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# PPTA NEWS

Volume 36 • Number 7 • September / Mahuru 2015



Turakina Māori Girls' College  
takes on the government

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# PPTA NEWS



ISSN 0111-6630 (Print)  
ISSN 1178-752X (Online)

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 18,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

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Printed by Toolbox Imaging

### Deadlines

October edition: 5pm, 25 September for articles and ads.

Nov/Dec edition: 5pm, 18 November for articles and ads.

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# Life under the big top

Some would argue that on the best days our classrooms can, and should, resemble a circus ring and teachers are, when at our most inspiring, a little bit clown, a smattering of lion tamer and a chunk of trapeze artist. How do we decide, as a union, when we are "in the tent" and when we are out? When do we join the circus and when do we sit outside and leave the ringmaster to it? It can be a difficult call, given that there are obvious pros and cons to each position.

There are two reasons why you might want to be in the tent. Firstly, to bear witness; to keep an eye on how the ringmaster is managing the show, to see what the clowns are up to or to seek inspiration from the acrobatics on the trapeze.

The other, more obvious, reason is to influence what the ringmaster puts on the programme, to make sure that the show is a good one; that the circus is one that the clowns want to perform in and the punters will want to come and see.

This is usually the crucial question: can we influence the ringmaster? Often this is not a simple yes or no. Rather, in the end, it comes down to where we sit on a "continuum of influence". If the ringmaster's decisions are bound up in shonky legislation (like EDUCANZ, for example) it doesn't matter what opinion we take to the table, there are some acts that cannot be removed from the programme — no matter how painful they are to watch. There is no point in being in the tent if the programme is set, if there is no real ability to impact on the decisions being made. All you are doing by remaining in the tent when you have no real say and no power to truly challenge and shape what is happening, is giving credibility to the choices that the ringmaster makes.

It's easy to understand why this can be a very appealing prospect for the ringmaster. The performers are much more likely to get into the ring (even if they are unhappy) if the trapeze artists and the lion tamers say it will be all right on the night. If the show goes horribly wrong and the ringmaster realises that they spent too much time on glittering lights and sparkly costumes rather than making sure that the guy in the cannon had a safe place to land, they will find

some comfort in having someone to share the blame with.

EDUCANZ sits at one end of the continuum of influence and as such it is right that we remain outside their tent. We do not need to help EDUCANZ to spend more of our money on more circus acts that the profession doesn't need. (Although, someone else paying the ringmaster could help to change that).

On the other hand, bargaining our collective agreements sits at the other end of the continuum. This is a place where we truly have power to negotiate fair pay and conditions for teachers, as workers and as professionals. This was the main reason why it was worth being in the IES tent — the terms for our members involved in the initiative have been protected in our collective agreements. And this is why we must now put our energy into backing our STCA bargaining team. This is the best opportunity that we have to make our employer seriously think about how



by Angela Roberts

some of the issues facing the profession can be resolved. It is unfortunate that we have to consider how hard we may need to fight for a fair settlement, but if we do have to fight, that is OK. Because when we fight, we do win.

It is worth being in the tent at a time when the ringmaster must listen to us. It is then that there is true potential for us to help ensure that our circus becomes the Greatest Show on Earth.



# Māori girls' college challenges government double standard



**Students of Turakina Māori Girls' College past and present didn't let the weather dampen the spirit of their demonstration against a lack of government support outside Parliament.**



While the government pours millions of dollars into miniscule charter schools, a 110 year old state-integrated Māori college is reduced to pleading at Parliament's door.

Earlier this month around 150 students, supporters and old girls from Turakina Māori Girls' College took part in a "flash-haka" outside Parliament in an effort to save their school.

The school, which has 62 students, is facing closure due to financial and governance issues as well as a declining roll.

Education minister Hekia Parata began consultation over the school's future in August and says the falling school roll means it doesn't have the funds it needs.

In contrast, the government has poured nearly \$2M into Whangaruru's troubled Te Pumanawa o Te Wairua charter school, which has a roll of just 39.

Despite Ministry of Education advice and an independent audit advising against keeping the school open, Parata gave it a second chance earlier this year.

The audit was ordered after a drop in roll following serious concerns around bullying, truancy, drug-abuse and understaffing.

The school also received a \$129,000 boost to cover "extra costs associated with implementing its remedial plan" and is now funded to the tune of \$50,000 per student.

On the other side of the fence is Turakina Māori Girls' College.

