. Through UnionAID the PPTA and other education unions funded the salaries for teachers of science, social studies, economics, English and maths at Grade 9 and 10 levels over the past three years.

This generosity has allowed Parami School, which is managed by UnionAID’s project partners, Min Lwin and Htwe Nge from the Confederation of Trade Unions Myanmar, to provide graduation certificates for their pupils who can then move seamlessly into the education system in Myanmar. Learn more about UnionAID’s overseas projects: www.unionaid.org.nz.



PPTA opposes call to deny principals voting rights

Sleight of hand moves by the New Zealand School Trustees Association (NZSTA) to eliminate principals' voting rights from boards of trustees are fuelling concerns of a disconnect between the association and its members.

In its submission on the Education Legislation Bill 2015, NZSTA claimed there were issues with a principal's dual role as CEO and voting member of the board and suggested voting rights be withdrawn.

Shortly afterwards a Ministry of Education discussion document was circulated with the question "should principals and staff representatives be voting members of boards?"

This has come as a surprise to principals and board members who have told *PPTA News* the idea was never mentioned during consultation on the bill.

Board of trustees chair and New Zealand First education spokesperson Tracey Martin described the move as a "direct attack on the concept of partnership between parents, education professionals and the leader of the school."

Martin was particularly concerned about the Ministry of Education document talking of removing the staff vote as well and described the supposed conflict as "absolute rubbish".

"Principals can be outvoted. A board of trustees should be an elected body of highly educated individuals trying to be fully informed. Parents can outvote the principal and staff representatives because there are more of them."

The New Zealand Secondary Principals Council (NZSPC) was also very surprised by the sudden appearance of the "deliberately provocative" proposal and the "covert and discourteous processes by which it has been raised."

"The proposed change would jettison the democratic and community-based model for something considerably more autocratic. The next step would surely be the removal of elected parent representatives as has just been proposed by the Cameron Conservative government in



England," it said in its response to the ministry's request for feedback.

As far as Martin was aware the proposal turned up in the Ministry of Education consultation papers without being discussed in any of the 40 consultation meetings leading up to the education bill submissions.

"So where did it come from? Show us the evidence consultation was held," she said.

This is one of a string of NZSTA positions that have been at odds with members of their boards, including their support for charter schools and submission against increasing paid parental leave entitlements (which has since been withdrawn.)

Martin believes there is a definite disconnect between NZSTA and the boards it represents, citing a lack of mechanisms for boards to tell the association what they think.

She had not seen any evidence of consultation over the past three years, she said.

"No consultation over national standards, no consultation over supporting charter schools, no consultation over the maternity grant submission, no consultation on removing the principal

vote," she said.

Martin believed a number of NZSTA's decisions, including the move to remove principal voting rights, reflected the political environment.

She gave examples of when principals spoke out against issues such as charter schools and national standards.

"Some principals, as education leaders, fully informed their boards against government policy. They started to advise their boards this was not the way.

"Why is STA doing the things they are? Why should they be commenting on charter schools? There are no boards of trustees in charter schools? Why paid parental leave when they didn't make a submission on the lack of funding for special education? Why those specific things?"

Martin believed there needed to be a school trustees association — a body that took on board concerns and was a voice for boards of trustees.

"It needs to be without political bias," she said.

PPTA president Angela Roberts wondered if these issues were the result of NZSTA receiving substantial funding directly from the government rather than from members of their organisation.

Guidance counsellors key to positive outcomes

PPTA walked away from consultation on the Children's Action Plan after it threatened to thrust 44 pages of unrealistic standards between school staff and vulnerable children (see *PPTA News* November/December 2015 page 6). This month we look at one of the places resources should be going — guidance counselling in schools.

School counsellors are in the unique position of being able to safely offer young people a voice — yet they desperately need resources, says New Zealand Association of Counsellors spokesperson Sarah Maindonald.

A 2013 Education Review Office (ERO) report on improving guidance counselling for students in secondary schools showed a large number of vulnerable young people chose school counsellors as their first port of call.

Part of the prime minister's Youth Mental Health Project, the study evaluated 44 schools and five wharekura and showed students were likely to see a school counsellor when faced with family violence or mental health issues.

"It was where they went when they needed care and protection," Sarah said.

A point of difference for school counselling was that it provided advice and support a young person could easily access in their own environment.

School counsellors also worked with families and helped get around barriers such as transport and childcare for parents that visiting social workers could put up.

"They can access the resource within their community," she said.

Despite this, funding for guidance counselling in secondary schools was inequitable — particularly in very small or very large schools, Sarah said.

It particularly disadvantaged kura kaupapa because they were generally much smaller, she said.

