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PPTA NEWS

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Making a noise
outside the
National Library

PAGE 8

NO BOOKS
Just Google
it

YEAH
RIGHT!

PPTA NEWS



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Doing more with less makes us all mad

Doing more with less has become the favourite catch-cry in the top echelons of the public service as they engage in a ritualised polishing of political egos by pretending that they really are delivering “Better Public Services” (BPS) despite the savage cuts they’ve been operating under for some years now.

As an example, consider the National Library which, at the instigation of minister of internal affairs Peter Dunne, has dumped the service that allowed teachers to get curated, subject resources for their students. (See the story on page 8 of this issue of *PPTA News*.)

No assessment was made of the impact this would have on schools, because the National Library doesn’t have to care about inequality between schools and has no responsibility for the disadvantage that will fall unfairly on particular students, especially those in rural and low decile schools. The important thing is they’re spending less, as required, and if teachers and schools are doing more, so be it.

Then there’s the particular kind of public craziness that is the Policing (Cost Recovery) Amendment Bill, currently tracking through the House. The government has cut the police budget by almost \$100 million. Policing is one of those public services that can’t really conceal cuts so they’ve taken a different approach. No, they’re not crowd sourcing crime scene investigations (but I suppose it could come to that) instead they’re going to charge for some services, include police vetting for teacher registration. So in a strange money merry-go-round the government, which cut the budget in the first place, is now using its legislative powers to authorise the police to take money from teachers to make up the shortfall. And not just teachers – at the same time, via the vulnerable children legislation, it has expanded the number and range of people who’ll now need police vets; basically anyone who comes within cooee of a young person will now need a vet regardless of whether they’re paid employees or volunteers. This will be a direct charge on schools’

operations grants but if schools try and do what the police are doing, recoup some of their expenses by charging parents, two other public agencies ERO and the Office of the Auditor General are waiting to pounce on them.

It’s all very *Alice in Wonderland*: “... But I don’t want to go among mad people,” Alice remarked.

“Oh, you can’t help that,” said the Cat: “we’re all mad here. I’m mad. You’re mad.”

This is all far too familiar to those of us trying to get an honest day’s work done without tripping over the Mad Hatter’s teapot. The “do more” isn’t necessarily a problem if you assume that the “do more” translates to improving practice, becoming more responsive to the learning needs of students and seeing improved outcomes for them. The problem arises when you add the “with less”. The “less” in this case is teacher time. More data crunching, professional learning groups



by Angela Roberts

or academic counselling means we have less time to focus on doing what we’re actually employed to do; be the best teachers that we can be.

Not only are we expected to do more with less time but also with less pay. With a real cut to our wages of more than 4% over the last five years, it is no wonder that we see this BPS target as belonging down a rabbit hole.

I’m with the mock turtle on this, however you spin it, “it sounds uncommon nonsense.”



Plaudits for Pukekohe branch chair

Pukekohe High School PPTA branch chairperson Mark Goddard is this year's recipient of the association's Guy Allan Award for outstanding branch activism.

PPTA president Angela Roberts presented the award to Mark at a special function held at the branch in his honour.

"We're really thrilled to be able to honour Mark's dedication to Pukekohe High School members in this way," she said.

"Over the past 10 years as branch chair, Mark has worked tirelessly to support members – from communicating and clarifying the big issues that confront us as a union to offering knowledge and sound advice about day-to-day employment challenges."

Former Pukekohe High School branch chairperson John Murdie said Mark had been a significant presence in PPTA, initially at Auckland Teachers Training College and for all of his time at Pukekohe High School since he started teaching there in 1988.

"Mark has worked through many issues, particularly the higher profile cases such as pay and conditions negotiations, through to lower profile, but still important, individual queries and concerns," he said.

"He was heavily involved with many teaching colleagues in the complex issues and difficult situations arising from the G3 dispute regarding salary and status recognition. He is active and forceful in presenting

PPTA matters at staff meetings and appropriate forums."

John said staff had found Mark approachable and sensitive in dealing with many issues that arose over the years.

"He is respected for his understanding, support and advice given to many staff members."

PPTA established the Guy Allan award in 2005 to recognise outstanding branch activism in the Counties-Manukau and Auckland regions. The award commemorates the late Guy Allan – a former PPTA branch chair and an Auckland-based field officer who was renowned for his commitment to unionism and branch activism.

Angela Roberts presents the Guy Allan award to Mark Goddard.





First charter school on last warning

One of the five charter schools that opened at the beginning of 2014 has been issued a performance notice by the minister of education, which means that it could be closed as soon as the end of March.