Its land is owned by the school's proprietor, so the state does not have to support the costs of that and, unlike the experimental charter school, it is up and running – the facilities are already there.

PPTA president Angela Roberts believed it was an issue of fairness and felt the double standard in the approach

to these schools showed a lack of support for state sector options for Māori.

"It undermines kura and iwi when the minister of education supports a privatised, untested model instead of the traditional model for Māori.

"Charter schools are funded at a level far above the public school average of \$7055 per student. Imagine what Turakina could do with that support?" she said.

The students assembled at Parliament were in no doubt of the positive impact of the schooling they received at the state-integrated Presbyterian Māori school in Marton.

Strong young women braved a grey and rainy afternoon to perform waiata and speak to the gathered crowd about their experience at the school.

Education minister Hekia Parata refused to come out to meet the protest so the group presented a petition to Māori Party co-leader Marama Fox in a bid to protect the future of Māori boarding schools.

"The government should be putting resources into supporting the existing education system, not throwing them away on experimental private enterprises," Roberts said.

# Flawed model has no place in NZ - Labour

Recently there have been mixed messages about the Labour Party's charter school policy after an MP said it was "up for review". We gave **Chris Hipkins**, Labour's education spokesperson, a chance to set the record straight.

The Labour Party's position on charter schools is crystal clear – we don't support their establishment and when we're next in government the legislation that allows for their creation will be repealed.

Charter schools don't have to teach to New Zealand's internationally respected curriculum, don't have to employ registered and qualified teachers and don't have the same accountabilities that every other school in New Zealand has.

The first round of charter schools are receiving up to five times the amount of funding that comparable state schools get and some of their spending decisions to date have been highly questionable.

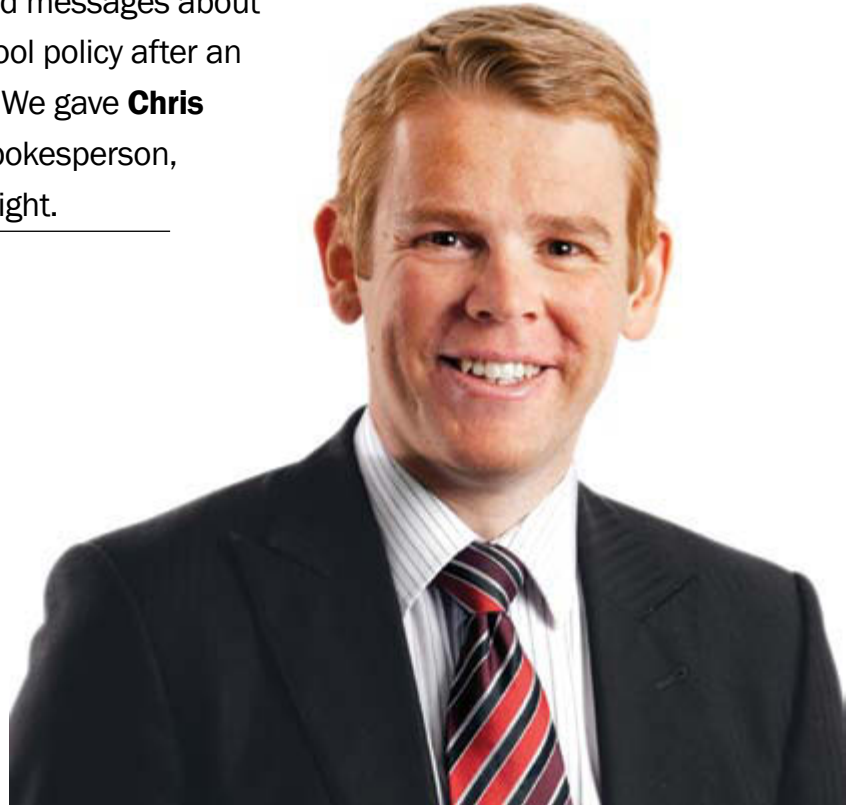
Take the failing Whangaruru charter school's decision to spend most of their upfront funding purchasing a farm. If Hekia Parata does eventually decide to close them down, as the Ministry of Education have repeatedly recommended, that huge investment of public money will be lost forever.

Other charter schools have been stockpiling huge surpluses and directing funding that should be going into kids' education towards "management fees" and other dubious spending. That's wrong.