"In the 90s counselling was part of



Sarah Maindonald, New Zealand Association of Counsellors spokesperson

a counsellor. It is an advocacy service for children," she said.

Since a number of schools now ran from years 7 to 13, Sarah believed the Ministry of Education should at least fund counselling for years 7 and 8.

ERO's review into guidance counselling made a number of recommendations including reviewing the guidance staffing entitlement to ensure funding better aligns with roll size and targeted professional development for school leaders and people working in counselling roles.

A working party had been put together following the review but it only met once in 2014. After a year's break, which caused some concern, it met again in January this year and a second meeting is planned for this month.

The overall feeling from this group was that they were supportive of the ERO recommendations, "but whether or not there will be any funding to do anything, time will tell," Sarah said.

"These kids need resources, more counsellors, more teacher aides, social workers. They are some of our most vulnerable and they need that," she said.

PPTA president Angela Roberts said areas such as guidance counselling in schools were where government resources should be directed, rather than box-ticking compliance exercises.

"Staff understanding global policy and national legislation isn't going to help our vulnerable children, funding services that actually help protect them will," she said.

“If a child is in a class of 25 they are not going to speak out, but they will to a counsellor.”

the staffing formula but since tomorrow's schools there is nothing — boards can do what they like.”

The system was still an ambulance at the bottom of the cliff for many though, with little support for counselling prior to secondary school, Sarah said.

She advocated more resources going into counselling early in a child's life because a counsellor was someone a child could go to if they wanted to speak out.

"Often it's the child the breaks these cycles rather than the family.

"If a child is in a class of 25 they are not going to speak out, but they will to

NZ unions represented at UN Commission on the Status of Women

PPTA women's officer Eva Hartshorn-Sanders joined representatives from around the globe at the United Nations Headquarters in New York for the 60th session of the Commission on the Status of Women (CSW60.)

Eva attended as the New Zealand member of the international trade union confederation delegation for the New Zealand Council of Trade Unions and PPTA. She was also pleased to encounter a number of PPTA members, both past and present, representing various organisations.

"The best thing for me about this experience was attending the different side and fringe events where unions, NGO (non-governmental organisation) groups and government officials or MPs presented on what was really happening in their country at a grass-roots level.

"This provided an opportunity to find out what was happening within a country in key areas for women, including paid parental leave, domestic violence leave, equal pay, women in leadership roles and the different trade union perspectives and concerns," she said.

The focus of CSW60 was sustainable development and its link to women's empowerment as well as eliminating violence against women.

Currently the UN has 193 member states with different concerns and all at different points on the path to gender equality, Eva said.

Security and dealing with multiple languages were just some of the challenges of a fascinating experience.

"The UN complex is big. You walk through a security check and, technically, enter a separate country. It even has its own police force patrolling the complex. Although most of the events were in English (with a few in French), there are actually five official languages spoken at the UN. Small translation devices are attached to the seats and you receive the information in real-time as the translator is presenting," she said.

Highlights included a focus on equal pay in the United States.

"As there is limited ability to pass legislation due to the deadlock in the US congress, activists are pushing for greater transparency at the state government



NZ's NGO delegation listening to Helen Clark speak about women in leadership roles. From the left, Hellen Swales, Prue Kapua, Louisa Wall and Eva Hartshorn-Sanders.

“When the minimum wage is below a living wage, the state is effectively sanctioning women being in poverty.”

level. Like us, they are focussed on equal pay for work of equal value," she said.

In Germany lifting the minimum wage had decreased the gender pay gap by 1% because many women workers were in jobs paid at the minimum rate.