The charter school in Whangarei, which changed its name late last year to Te Pūmanawa o Te Wairua, has failed to meet three of the targets in its contract, for student enrolments, unjustified absences and achievement rates.

PPTA junior vice president, Hazel McIntosh, who teaches in Whangarei, says that the problems with the school were apparent from the start.

“The school was not ready to open when it did, had a high teacher turnover and management problems, and these students have been coming back to the public schools in the area in droves.”

The school was supposed to have 71 students last year and increase in roll size this year. Instead the Ministry of Education is seeking to vary the contract to have a maximum roll for 2015 of 40 students.

During 2014 the school received extra support from the ministry, employing an interim CEO who took over the management for a time. Despite this, the ministry has identified management problems as central to



Hazel McIntosh

the failure of the school to perform, saying that, “The on-going issues ... are directly attributable to the quality of the leadership and management running the school”.

Hazel says that closing the failing charter school may not be as simple as minister of education Hekia Parata hopes.

“The trust that runs this school went out and bought a farm for \$620,000 as

“ The school was not ready to open when it did, had a high teacher turnover and management problems, and these students have been coming back to the public schools in the area in droves.”

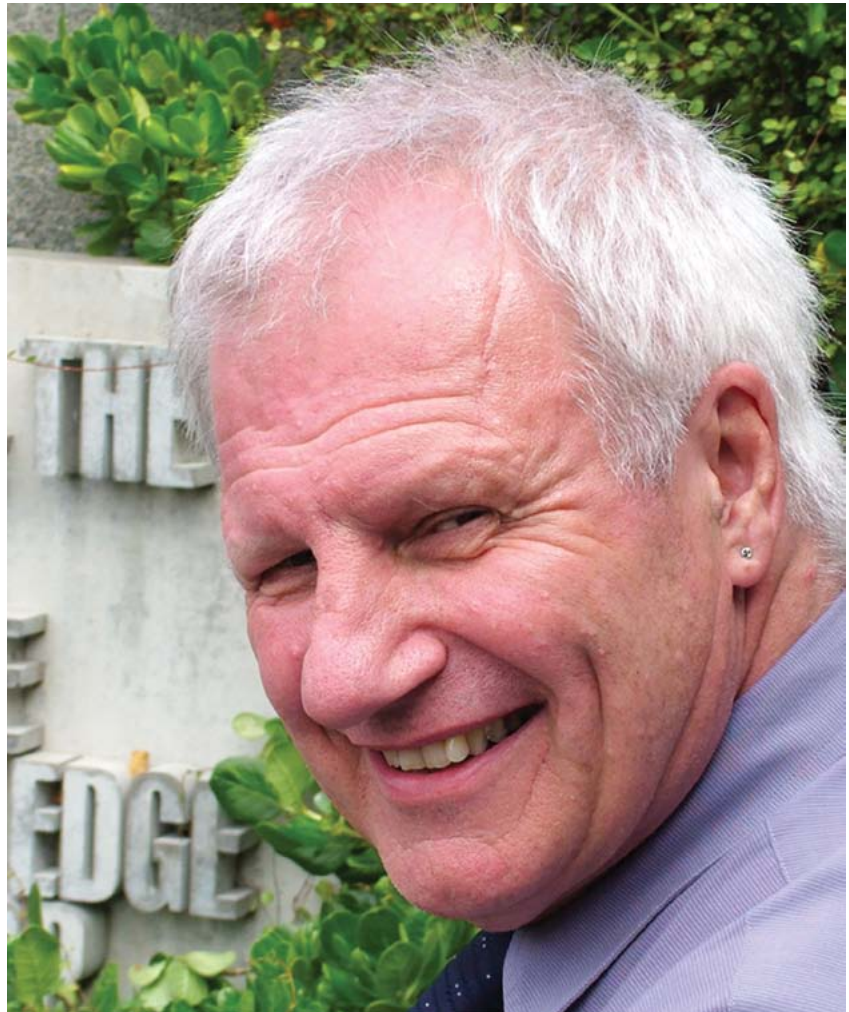
soon as they got their start-up money, and there is nothing in the contract that allows the Crown to claim this back.”

Questions to Parata about whether it will be possible for the Crown to recover the assets were met with vague answers. In late February Parata told a journalist, “My understanding is depending on the law or contract group applied to a particular asset will be the starting base.”