We simply don't need the flawed charter schools model in New Zealand. Our schools already have one of the most autonomous governance regimes in the OECD and there is already huge opportunity for creativity and innovation within our school system.

The biggest barrier to that creativity and innovation is the red tape that the current National government keep wrapping schools in. If they really want to make a difference for all Kiwi kids, they should deal with that problem.

I'm aware that even some of the advocates of charter schools are uncom-



fortable with aspects of the model they are working within, but they see it as the only way around the stifling regulations they come up against when trying to do things differently within the state school system.

It's more than a little ironic that the current obsession with national standards, NCEA targets, indicators and performance management doesn't extend to charter schools. And yet the government will try and tell us they are the most accountable of all. Experience suggests otherwise.

The Labour Party is firmly committed to a quality public education system in which every New Zealand child has the chance to achieve to their fullest potential. We recognise that every child is different and our education system needs to cater to that.

We will direct extra funding for education to where it can make the biggest difference to the greatest number of students. Charter schools simply fail to meet that criteria.

When in government, we will deal with each of the existing charter schools

“Let me be very clear, under Labour charter schools will be a thing of the past.”

on a case-by-case basis, but none will continue in their present form. Where there are positive innovations that can and should be incorporated into the public school system, we will endeavour to do that. But let me be very clear, under Labour charter schools will be a thing of the past.

## Party by party

The Green Party, New Zealand First and United Future have all said they would repeal charter school legislation. Act, National and the Māori Party support it.

# Informed DEBATE

Failing charter schools, the battle with EDUCANZ, crisis in middle leadership and whether or not the NCEA can be saved are just some of issues members will discuss and vote on at this year's PPTA Annual Conference.

The impact of new models of teacher education and a number of amendments to the PPTA's constitution will also be discussed at the conference, which is the decision-making body of the association.

Held at the Brentwood Hotel in Wellington, the 2015 conference will run from Tuesday 29 September to Thursday 1 October.

Live-streamed coverage of all the speeches, debates and decisions will be provided via [www.ppta.org.nz](http://www.ppta.org.nz)

Summaries of the conference papers are as follows.

## The NCEA: Can it be saved?

This paper examines why teacher support for the National Certificate of Educational Achievement (NCEA) has struggled to rise beyond a "fragile consensus" since its 2002 inception and advocates major changes in government policies to enable the qualification to fulfill its potential.

## Charter schools: an update

This paper examines the extent of the failure of the charter school experiment to provide an improved alternative to the public education system in New Zealand.