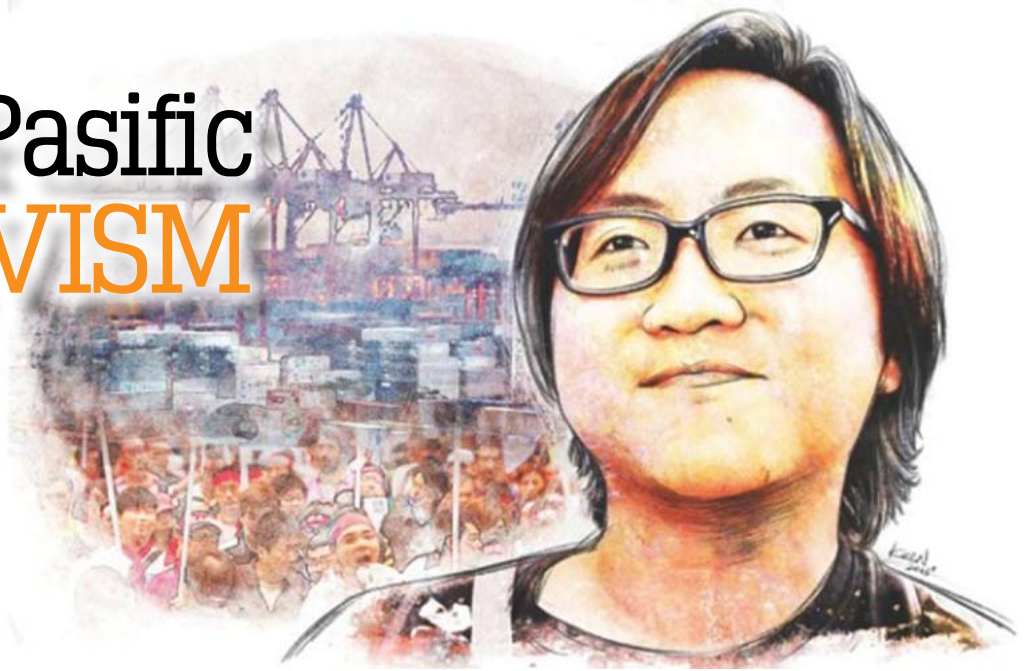
"When the minimum wage is below a living wage, the state is effectively sanctioning women being in poverty," she said.

In Australia, anti domestic violence agencies have teamed up with Nokia to provide free mobile phones to victims of domestic violence. "This workshop was pretty shocking to me, as it revealed the full controlling, stalker behaviour that abusive partners inflict on their partners and the companies that make

their money by providing them with spyware," she said. Unions continued to put domestic violence leave entitlements into collective agreements and initial studies on the leave entitlement clauses in Australia showed greater productivity without large increases in expenditure.

National Council of Women of New Zealand's Rae Duff spoke on a panel looking at progress to date on equal pay and shared New Zealand's experiences. Hearing United Nations Development Programme administrator and former prime minister Helen Clark speak on a panel about women in leadership positions was also a highlight for the New Zealand contingent, Eva said.

Asia-Pacific ACTIVISM



Stanley Ho Wai-hong as depicted in the South China Morning Post during the Hong Kong dock workers strike in 2013.

Young workers in Hong Kong are angry, looking to unionise and heading to New Zealand for advice.

Hong Kong Confederation of Trade Unions education secretary Stanley Ho Wai-hong visited PPTA last month as part of a trip to see how New Zealand unions work with young people.

Stanley's background is in social movement and activism. He became a household name in Hong Kong in 2013 as the lead organiser of one of the longest strikes in the city's history.

Low wages and long hours led more than 500 Hong Kong dock workers to walk off the job for 40 days.

"They were working for 24 hours with one day a week to rest. It was very hard work. They didn't have time to go to the toilet," he said.

Hong Kong's citizens were very supportive, raising \$8 million in a strike fund to help cover the workers' living costs.

In the end the workers settled for a 9.8% pay rise and the promise of better working conditions such as meal and toilet breaks.

"It was an example for Hong Kong, that if you insist on a fair deal things can happen," he said.

Stanley was also involved in the Umbrella Movement — a series of pro-democracy street protests in 2014.

"The umbrella movement was for

more transparency of government and freedom to choose our own leaders," he said.

"Hong Kong is one country with two systems. It is becoming a more liberal society with capitalism but our leaders are still making decisions under the CCP (Chinese Communist Party).

"Hong Kong people, especially young people, are getting very angry because we don't have any status. The younger generation is waking up and they want their civil freedom," he said.

It was those young workers that were at the centre of Stanley's visit to New Zealand. He is now tasked with coordinating young workers in Hong Kong, with the aim of helping put together a union for them.

"We are trying to network and work together in the Asia Pacific region."

During his visit he spoke with PPTA about the Network of Establishing Teachers (NETs) and a number of other unions including, Stand Up (the NZCTU youth movement) and the Unite union which organises young fast food workers.

He also visited Hamilton's Young Workers Resource Centre and spoke with young people there.

"We don't have those sort of resources in Hong Kong. We need to

learn how to organise young workers. The very traditional, very old-style approach is not for them."

Part of this new approach has included an album and a successful series of music videos about working hours, union rights and how to join the union.

"We had good feedback but I don't think this sort of thing can be sustainably done by a union. They have asked for more but we are a union, not a record company."

An easier medium to work with was information sharing through social media which was growing among young people in Hong Kong.

"The culture has changed. A lot of young people in Hong Kong finish school, graduate, go to Australia and New Zealand on a working holiday and learn about labour rights. Then they come home and share that information.