Robin Duff

1947 - 2015

“Robin’s personal commitment as a humanitarian, belief in fairness, and his stand for social justice is what made him stand out.”



by Jacinta Grice

He aha te mea nui o te ao? He tangata, he tangata, he tangata! What is the most important thing in the world? The people, the people, the people!

Robin was there for the people always. He led by example, he was the first teacher to be openly gay in New Zealand. He has always been an activist, first through the gay rights movement and then through his leadership in PPTA.

Robin’s personal commitment as a humanitarian, belief in fairness, and his stand for social justice is what made him stand out. He had a casual, laid back style but when you got to know him, he was 100% planned and very focussed. He always did his homework and endeavoured to try and think of every eventuality. Working with Robin was always fun and he was always very good company. In his first term as president of PPTA Robin focussed on increasing the membership. He visited as many branches around the country as he

could and was very proud of the result. For him, it was all about the membership and all his elections were decisive. The members backed him and he always had a handle on what the membership wanted. At negotiations he would keep cool and calm and would not be pushed around. He would stay firm.

Robin was very well respected. He related to a very diverse group of people. He has shaped people’s lives in the way they live, in their plans for the future, the way they think and he supported teenagers, actively trying to curb the suicides of young people caused by bullying, rejection and isolation.

PPTA’s Rainbow Taskforce was very important to Robin and creating the Safe School’s Guidelines for the affirming diversity of sexualities and gender identities in the school community which was produced for use in all schools was internationally acclaimed as ahead of its time.

Establishing the Canterbury earthquake recovery taskforce for PPTA was another of Robin’s initiatives to

ensure that teachers’ welfare and rights were upheld.

Robin campaigned vigorously to try and get some controls put on the increasing workload of teachers. He advocated for limiting the continuous time-consuming bureaucracy that gets in the way of student learning.

He was instrumental in the development of the PPTA Service Awards. PPTA now acknowledges its long time activists and gives personal recognition to individual achievement.

Robin has been our friend and our advocate. It is sad he has gone but we can be grateful that he has been there for us all.

Robin Duff was PPTA’s junior vice-president from 2005 to 2007, PPTA president from 2007 to 2009 and 2011 to 2013. He was PPTA senior vice-president from 2009 to 2011, and again from 2013 until 2015. He passed away on the morning of 16 February surrounded by family and friends at Christchurch Hospital.

New Zealand Sign Language taster classes for schools

Are you an early childhood, primary or secondary school teacher who has students who are interested in learning New Zealand Sign Language?

During New Zealand Sign Language Week (4-10 May 2015) Deaf Aotearoa are providing schools free NZSL "taster classes" for their students and teachers, which teaches introductory New Zealand Sign Language signs and greetings.

More than 250 schools enjoyed a taster class in 2014 and Deaf Aotearoa is looking to provide even more classes in 2015 to those who are eager to learn this official New Zealand language. The taster classes are unique as they are trilingual, incorporating Te Reo Māori, English and New Zealand Sign Language.

Taster classes are workshop sessions where participants learn signs that can be used every day with friends, family, and colleagues. In most cases the

classes are delivered by deaf people giving class participants a chance to use the language in live scenarios. Taster classes are interactive, fun, and tailored for the age and ability level of those attending.

You and your students' participation will improve the awareness of, access to, and advancement of deaf people in New Zealand and contribute to celebrating NZSL, one of New Zealand's official languages.

If your school is keen to have a taste of New Zealand Sign Language, sign up NOW for a free 45-minute class during May 2015. Classes are limited so register now to avoid disappointment.

Visit www.nzslweek.org.nz to register.



Rainbow network Facebook page

PPTA



PPTA's Rainbow Taskforce has set up a rainbow Facebook page for members.

The Facebook page contains information about issues for LGBTI teachers and students and about the work of PPTA's Rainbow Taskforce. The taskforce works to make schools safe and welcoming places for LGBTI students, family/whānau and teachers. You don't have to be LGBTI yourself to join the group, just a member who is interested and keen to support PPTA's work in this area.

The Facebook page is a closed group, in other words one where

only the members can see the list of other members. This is to provide safety for any member who feels vulnerable in their school, and allow people to share more freely.

If you would like access to the Facebook page, email PPTA advisory officer Judie Alison, on jalison@ppta.org.nz, for the URL, then go to the page and choose "Join Group".



Diminishing RETURNS

Under a new system schools will no longer be able to request books on specific topics throughout the year, but will be limited to a bulk request at the beginning. This \$392,000 saving will be made in favour of a focus on building a platform for more digital services.