## Initial teacher education in change: But is it for the better?

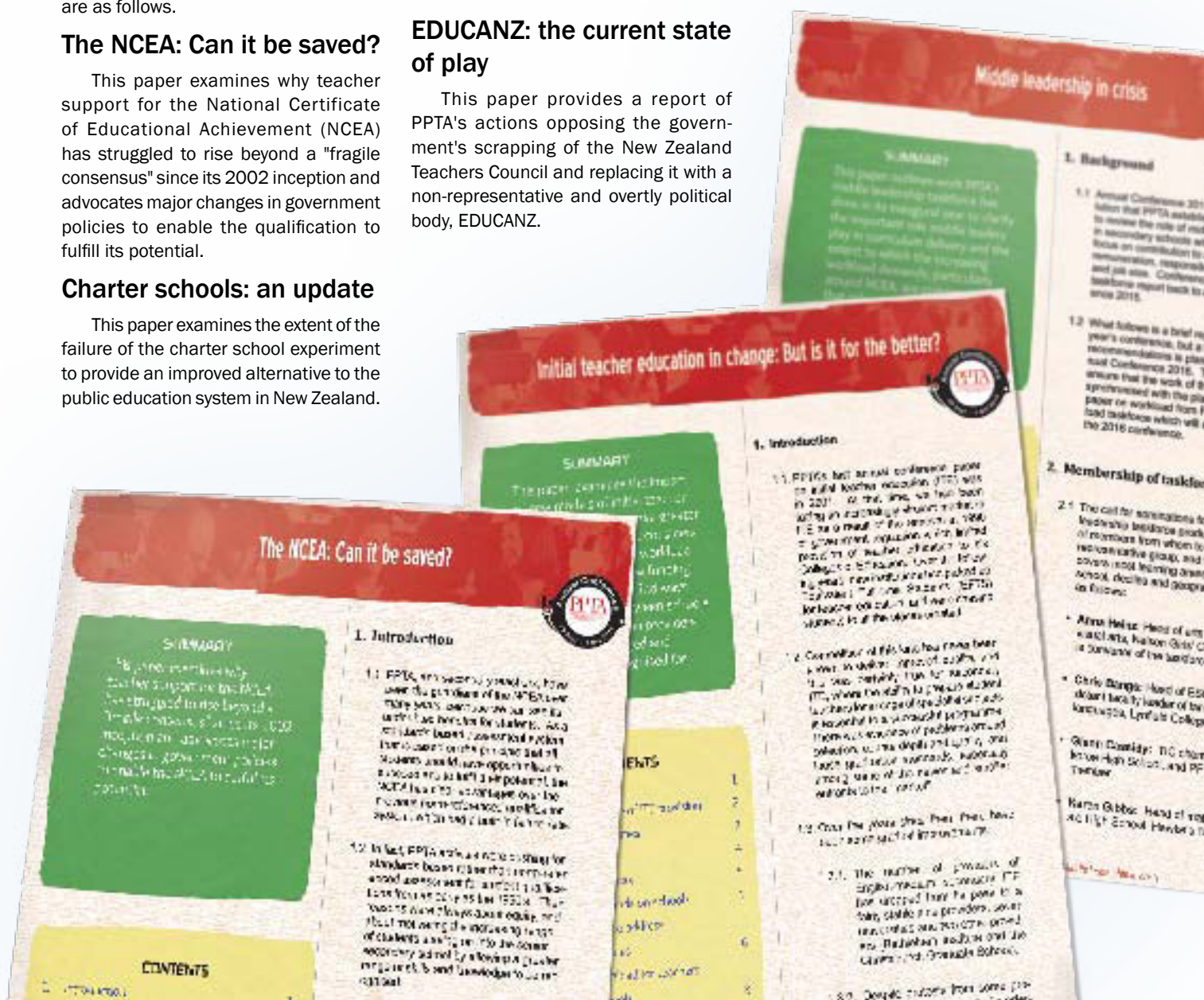
This paper examines the impact of new models of initial teacher education (ITE) that make greater demands on schools. It considers the effects on teacher workload and problems with new funding models, and seeks to find ways that partnerships between schools and teacher education providers can be better managed and teachers better recognised for their contribution.

## EDUCANZ: the current state of play

This paper provides a report of PPTA's actions opposing the government's scrapping of the New Zealand Teachers Council and replacing it with a non-representative and overtly political body, EDUCANZ.

## Middle leadership in crisis

This paper outlines work PPTA's middle leadership taskforce has done in its inaugural year to clarify the important role middle leaders play in curriculum delivery and the extent to which the increasing workload demands, particularly around NCEA, are compromising that role.





## Livestream

Keep up with the dialogue, debate and decisions that make up PPTA's Annual Conference with live video streaming accessed from [www.ppta.org.nz](http://www.ppta.org.nz). If you're unable to tune in real time, clips of key speeches will be available on the website.

## Star pin-ups

**PPTA noticeboards are the perfect way for us to reach you in the staffroom. Travels around schools have shown us the creative lengths branches will go to for maximum visibility.**

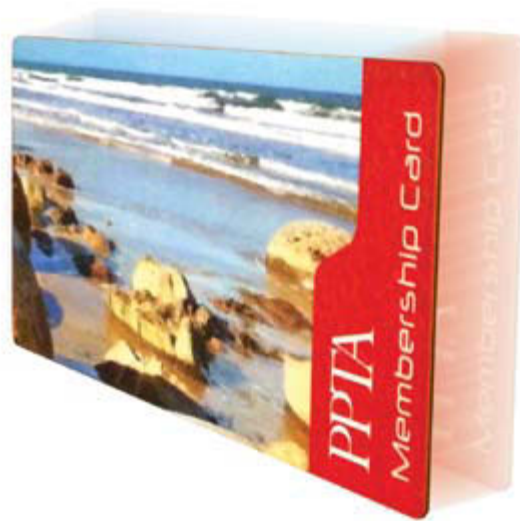
**During branch visits PPTA president Angela Roberts was quite impressed with these examples from Botany Downs Secondary College and Reporoa College. Do you have a noticeboard that could rival these? Send photos to [akirtlan@ppta.org.nz](mailto:akirtlan@ppta.org.nz) and we will print them in PPTA News and share them via our new @PPTANews twitter account.**



Botany Downs Secondary College



Reporoa College



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For full details visit: [www.ppta.org.nz/membership/benefits](http://www.ppta.org.nz/membership/benefits) (then scroll down to the *Member retail discounts list* PDF).