"We want to create a place where young people can go for help if they are facing labour issues. We are looking at ways to get young people thinking about labour rights and collective ideas.

"Most of Hong Kong is a silent group, doing their jobs, keeping on living. The union provides a new, peaceful and efficient way for them to change society," he said.

How best to dress for success?

School uniforms – from cost to length to whether they are needed at all - are a reoccurring topic of debate. This month *PPTA News* asked secondary teachers **Stephanie Longhurst** and **Austen Pageau** to share their views.

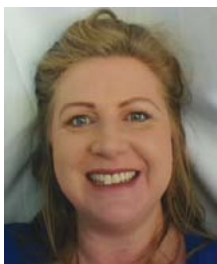
Conformity facilitates cohesion and a sense of belonging

by **Stephanie Longhurst**

Reasons for providing the opportunity to wear a school uniform vary but are similar across deciles.

Conformity facilitates cohesion to the group and the group's purposes, healthy or not! Choose to create a healthy group for your adolescents to identify with.

Belonging is a basic human need



that we already provide and have the ability to strengthen.

We want education and educators to be valued in New Zealand and be treated with respect. Attendance at a place of learning should be promoted as a valued experience. (You would not wear trackpants to church or jandals to a council meeting).

Adolescents have always been

exposed to pressures to look and act certain ways. The fear of being socially isolated as "not one of us" is huge and debilitating. These pressures are felt much more intensely by adolescents in the digital age.

With the facility to provide relief, for even part of the day, from the pressures related to appearance alone, allowing the adolescent to be emotionally and mentally freer to focus on their formal learning, are we not almost duty bound to insist on school uniforms?

We encourage individuality in all other learning spheres

by **Austen Pageau**

Teachers today are regularly urged to treat their students as individuals with unique learning needs, with different strengths and weaknesses. We tell our students to avoid peer pressure, to be an individual, to embrace their differences rather than be ashamed of them. And then, in most New Zealand secondary schools, we tell them to all dress the



same. Worse we enforce long debunked gender stereotypes by making all girls wear skirts, all boys wear shorts.

Some argue uniforms prepare students for the adult world where they must dress for their job. But as an adult I can choose not to work for an employer with an arbitrary dress code. Students have no such freedom, they are legally compelled to attend school.

Others say uniforms hide differences

in wealth and thus prevent bullying. This ignores the dozens of other ways students judge each other. The phone they carry, or lack, the car they're picked up in, all reveal what a uniform cannot hide. Uniforms do nothing to remove bullying, there are far more effective means of dealing with that problem.

Uniforms are in fact little more than an expensive marketing tool used in the supercharged Tomorrow's Schools marketplace to give schools an edge at the cost of their students' individuality, and their parents' wallets.

Room for rebuttal: Isn't the problem just superficial?

Austen says: Teenagers do face many social pressures but they are also in the process of developing their identity and learning to trust themselves and not just follow the crowd. A uniform enforces the opposite, encouraging a herd mentality, conformity for its own sake. Indeed historically conformity has proven to be stifling, not freeing.

Of course we expect a higher standard of dress for certain events, but setting an arbitrary uniform for all teens is not the way to teach this. By allowing teens the freedom to choose their own clothing

we can help teach them the unwritten, nuanced dress codes expected of them in the working world rather than the binary strict uniform or casual wear which is now the norm.

Stephanie says: It should not be necessary to have students in non-uniform clothing in order to approach them non-uniformly. It's important to be reminded it is necessary to make an effort to understand our differences by getting to know each other on a personal level, rather than making appearance-based judgements. We're responsible for all students in our care

equally and must make equitable efforts.

The "teenagers have dozens of other ways to judge" argument is similar to believing determined thieves will find a way to rob us should we leave the door open. Shouldn't any strategy reducing taunting and targeting of adolescents be adopted by schools?

If a school is reliant on uniform as a marketing strategy, it is fishing in a very shallow pool. Many parents would find the presumption decisions about their child's education would be made on the uniform on offer, insulting.

PPTA presents "safer schools" workshop at human rights conference



PPTA Rainbow Taskforce members Angela King and Jerome Cargill presenting at the conference.

By Jerome Cargill

The inaugural ILGA (International Lesbian, Gay, Bisexual, Transgender and Intersex Association) Oceania Human Rights and Health Conference was hosted in Wellington earlier in the year. It attracted scholars, community leaders and friends from the Oceania region as well as ILGA representatives from across the globe.

Organising committee member Rawa Karetai opened the conference, saying it was "a great opportunity for our communities to add our voices by identifying the issues affecting us here in Aotearoa, Australia and the Pacific as well as share our stories on the international stage".