The rally, organised by PPTA's Wellington High School branch, included speakers from PPTA, NZEI and the Tertiary Education Union, along with members of the School Library Association of New Zealand Aotearoa and politicians from various parties.

Jack Boyle told those gathered that the National Library was shifting the cost and burden of bringing a collection of appropriate and engaging books directly to students, to the schools instead.

"When the National Library stops supporting schools in finding the most appropriate books in the collection for students, schools are left to do it for themselves. This is the most difficult for our poor, small and rural schools. They are the ones least likely to be able to find the cash or expertise to pick up yet another job being dumped by government," he said.

Jack criticised the "unseemly haste" of the announcement which demonstrated "that those who have designed and are implementing the changes have no understanding of classrooms, of schools, of learning, and how books fit into all that".



"Don't abandon our vulnerable kids and schools. Don't abandon our great teachers." This was the message PPTA Hutt Valley/Wairarapa executive member Jack Boyle (above, left) had for the New Zealand National Library during a hundred-strong protest last month.

for the National Library, to stop the cuts.

"I'm calling you out Peter Dunne. This should not be about saving money, cutting costs. This should be about investment in our kids. We treasure our National Library. Don't be the man who leads to its demise," he said.

Labour MP Jacinda Adern also challenged the minister on what she described as "a stupid decision".

"This decision should not have been made and now the minister has made it he should listen to the teachers and the librarians, they know their needs."

She presented the rally with a petition of 25,000 signatures from people opposing the decision.

Speakers feared the emphasis on online resources would disadvantage students in lower socio-economic areas and rural New Zealand.

Green MP Catherine Delahunty said the changes were the result of "a climate of unethical decision making and cost-cutting" that would hurt students in areas without broadband.

"Let's not get hoodwinked into thinking we are too modern for books," she said.

PPTA members are also speaking out with a Whangarei teacher librarian providing a sample letter for schools to send out.

"These changes and the timing of the announcement – which came just as schools prepared to close for the summer, their budgets for 2015 already submitted – leave school librarians and schools across New Zealand disheartened and confused," the letter says.

"Given that many assignments require both print and electronic resources, we believe the lack of access to print resources via Curriculum Services will seriously disadvantage some students... this new online initiative does not take into account those schools that have limited access to computers and poor internet connections, we are concerned about them," the letter says.

"We have been disappointed to find out that no secondary schools or school librarians have been consulted at any point as this process was being developed. At no time were school librarians or principals informed of these changes so that they might be able to budget for the changes in 2015 ... we feel obligated to register our objection and outrage at the lack of consultation and our concerns that the changes will disadvantage our learners, teachers and school library staff," it says.

If you would like a copy of this letter to adapt for your school, email bweston@ppta.org.nz.

“Let's not get hoodwinked into thinking we are too modern for books.”

"I don't want to lose that wonderful experience of flicking through books with my students – the serendipity of finding an interesting picture or an unexpectedly captivating idea in a book."

Jack called on Peter Dunne, who as minister of internal affairs is responsible

Battle lines drawn over Educanz

PPTA members will not stand by idly while democracy is stripped from the teachers council, says president Angela Roberts.

Last year the association's annual conference voted to empower PPTA's executive to develop a range of responses to the Education Amendment Bill (no.2) which aims to replace the New Zealand Teachers Council with a government appointed body.

These included giving PPTA's executive the power to determine the extent to which the association would co-operate with the new body and putting proposals for actions against the new council to a teacher vote.

With the passing of the bill last night it was time for battle lines to be drawn, Roberts said.

"We are still considering our options but I can assure you teachers will not be taking this lying down," she said.

Until this point the association had tried in good faith to engage in

a democratic process, trying to save teachers' professional body.

"Six months ago more than a dozen credible teachers stood for and were elected by their peers to represent them on the Teachers Council. This is the last time that will happen," she said.

It was an echo of the government takeover of university councils, Roberts said.

"Democracy appears to be so inconvenient for this government. The only way they can control and corporatise education is to legislate. They are telling the profession and the public to just trust the government.

"Don't tell me to trust you when you can't even trust us to represent ourselves," she said.

More than a thousand submissions against the bill by secondary teachers



Source: The Guardian

Protesters in Hong Kong are also calling for greater democracy.

alone were ignored, Roberts said.

The overwhelming message across the country from the community and the profession had been completely snubbed.

As this issue of PPTA News went to print PPTA was holding a ballot asking the membership if it would endorse a boycott of the Educanz nominations process.