## Empowering young workers

Hutt Valley NET (Network of Establishing Teachers) coordinator **Chris Carr** talks about the importance of helping student workers become empowered workers and shares resources now available for schools.

I am immensely proud of our union. We are a body that stands for the rights of teachers as workers and which consistently balances our own needs with a sense of social responsibility that at times challenges even our own fight for improved conditions. Why then don't we encourage our students to improve their own conditions of work? Why don't we take an active part in educating our students to be more than just skilled workers and make them empowered workers as well?

Sometimes it's easy to forget that our students have lives outside of school: that after their 12 or 13 years of learning about similes, symbiosis, and statistics, students are thrown out into the workforce and suddenly required to navigate the world of contracts, bosses, and pay cheques. Even while studying, a significant proportion of our students (42.5% according to a 2006 Department of Labour Survey) have part-time jobs. Unfortunately our education system currently does very little to educate young people about what to expect when they enter the workforce. Students as a group have very little idea of their rights and responsibilities as workers. This leaves them open to exploitation. Though there are important efforts made by individual

subject teachers and by careers advisers, these only reach a relatively small portion of our students.

This situation became glaringly obvious recently when Alex Lelong, Lawrence Mikkelsen, Nathan Thomson, and I, NET reps from around the country, attended the Council of Trade Unions *Stand Up* conference earlier this year. At the conference, we were surrounded by young union volunteers who were passionately trying to improve the working conditions of young workers. Time and time again they expressed frustration at how difficult it is to help young people stand up for their rights when they don't even know what those rights are.

For the past few months I have been working with Hamilton's Young Workers Resource Centre and the CTU's affiliated youth unions to come up with some steps to remedy this situation. The first step that we've come up with is to provide schools with speakers to teach about the rights of young workers. We have a rapidly growing set of enthusiastic young union volunteers who have stepped up to present an entertaining and informative presentation about workers' rights in New Zealand.

This presentation can be delivered in a classroom session, a lunchtime

“Students as a group have very little idea of their rights and responsibilities as workers. This leaves them open to exploitation.”

workshop or a shortened taster presentation suitable for an assembly. It covers everything from the minimum wage to sexual harassment and workplace bullying.

These volunteers are chomping at the bit to start visiting schools. If you'd like to arrange a visit, email me at [empower-studentsnz@gmail.com](mailto:empower-studentsnz@gmail.com). You may also find your school being contacted by a union volunteer in the near future. If so make them welcome, they're there to help.

If you're interested in the excellent advice and resources the Young Workers Resource Centre produces, check out <http://www.ywrc.org.nz/>.

## More good news for worker parents



Paid parental leave is back on the agenda this month with two bills in Parliament.

The government's Employment Standards Legislation Bill will extend paid parental leave to more workers, including those in casualised work, and the primary carer of a child (which may be any person who assumes parental responsibility for the day to day care of a child under five years of age – eg a grandparent).

The bill also proposes to allow workers who are on parental leave to return to work for a set number of days without losing their paid parental leave entitlement, which may be useful for teachers who want to attend a specific course that is running while they are away. For example if there were NCEA or curriculum changes.

The second bill that is in Parliament is Sue Moroney's member's bill to extend paid parental leave to 26 weeks and to enable women workers to have "keep in touch days" with their workplace

while on paid leave without losing their paid parental leave entitlement.

The bill was due to have its first reading this month.

This bill has noted that the government has already conceded an extension of paid parental leave to 16 weeks from 1 April 2015 to increase to 18 weeks from 1 April 2016 and also recently agreed that up to 27 weeks paid parental leave should be available to parents of pre-term babies.

Workplace relations minister Michael Woodhouse has said if a baby was born early its parents would receive additional weekly payments for each week prior to 37 weeks gestation. For example a mother who gives birth at 28 weeks would receive nine additional weekly payments to make it a total of 37 weeks.

PPTA joined other coalition supporters at the launch of Moroney's new bill and continue to support the need for

26 weeks paid parental leave for all parents.

The 26 for Babies Bill launch was held at Parliament on 26 August. Supporters in the audience were joined by cross party MPs from the Greens, NZ First and Labour. Supporters heard from Moroney, Labour Party leader Andrew Little, a tertiary student who spoke about what the bill would mean for her generation and 26 for Babies Coalition coordinator Rebecca Matthews.