Angela King and I represented the PPTA Rainbow Taskforce at the conference where we also ran a workshop to share the success of the "Safer Schools for All" programme.

The "Safer Schools for All" workshop has been delivered in more than 60 secondary schools across New Zealand in the last few years. It addresses the issue of bullying of students and other members of the wider school community who are perceived to be different because of their sexual orientation or gender identity.

It was an exciting opportunity to share this work. Feedback from the presenta-



It is becoming increasingly important to be aware of this diversity beyond just gay and lesbian because our young generation are identifying with more fluid identities."

tion reinforced that this targeted professional development was leading the way in changing heteronormative school cultures.

Another notable presentation at the conference was a report from a nationwide youth survey. The feedback emphasised again how the reality is concerning for students of diverse sexualities and genders.

Most youth reported negative experiences in their schools. However, positive experiences like peer acceptance and support groups were overwhelmingly shared by pakeha gay males. This shows the marginalisation of many other identities by schools and their environments. It is becoming increasingly important to be aware of this diversity beyond just gay and lesbian because our young generation are identifying with more fluid identities.

These findings were raised in a panel discussion with representatives from parliament. They were asked what they were doing to change the situation for LGBTI (Lesbian, Gay, Bisexual,

Transgender, Intersex) youth and what they were experiencing in schools.

Labour MP Louisa Wall noted that we were dealing with a reactive system.

"At the moment, schools are reliant on an active group of students or teachers to initiate change to address the need for more support for these students," she said.

One action point suggested was to increase the visibility of LGBTI issues, which means more than just a poster on the wall, but policies and practices in all school spaces that respect diverse youth and treat them with dignity.

The conference was attended by the head of ILGA, Renalto Sabbadini. In his opening address he challenged the sense of binaries that some parts of society are still holding onto and the prejudices that this reveals. He called for the community to continue to challenge and ask questions of society's assumption "because it is only by questioning ourselves and by having others question themselves that we can grow, as individuals and as a society".

A week-long look at bullying



Pink shirts, free resources and a new interactive website will all be part of New Zealand's first bullying prevention week.

Bullying-free New Zealand Week starts on 16 May with the launch of BullyingFree.NZ, a new website featuring interactive, evidence based tools to help schools take effective action on bullying. Schools can also sign up for a free Bullying-free NZ pack with bullying prevention-themed activity ideas to mark the week.

The week is an initiative of the Bullying Prevention Advisory Group (BPAG), a collaboration of 17 organisations from education, health, justice and social sectors as well as internet safety and human rights advocacy groups.

The week's theme will be "Together we can stop bullying in Aotearoa" – acknowledging that boards of trustees, school leadership, staff, students, families and the wider community all need to work together to provide safe, positive learning environments for children and young people.

As part of the week schools are being encouraged to take the opportunity to review existing bullying prevention policies and plans.

To recognise schools' support for the first Bullying-free NZ Week there will be two awards worth \$500 each. Any school that shares their students' work created during the week will be considered for these.

Bullying Free New Zealand week concludes on 20 May, with schools invited to celebrate Pink Shirt Day, the annual event encouraging schools' focus on creating environments where all students feel safe, valued and respected, regardless of age, sex, gender identity, sexual orientation, ability or cultural background.

Celebrated annually around the globe, Pink Shirt Day began in Canada in 2007 when two students, David Shepherd and Travis Price, took a

stand against homophobic bullying after a new student was harassed and threatened for wearing pink. David and Travis bought dozens of pink shirts and distributed them to their male classmates to wear the next day. Word got out online and hundreds of students showed up in pink to stand together against bullying.

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

New Zealand has been celebrating Pink Shirt Day since 2009 and the campaign grows stronger and larger every year.

To request Pink Shirt Day toolkits, register events or order resources visit pinkshirtday.org.nz

Text PINK to 2446 to donate \$3 to the Mental Health Foundation.

Plan for Blenheim colleges doesn't add up

PPTA Marlborough regional secretary **Dan Searle** shares his thoughts on the proposed co-locating of Marlborough Boys' and Marlborough Girls' colleges.

The move to co-locate two secondary schools on a new site makes little sense.

Sixty-three million dollars has been promised to build the schools. Then there is the cost of a new site, which will run at between \$160,000 and \$250,000 per hectare.

Not factored in is the value of the current facilities: hockey turf, squash court, swimming pool, cricket pavilion, new hall, landscaped grounds, drama suite and current specialist classrooms. Not mentioned for some of the sites considered is the cost of remediation to prevent liquefaction. Not mentioned is the cost of bussing students to school. Not mentioned is the loss of grounds.