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Polyfest release day entitlements

Both the secondary Teachers' Collective Agreement (STCA) and the Area School Teachers' Collective Agreement (ASTCA) now allow for release days for teachers to organise and coordinate Polyfest competitions. (In addition to Ngā Manu Kōrero and Kapa Haka competitions.)

For the exact provision in your collective agreement see STCA 3.6.A and ASTCA 2.17.2.

PPTA administer these release days and all applications must be made by the principal of your school. The applications are then verified, approved and notification sent to the Ministry of Education (Resourcing Division) for actioning.

PPTA

All queries and requests for Polyfest release application forms should be sent to Doug Clark at: PPTA national office, PO Box 2119, Wellington 6140, Fax: 04 382 8763, email: dclark@ppta.org.nz

MEN! **how do you talk about your health?**
Waikato University researcher Dot Brown is keen to hear from men who are battling prostate cancer and those who are prostate cancer survivors.

Brown is a PhD student and wants to understand better how men use their social networks to help with their health.

"We know lots about how women communicate but not much about men. So this study is about communication rather than the medical side of prostate cancer."

Dot said she wants to include secondary school teachers in the survey as many are in the age bracket most affected by prostate cancer.



The survey takes about 15 minutes and can be completed as a hard copy or online.

Contact Dot Brown at drp8@students.waikato.ac.nz or ph 022 103 2702

Working out what works

Michaela Pinkerton travelled to Sydney to attend the inaugural researchED conference that examines the role educational research has in improving teaching and learning.

As professionals, we're concerned with working out what works in the classroom, to the benefit of our students' learning. In February I attended an educational conference devoted entirely to this kaupapa hosted by Shore School.

The conference "researchED: working out what works" has a dedicated website (www.workingoutwhatworks.com) which is an excellent online resource for teachers. It's a UK-based phenomenon initiated by teacher Tom Bennett and facilitated by flaxroots support on Twitter. We've seen similar powerhouses of teacher-led initiatives in Aotearoa New Zealand such as Emerging Leaders Aotearoa (the Ignition unconference) and, more recently, the edchatNZ explosion and inaugural conference last year. (See *PPTA News* September 2014 vol. 35 no. 8 page 11.)

Tom himself has morphed from humble blogger, teacher and author into a force to be reckoned with over the past few years and his researchED baby is now a striding two-year-old toddler straddling the world. The conference in Sydney was the first international venture. Next stop – New York on 2 May.

Presenters included a range of eminent professors and learned educators. As the flier said, some of the "best thinkers and actors in education".

In this context, I felt very excited to be able to attend but also slightly terrified to be a presenter. I worried that no one would be that interested in what a very ordinary teacher from Aotearoa would have to say. As the only contributor from our country I felt a distinct responsibility to share a uniquely Kiwi perspective on the topic of research in schools. I was also tasked with sharing some of our best research-based practice from my current school, Albany Senior High School.

I began with the context of our own



researchers being world class: Professor Russell Bishop and Te Kotahitanga just for starters. We discussed the concept of "ako" and how pertinent that word is to the very best teaching practice where teachers are deliberate in learning how to do better for their students. My Australian colleagues were impressed that such a tiny word so effectively represents the powerful learning partnership between teacher and student. I also shared just how lucky we are at ASHS to be a new enough school to have been founded on the best available research including the Best Evidence Syntheses for example. We are also grounded in professional learning processes developed by Helen Timperley, as another example. I explained how we use research as part of our ongoing weekly professional learning and showcased the data which shows our approach has had year on year positive results for our students.

ASHS has been described by Professor John Hattie as a "world class education provider" and the positive feedback that I have received about my presentation shows just how thirsty educators are for learning about schools where teachers can be empowered to make very significant positive effects on learning. As one of my slides stated, "At ASHS, teachers examine their own impact on the learning of the students in front of them. They are given time, teams, processes, resources and agency, in order to be able

to do so effectively". Too many of us have laboured under top-down initiatives which seem to miss the needs of those we are trying to reach.

The Australian educators that I met seem to have far less autonomy than we do here and I came away feeling very fortunate. I also came away believing more than ever in the collective power of teachers when we collaborate effectively. When we do, we make a big difference not only in the lives of our students but in each other's

lives too.

And yes, I was cheeky enough to suggest that some of the best things in Australia are Kiwi: pavlova and John Hattie.

Look out for a researchED in Aotearoa New Zealand in 2016. It was a great way to connect educational researchers, classroom practitioners and policy makers. If you are interested in getting involved in the future you can email me on mpinkerton@ashs.school.nz or contact Tom Bennett direct via www.workingoutwhatworks.com. Tom Bennett is on Twitter at [@tombennett71](https://twitter.com/tombennett71).