PPTA president Angela Roberts said it was important for parents to have this time to bond with their children and for a baby's development.

"While it's good to see the government shifting on its opposition to giving New Zealand families more paid parental leave, all parents and families should be entitled to this time in the first year or the first six months of a baby's life."

## Union women inspire



**P**PTA women met with other women unionists in July to talk about key campaigns and issues affecting women workers.

The CTU's biennial women's conference, Inspiring Union Women, included an update on the equal pay, living wage, health and safety and paid

parental leave campaigns.

PPTA Te Huarahi's Whaea Gazala played a key role in the conference, ensuring that tikanga was followed and Komiti Pasifika's Maria Lemalie joined a panel speaking about issues for Pasifika women in the workplace.

PPTA women supported a remit on

legislation and policy on insecure work and this will be voted on at the CTU's biennial conference.

PPTA women's officer Eva Hartshorn-Sanders said the feedback from the conference had been incredibly positive and is looking forward to the next one in two years' time.

## Banned book attracts silent reading protest

**O**n 10 September book lovers from Wellington and Dunedin took part in an act of civil disobedience through silent reading.

The protesters gathered to read young adult novel *Into the River* which was the subject of a temporary ban following complaints about its content (including drugs, language and sexual themes) by conservative lobby group Family First. The group was seeking a restricted age limit for the book.

*Into the River*, written by New Zealand author Ted Dawe, won both Best Young Adult Fiction and the Margaret Mahy Book of the Year at the 2013 New Zealand Post Children's Book Awards and was stocked in many school libraries. Those libraries had to remove the books from their shelves or risk facing a \$10,000 fine. It was however legal to have a copy bought before the ban for "personal use".

At the time *PPTA News* went to print the ban was still in place, meaning it was illegal to sell, display or lend the book and



even those letting people read it over their shoulder would be liable for a fine.

*PPTA News* attended the Wellington protest where organisers described its silence as symbolising the silence of ideas. Readers, writers (including prominent Wellington author Elizabeth Knox) and politicians gathered outside Wellington's Unity Books – those without copies of *Into the River* reading brown paper covered copies

of previously banned books such as *The Grapes of Wrath* and *Catcher in the Rye*.

Wellington protest organiser Susan Pearce was pleased with the turn out and media attention the protest drew.

"In the age of *likes* and *retweets*, there's still nothing like a real gathering.

"Hopefully many more people will realise the power and irrepressibility of the written word through this," she said.

## PPTA News joins the Twitterverse

For behind the scenes action, heads up on content and the photos we'd love to print if we had the room, give **@PPTANews** a follow.

PPTA has a number of Twitter accounts for those interested. The association's official account is @PPTAWeb, for professional issues check out @PPTA\_PIU and for new and establishing teachers there is @PPTA\_NETs

For blogs, resources and association updates keep an eye on [www.ppta.org.nz](http://www.ppta.org.nz).



## Do something different with your school break



**S**chool holidays offer the perfect chance to indulge in a long awaited lie-in or to tackle those overdue DIY jobs, but how about doing something different with your time outside the classroom.

Working on your continuing professional development doesn't always mean seminars or hours spent with your head in more paperwork. Instead, why not boost your skillset and engage with other teaching professionals as part of an Outward Bound course?

Set in the spectacular surroundings

of the Marlborough Sounds, Outward Bound offers a unique opportunity for teachers to enjoy a personal adventure whilst developing their soft skills. We use the mountains, lakes and rivers on our doorstep as our classroom. Together with your team of watchmates you'll climb, sail, tramp and kayak your way through some of the most breathtaking locations in New Zealand.

Make an investment in your career and your future with an Outward Bound adventure of a lifetime.

## Courses

**Outward Bound Teachers Discovery**  
8 day course  
Running annually  
For education professionals aged 23+

**Outward Bound Connect**  
8 day course  
Runs 4-5 times per year  
For youth workers aged 20+



# Home-grown interpretations

Forty-six highly talented young actors and directors will be setting the scene for their future during the Shakespeare Globe Centre NZ (SGCNZ) National Shakespeare Schools Production next month.

Chosen from 5500 nationwide during the SGCNZ 2015 regional and national University of Otago Sheilah Winn Shakespeare festivals, they will perform scenes from three plays (*Pericles*, *As You Like It* and *Much Ado about Nothing*) after an intensive week of rehearsals and workshops.