In other words, the cost to the New Zealand taxpayer and Marlborough community is \$80-100 million dollars. The Marlborough school community will need to go fundraising to replace the facilities lost. The two existing sites no doubt have value but there is not a lot one can do with empty secondary school buildings.

There has been talk of including tertiary training on the same site. That would mean an institution with 2500 students. Remember the girls' college was built because the original Marlborough College got up to 1200 students. Who would send their youngster to a school with 2500 students?

I guess it is the dishonesty that has plagued the whole process that offends me the most. It was not the school boards that asked for the consultation; it was the Ministry of Education that insisted the boards ask for a consultation or they would miss out on building renovations. Why the pretense?

The community was told at the first meeting that "blue sky thinking" was required, but the true ministry plans were evident at the second meeting when the options were \$63 million for relocation or \$10 million for renovation. The third community meeting was farcical in that the ministry restricted questions. Parents and community felt the obligation to go for \$63 million rather than the \$10 million,



Dan Searle – "The Marlborough school community will need to go fundraising to replace the facilities lost."

fearful students would miss out. Parents of students likely to go to the new college were not included in the process.

It is very significant that principals in top Auckland schools do not want a bar of "innovative learning environments" that are being pushed by the ministry. It is very hard to teach in a barn.

It was not that long ago that Marlborough Girls' College pushed the line that girls were best educated in a single sex college. The co-located school with shared hall, shared labs, shared IT rooms will mean within a few years, Marlborough would go co-ed. That is clearly against what the community wanted.

Demolition of the Marlborough Boys' College buildings seems immoral when many New Zealand schools don't have

the buildings they need. There is no earthquake damage at the college; it required a few areas of strengthening.

There is also a major shortage of facts and details of the public private partnership funding of the scheme. Overseas examples in Britain and Australia, as well as a few examples from New Zealand, suggest the system has a lot of fish-hooks.

I am very frustrated that the ministry keeps pushing its line, sending our boards off to see the untried Christchurch situation. Recent news items keep pushing the positives but the community, both in Marlborough and New Zealand generally, are being kept in the dark.

The Marlborough community needs to strongly reject the ministry's plans before it is too late.

I am most seriously displeased.... with the TELA laptop scheme

By Rachel Chisnall

It is a fact universally acknowledged that learning pedagogies and technologies are changing. New methods of teaching and learning are being investigated in many schools and classrooms, and technology is playing a role in this shift. Digital literacy is a key skill that schools are endeavouring to develop in their students. BYOD (bring your own device) means that more and more students are using devices of various sorts in their everyday teaching and learning environments.

Yet teachers in many kura are being provided with inadequate support to use the new pedagogies available. Whether it be fixed classroom walls, old immovable furniture, a lack of professional learning opportunities and time to implement new strategies or more simply a lack of access to appropriate digital technologies.

All full-time (or those above 0.5 load) teachers in New Zealand are provided access to ONE device via the TELA laptop scheme. These devices are generally provided via a laptop that is leased for three years.

This scheme was reviewed as recently as 2013, where 269 secondary school principals were surveyed. Only ONE teacher from each of these schools was surveyed on their satisfaction with the TELA scheme. Surely if teachers are the people in the classrooms they should have a more significant voice over the device choice that they have and how these devices affect their ability to provide "modern" learning environments and opportunities.

Some schools (or even departments within schools) have provided additional devices for their staff in an effort to keep teachers up to date with changing technologies. However, an increasing level of diversity and inequity even within schools is arising. How can a teacher in one



Rachel Chisnall and the next generation

department who has not been provided with an ipad or tablet allow their students to have the same learning experiences and opportunities as a teacher who has been provided with these devices, and has been trained in their use?

Or a teacher at the end of their three-year lease getting a new device will be able to provide a vastly different experience to the teacher with a device that is nearing the end of the lease period. Devices/operating systems and applications are now changing a great deal in 3 years.

Or if students are bringing their own devices to class, how can teachers help students use these devices when they are so dissimilar to theirs. For example, PC laptops come loaded with windows 10, yet TELA laptops come with windows 7.

The landscape of New Zealand is constantly changing. The worldwide digital

landscape is changing all the time. It is time that the access to digital technologies changes for New Zealand teachers so we can change our pedagogies. A single device is no longer able to provide all of the opportunities teachers and learners need. The system also needs to accommodate varied teaching and learning programs within a school – just as our learners are all individuals, so are our teachers and a one size fits all device system is not fit for purpose. Otherwise the digital divide will only grow and it will be increasingly difficult for teachers and learners to catch up. If teachers are to quit the sphere in which they themselves were taught, there needs to be a shift in how devices are provided for teachers and how teachers are supported in their use.