Check the hashtag #rEDSyd to see the conversation and further resources.

Useful links

- www.workingoutwhatworks.com
- emergingleaders.school.nz/
- edchatnz.blogspot.co.nz/

Michaela Pinkerton is a full-time English teacher and team leader at Albany Senior High School, supporting a cross-curricular team of teachers in both their professional learning and academic mentoring of students. Her educational interests are leadership, matauranga Māori and collaboration. She's inspired by being able to make a difference for her colleagues as well as her students. Michaela is on Twitter at @kaiaiko_nz and blogs at maoristudentsuccess.wordpress.com.

Relief?

NOT ENTIRELY

PPTA's newest advisory officer Doug Clark offers some tips for day relief teachers drawn from his recent experiences in the classroom.

Schools rely on casual relieving teachers. They allow training days, sick days and a myriad of other events to occur. Some schools treat them well while others can be treated with disdain and occasionally with downright hostility and comments like, "It's easy, no marking or preparation, off home at 3:30".

I would like to debunk some of these misunderstandings.

The working realities of a day reliever are;

- A salary rate capped at step 6 (\$56,741).
- No security or guarantee of work.
- Often no chance to form good relationships with students.
- Often poor or inappropriate work set or none at all.
- Expected behavioural standards vary between (and often within) schools and relievers often get little advice about (or support from) the school's discipline systems.
- There is often no induction process to assist day relieving teachers.
- Even the best classes play up for relievers – remember your own school days?

Casual relievers can be employed on a daily or hourly rate, which are either 1/190 of the teacher's annual salary or 1/950. Both rates include the holiday pay component. The inclusion of the holiday pay makes a reliever's daily rate look better than it actually is relative to a permanent teacher's daily rate salary.

When a reliever is employed on the hourly, not the daily rate, they must be paid for at least two hours and receive an extra payment for one hour if they are required to wait around between classes for anything longer than an hour and a half. If employed on an hourly rate they should only be supervising classes or undertaking duties for the hours they are paid for. Some schools take advantage of their relievers by paying only for a few timetabled hours and expecting the relievers to undertake other duties for free.

Other harsh salary realities include:

- Schools generally stop employing relievers after the seniors leave.
- Work is generally not available for the first two weeks of the year.

There is provision for schools to pay the costs of travel to and from the school (clause 7.7 of the STCA and 6.7 of the ASTCA) for day relievers.

The problem is that schools are bulk funded for their relief costs. To save money schools are often inclined to look for the cheapest reliever and those relievers are under pressure to forgo travel reimbursement if they are afraid they will not be asked to work again at that school. It's an object lesson in why PPTA is so implacably opposed to bulk funding – inevitably it leads to a driving down of wages and conditions and exploitation of the most vulnerable.

So spare a thought and a kind word for the day relievers you encounter. They may well be highly trained and qualified teachers but may be struggling. Relievers do really appreciate your support.

Out in the field

Managing teacher contact time: 3 case studies

Information and advice from PPTA's intrepid field officers.

Academic mentoring

Kiwi College wanted to bring in academic mentoring (AM). After consultation with staff, students and parents, the school decided to run a two-year trial, starting from the next school year.

The PPTA branch had a meeting to discuss the implications for teacher contact time. The AM was scheduled each day for 20 minutes, plus an extra hour each fortnight. Form tutors would help students develop and review next learning steps as well as course and career planning. This was more than two hours' extra contact time per week.

The principal was understanding. She knew AM was contact time. The school updated its timetabling policy; and also gave deans and senior management team tutor groups to ensure coverage. Some support staff volunteers also attended this professional development and had their hours adjusted so they could be form tutors as well.

It was a stretch for the school's staffing, but the principal and board of trustees agreed they wanted to run the trial properly.

Safe juggling act

Kevin was an hour over his maximum contact time. Kereru High School had a timetable policy offering a choice of no form time, no grounds duties, or days off in lieu each term. These were good options, but Kevin wanted to stick to his 20 hour maximum contact hours as per the STCA. His boss was not happy as he didn't like to split classes, but accepted Kevin's collective agreement entitlement. He agreed that Jane (who was one hour short) would pick up an hour from Kevin each week.

The following year Jane had the same problem. She was an hour over. In this case, Jane liked the option of two days off in lieu each term. She was happy with this arrangement.