This year the course will be held at the Silverstream Retreat in Stokes Valley, Wellington from 27 September to 5 October, with a public performance held at Upper Hutt's Expressions theatre on 3 October (7.30pm) and Parliament's legislative chamber on 4 October (4pm).

The aspiring thespians will be joined by the winners of the SGCNZ/Bernina Shakespeare costume design and the SGCNZ/Morrison Music Trust Shakespeare music composition competitions. These two will take on the

important roles of student costumer and student composer. The costumer will be given \$100 to purchase items and fabric to create costume items and the composer will work closely with the directors writing and performing pieces to create the mood of each scene's setting.

For the first time the group will also include students from a Māori immersion school, Te Wharekura o Mauao in Bethlehem, Bay of Plenty and one from Te Aro o Te Kura Pounamu – The Correspondence School, who is home schooled.

All participants will do workshops together for half of each day then split up to work with a high calibre director. Each group will rehearse 40 minutes of the play selected by their director; *Pericles* will be directed by Peter Hambleton, *As You Like It* by Rachel Henry and *Much Ado About Nothing* by Perry Piercy.

Students will learn mime with Sir Jon Trimmer and recording skills with radio

playwright Michael Wilson. They will listen to historical talks, learn singing and stage combat.

Previous Shakespeare Schools Production member Morgan Hopkins described the week-long residential course as an "amazing life-changing experience that I will most certainly cherish forever."

SGCNZ CEO Dawn Sanders said the workshops would provide skills for the young people, not just to become theatre practitioners, but also to take into whichever workplace of their choice.

"Knowing the future of New Zealand is in the hands of these outstanding young Kiwis augers well for all concerned," she said.

The whole troupe will be continuously assessed during the entire week by all staff involved and 245 students selected to be members of SGCNZ Young Shakespeare Company to travel to the UK in the July school holidays in 2016, Sanders said.



Students from Te Wharekura o Mauao performing a scene from *Macbeth*.

Out in the field

# Too cool for school

Information and advice from PPTA's intrepid field officers.

As the mercury plummets, Murphy may strike with the boiler bursting – or some other event to prevent adequate heating. How cold is too cold when teaching and learning? The Ministry of Education's Health and Safety Code of Practice for State and State Integrated Schools says some means of heating shall be provided in each of the following rooms to achieve the listed temperatures: class rooms, lecture rooms, laboratories, auditoriums, typing and sewing rooms should be 18 °C; woodwork and metalwork rooms 16 °C; gymnasiums 12 to 14 °C (perimeter spaces and changing rooms only) and office and administration areas 20 °C.

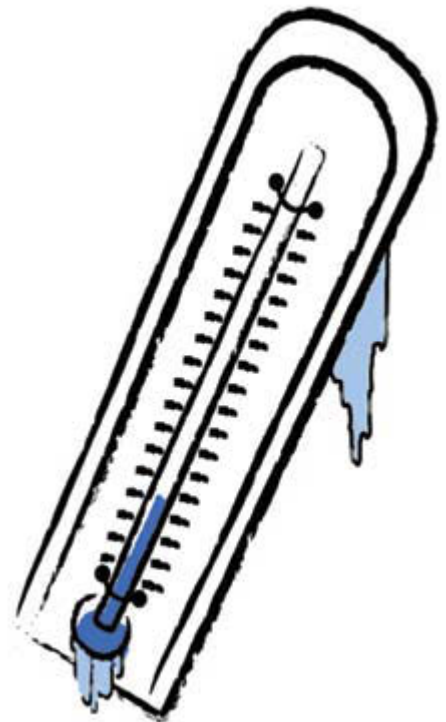
This is fairly consistent with the World Health Organisation (WHO) recommendation of a minimum of 18 °C, or 20 °C for more vulnerable groups like children, the elderly and people who are ill. The WHO recommendation is also supported by the Ministry of Health.

The MoE's Designing Quality Learning Spaces: Heating and Insulation states "classrooms should be maintained

at 18–20 °C" and gives a range of temperatures depending on the type of heating and the type of room. Again, this is consistent with the Code of Practice above.

The Secondary Teachers' Collective Agreement (STCA) does not specify temperatures, however there is the provision for good and safe working conditions under STCA 3.1.1 (b) (i) and under STCA 12.1.1 it says the "parties recognise the importance of ensuring good and safe working conditions through health and safety in the workplace and that it is a mutual obligation of the employer and employees to achieve this through a participative approach".