Rachel Chisnall teaches at Taieri College and blogs at www.ibpossum.wordpress.com.

Do you write a blog and want to share it?

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

Out in the field

When LWOP affects holiday pay

Information and advice from PPTA's intrepid field officers.

Members who take leave without pay (LWOP), including maternity leave, should be aware of potential impacts on their holiday pay

Taking occasional days of leave without pay

Clause 4.8.3 of the Secondary Teachers Collective Agreement (STCA) reads:

"If a permanent teacher has been granted leave without pay (other than sick leave in terms of STCA 4.8.2(c) in excess of five school days during any school year, the total holiday pay is reduced in proportion to the total period of leave without pay...."

In 2014 Charles took three days LWOP in term one, two in term three and one in term four.

He expected to lose six days' pay but was surprised to find he also lost two days' holiday pay at the end of the year. He assumed it was an error because his secondary teacher partner Camilla had taken off five of those days with him but didn't lose any holiday pay.

There was no mistake in either case.

Camilla's holiday pay wasn't affected because she took five days unpaid leave during that year, while Charles took six. As this was "in excess of five school days" his holiday pay was affected.

The calculation for the reduction in

holiday pay is:

(Number of days LWOP) times 0.3.

The sum is rounded to the nearest whole number.

For Charles, 6 days X 0.3 = 1.8 days
1.8 days rounded to 2 days.

Taking blocks of leave without pay

School vacation days never count when working out how many days you have been on LWOP.

Clause 4.8.6 and Appendix E of the STCA explain when weekends or statutory holidays are counted for LWOP.

"When the period of absence does not exceed five consecutive school days in two weeks the intervening Saturday and Sunday and any Public Holiday(s) do not count as leave [without pay]".

When you take LWOP for more than five consecutive school days any weekends or statutory holidays within those also count.

- if you go away on LWOP from Monday to Monday the following week that's five consecutive school days away. The weekend doesn't count.
- if you go away on leave without pay from Monday and return on the following Tuesday, because that is more than five consecutive school days away, the weekend counts as LWOP. You have been away for eight

days LWOP.

For example:

Last year Camilla returned to the UK for a visit and took off Tuesday to Friday of the last week of term two and Monday and Tuesday of the first week of term three.

She lost holiday pay because she was away for more than five school days in the year. Those six days were consecutive school days. The weekend of the last week of term two was also counted as leave without pay because it fell within them.

The two weeks' school vacation didn't count as LWOP, even though it also fell between the school days she was away for.

Camilla had a total of eight days LWOP.

Her holiday pay reduction was calculated as:

8 days X 0.3 = 2.4 days

2.4 days rounds to 2 days.

All loss of holiday pay in the examples above is in addition to pay lost for the actual days Camilla and Charles were on leave without pay.

Members on the Area Schools Teachers' Agreement (ASTCA) have the same leave without pay and reduction in holiday pay and will find these in ASTCA 3.24.

Letter

A focus on teaching preferred over politics

Just wanted to say that I really enjoyed reading the PPTA News this time. One of the best I think.

Reason for this was that it was focussed on different aspects of Teaching rather than Politics.

Particularly appreciated the two opposing views on page 12 (PPTA News, April 2016).

Not sure how the strict health and safety regs would work if Chem and Media studies were in the same space though. Think that's a bit idealistic.

Have noticed in the past a bit of a "one-eyed view" of things in PPTA News so this was a refreshing change.

We are all pretty intelligent and used to weighing up opposing views so it would be great if you could keep this up.

Thanks.

Janis Cusack
Honourary PPTA Member
Whanganui



In the news



Well it had to happen sometime...

The curse of having the same letters as the TPPA



Katie Bradford @katieabradford

A settlement has been reached between the PPTA, Uni of Auckland & Teach First over the Teach First programme.

3:28 pm · 18 Mar 16

1 RETWEET 2 LIKES

David Miscavige @_BLIP 11m

@katieabradford The TPPA does NOT pass through parliament. It is ratified by the executive!!! 111!!! Stop spreading National's lies

Reply to Katie Bradford

Party's over kids

A school and bus company partnership led to a parent complaint, which led to our favourite news quote so far this year

"College principal David Hodge says the school is working with Party Bus to resolve the issue.

He has guaranteed there won't be any buses with stripper poles on the school run from next term."

Introducing the VETs

During PPTA's Issues and Organising Seminar, the representatives from the Nelson region thought there should be a representative for Very Elderly Teachers. An email was sent to staff on 1 April.

PPTA is aware that despite there being representations for Women, Maori, Pasifika and New and Establishing Teachers (NETs), there is a large body of people on staff who are not adequately represented.