Part-time non-contact

Huia worked part-time and was frustrated at not getting non-contact time. She met with her branch chair, who called a meeting of part-time members. The discontent and frustration was widespread. After the meeting Huia and the branch chair met with the principal,



Image by Julian Lim CC BY

who agreed to consult with the timetabler. The school made a genuine endeavour to provide part-timers with non-contact time.

They couldn't manage it straight away, as staffing priorities were already established. These reasons were fully explained. However, the school was committed to facilitating non-contact time for its part-time teachers. Agreement was reached to provide the part-timers with lieu days in term four. A formula was devised to ensure that this happened in a proportionally equitable way.

The principal also agreed to amend the timetabling policy so that all part-time teachers would be given pro-rata non-contact time from the next school year.

Vacancy: PPTA field officer, Palmerston North

PPTA

A permanent full-time field officer position has become available in the Palmerston North office of the New Zealand Post Primary Teachers' Association. This is an actual vacancy with a starting date to be determined by mutual agreement.

The appointee will work as part of a team of four Palmerston North-based field staff and will have responsibility for organising and providing services to members and branches in the areas served by that office. Skill or experience

in one or more of the following is sought: dispute resolution, advocacy, union organising, adult education. Secondary teaching experience or knowledge of, or a qualification in, employment law is an advantage. Applicants should list their strengths in their application.

PPTA is committed to partnership in accordance with Te Tiriti o Waitangi. A commitment to union goals and a high quality public secondary education service is essential.

Salary will be within the range of salaries paid to secondary teachers.

A staff collective agreement covers conditions of employment.

PPTA is an equal opportunities employer.

Applicants must be legally entitled to work in New Zealand.

A job description may be obtained from Julie Elliott ph (04) 913 4228 or jelliott@ppta.org.nz. Any queries about this position should also be addressed to Julie Elliott in the first instance.

Applications must be received by 5:00pm Friday 24 April 2015 and should be marked Confidential and addressed to — Julie Elliott (Staff Vacancy), PPTA, PO Box 2119, Wellington.

Pay claim - catch up and keep up?

PPTA member-activists discussed the year ahead at the Issues and Organising Seminar earlier this month.



Council of Trade Unions national secretary Sam Huggard addresses PPTA activists.

When new CTU national secretary, Sam Huggard, addressed the PPTA Issues and Organising Seminar on Sunday 8 March, he spoke on a topic dear to members' hearts – the need for a decent pay increase.

Huggard outlined the campaign the CTU was coordinating to lift wages in the light of the fact that “working people had carried the burden of the global financial collapse and the rebuilding of Christchurch with zero pay increase or

pay rises that don't match inflation”.

He said the pressures of wage stagnation had been compounded by redundancies and the expansion of user pays for core services.

Meanwhile, public sector bosses were being granted huge pay increases that appeared to take no account of what was happening to other employees and the minister of finance had begun talking about both a government surplus and tax cuts.

PPTA's executive asked branches to meet to talk about what should be in the claim for settlement of the STCA following on from the proposals in the industrial paper that was approved at the PPTA 2014 annual conference.

PPTA general secretary Michael Stevenson said the proposals included a pay claim that catches teachers up to inflation and, going forward, pay increases that keep pay current.

Members were asked to endorse that approach, to propose three other minor claims and endorse a claim for teacher registration fees to be paid centrally.

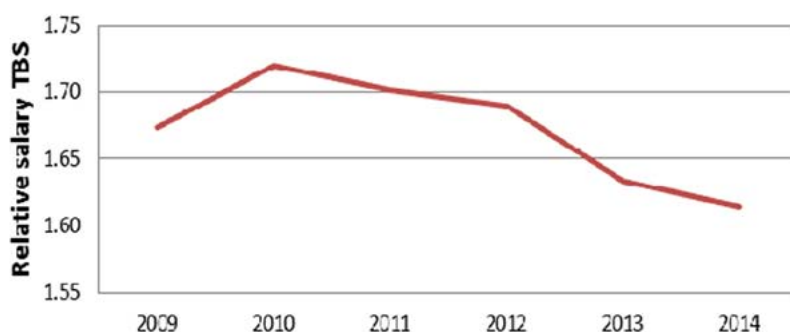
“The association's conclusion is that since Educanz is a creature of the minister and the Ministry of Education, they can pay for it themselves,” Stevenson said.

Branch responses to the claim proposals are due by 31 March.

Changes in secondary teacher relative salary

2009-2014

(Step 10 v average weekly wage and salary)



Correction

The article on page 14 of the February 2015 issue of *PPTA News* (vol 36, no. 1) suggested that the STCA allows the service/qualifications payment to be held concurrently with permanent units. This is not the case.