Under STCA 12.1.2 it continues "To this end, the employers and employees attention is drawn to the Health and Safety in Employment Act 1992. This and other legislation, relevant Codes of Practice and Guidelines are the reference points for gaining a common understanding of what those obligations are, what will assist in meeting those mutual obligations and also in promoting best practice."



So this links it to the MoE's code of practice above and requires a participative approach for the branch and the employer. For advice around what this approach should look like if your working environment drops below the above temperatures, contact your local field officer.

## Are you over 50 years of age?

**Any teachers in the 50 + age group who were teaching in 1992 when the Government Superannuation Fund scheme closed and are still contributing to it should join our organisation.**

The reason for doing so is simple. With a membership of 27,000 we are the last lobby group left to protect your rights now and in the future for government superannuation.

Problems are arising because of government policy changes and these affect those still working. Many are

unaware of the implications which will affect their income when they retire and for that matter their spouse's income should the annuitant pass on first.

In previous times all on the state pay rolls (teachers, police, defence, government departments, politicians, universities, cabinet ministers, railways post office etc) used this scheme from 1900 until the Roger Douglas revolution of 1989. The GSA, formed in 1920, was the annuitant group established when the then government attempted to reduce

entitlements to pay for First World War costs!

With everyone in the state sector involved, policy advice to Cabinet from Treasury was in most cases positive, when improvements and anomalies were addressed – not so now!

Yours sincerely,  
Bryan Whisker  
Vice-president, GSA  
(former PPTA vice-president & state secondary school principal)

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G	government
S	superannuitants
A	association

# IN THE NEWS



to read it over their shoulder unless they were happy to foot a hefty fine - quite a harsh punishment for allowing an annoying practice we think.

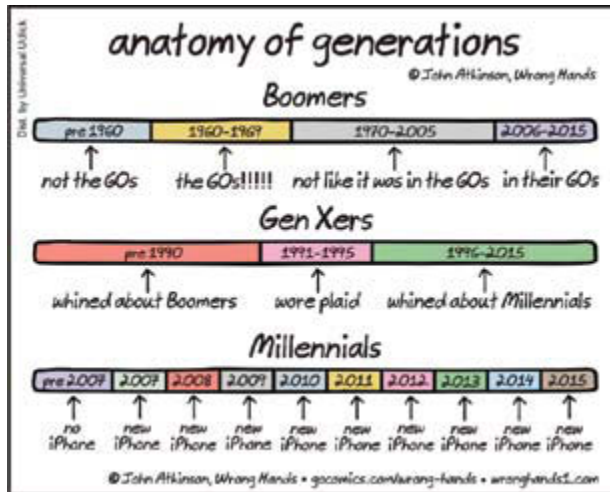
## Charter school get rich quick scheme

“Want to get rich quick? Hurry on down to Florida and open a charter school? You don’t need any experience in education, it doesn’t matter if you have failed in the past, just come up with a good idea” — we would love this statement to be a joke or a

work of fiction, but instead it is from a blog by Diane Ravitch revealing the exploitation of South Florida’s public school system by unchecked charter-school operators collecting taxpayer dollars for schools that quickly shut down. “In the past five years, 56 South Florida charter schools have closed, expelling thousands of students. Five charter schools in Broward and Palm Beach counties didn’t survive three months”. Is this really the kind of “innovation” we want to see in New Zealand?

## A slight overkill?

Having someone reading over your shoulder used to just be a mild irritant but now it can land you with a \$10,000 fine. That’s if the book you are reading is New Zealand young adult novel *Into the River*. While the book is under an interim ban (courtesy of a complaint by conservative lobby group Family First) it is illegal to sell, display or lend the book. On getting a legal opinion, organisers of a protest involving a silent reading of the book also had to advise people not to allow others



## Teachers work hard and the public knows it

The vast majority of respondents to the 2015 Warehouse Stationary Inspiring Teachers survey believe the job is harder now than it was 10 years ago.



# PPTA

# YOUR VOICE YOUR CHOICE

In order to show the government that PPTA is serious about its STCA claim, the executive has resolved to hold membership-wide regional paid union meetings (PUMs) near the beginning of Term 4.

The PUMs are an opportunity for the PPTA membership to be updated about the state of negotiations in more detail and to consider what is needed to make progress. Full details of times and venues will become available at [www.ppta.org.nz](http://www.ppta.org.nz)

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