This group is comprised of those teachers who, although being elderly in years, are still vibrant, young-at-heart and a joy to have on staff. Therefore we ask for a representative for this new group named VETS (Very Elderly Teachers).

We will hold an election if there are 2 or more people putting their hands up to be considered for this position.

The issues that were highlighted as relevant for this group were topics such as:

- easy access to and egress from buildings - ramps and lifts to be installed where necessary
- disabled grab rails to be installed in toilets
- subsidies for hearing checks
- mouli/nutriblast to be made available in staff kitchens for liquidising food.

One of the responses elicited was:

"Hi Great initiative - but could you please include 'larger font size' in emails. My eyes aren't what they were you know!"



Chalkdust: a look into PPTA's past

A series looking at education through the eyes of the PPTA Journal. This month we travel back to 1933 when we were the STA (Secondary Teachers' Association).

Humble beginnings and high hopes

"This, the first issue of S.T.A, goes out to the teachers of the Secondary and Technical schools in an unpretentious form. We trust, however, that this is but a very small start towards what the journal will become. Taken up with the enthusiasm and hearty co-operation of all the teachers there is no reason why S.T.A should not be a real force among teachers and in the educational world of this country."

Girls need jobs too

(from 1933 annual conference) "The following Remit was carried, recognising that the problems of unemployment are serious for girls as well as boys and it is desirable that the recommendations of

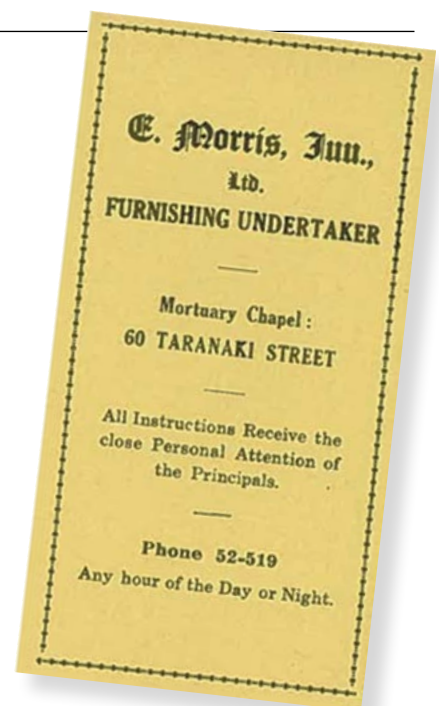
Conference be considered to apply to both boys and girls."

Staying in school

In 1933 STA was behind a move to raise the school leaving age to 15.

"The desirability of Raising the School Leaving Age to 15 is a reform believed in by every thinking person, advocated by many local organisations, educational and otherwise, throughout New Zealand, and yet persistently shelved. Social Welfare officers and Children's Court officials and others, are kept busy regulating the lives of boys and girls who have left school too early."

Right: Any hour of the day or night – journal advertising took a turn for the morbid in 1933.



Health, life and disability insurance for PPTA members

Last year the Education Benevolent Society (previously known as EBS) changed its trading name to HealthCarePlus.

The good news is that they are the same society with the same helpful and friendly staff. They not only have a fresh new look, but also have a new 'day to day' health care plan 'Primary Care Extra'.

Primary Care Extra includes cover for:

Dental treatment • Travel and other vaccinations • Mole mapping • Optical
• Complementary medical benefits such as Physiotherapy, Osteopathy & Chiropractic Treatment • GPs and Prescriptions • Health Screening • Specialists & Tests • Excess reimbursement on approved Hospital Cover policies (\$500 max applies).

For a full list of benefits, to get a quote or to apply for cover visit:

<http://healthcareplus.org.nz>

If you are an existing member and want to find out more about upgrading to Primary Care Extra, click on the green box on the home page.

HealthCarePlus also offers other benefits such as Hospital Cover, Life, Trauma, Income and/or Mortgage Protection insurance, as well as a Home Loans Solution that can enable you to repay debt faster.

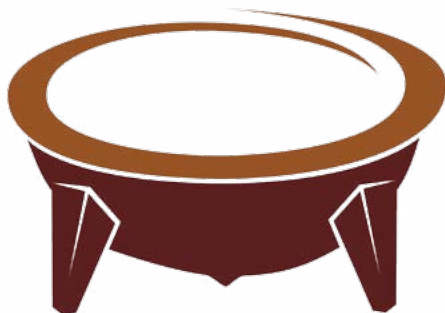
Call us on 0800 268 3763 to be put in touch with your local HealthCarePlus Representative.

Primary Care Extra



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.