Materialism returns to the political agenda

The Issues and Organising Seminar focused primarily on preparing for a new round of collective agreement negotiations due to kick off in May.

University of Otago politics lecturer Dr Bryce Edwards provided a useful backdrop to the activists' debate about the political climate in which negotiations will play out with a shrewd analysis of why people voted the way they did in last year's general election.

According to Edwards, voters' sentiment abandoned what he termed a "postmaterialistic" view of what governments should prioritise (that had characterised many recent general elections) and returned to a more orthodox "materialistic" view.

"In recent decades, liberal-conservative, non-economic postmaterialistic issues have become more salient such as debates around foreign affairs, justice

and morality," he said.

Edwards listed values such as environmentalism, abortion, censorship, "family values", human rights, gender equality, anti-smacking and immigration coming under the "postmaterialistic" umbrella.

But last election, according to Edwards, the economic focus that underlined National's "Working for New Zealand" election campaign resounded with voters the most.

"National was the party best able to sell itself as being focused on jobs and improving people's daily lives," he said. "The atmosphere of sleaze and scandal was countered with an emphasis on policy intended to promote the idea of 'economic recovery'."

Edwards suggested Labour could reverse its electoral misfortune of 2014 by championing its own economic platform more loudly and going



Dr Bryce Edwards

toe-to-toe with National's.

"Non-economic issues of corruption and integrity, state surveillance, and sexual politics were major issues to political activists and commentators. But not to voters," he said.

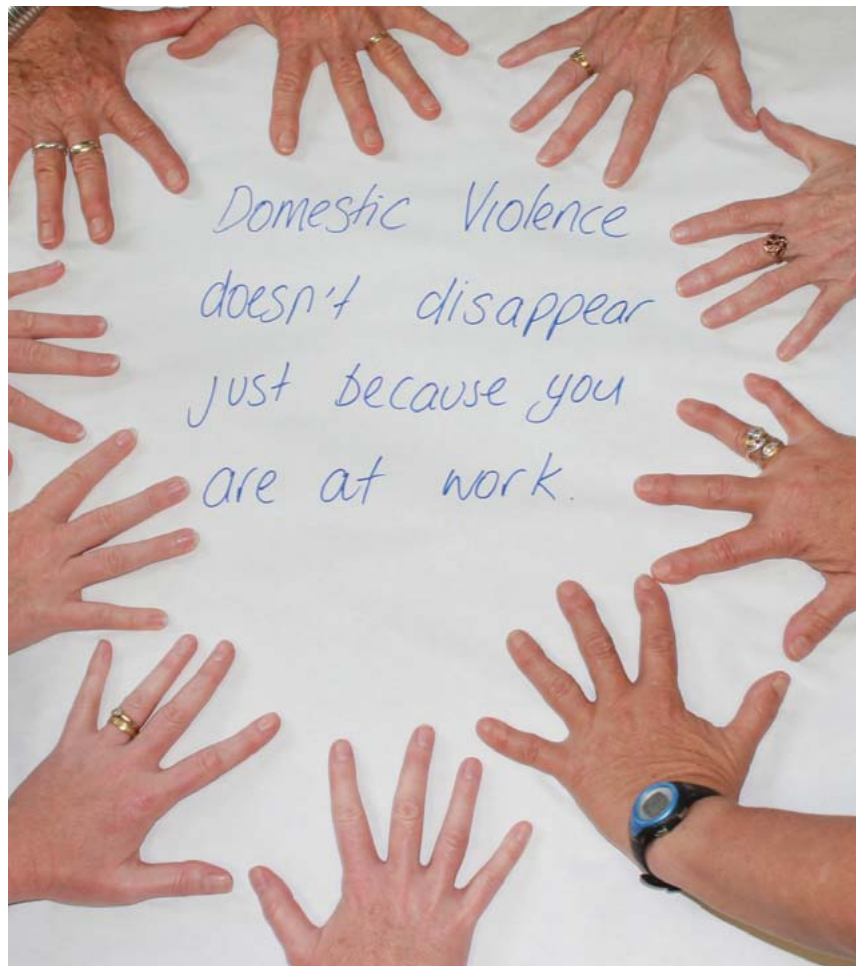
Domestic violence as a workplace issue

PPTA regional women coordinators at the Issues and Organising Seminar looked at ways PPTA could support members who may be experiencing domestic violence.

In New Zealand, one in three women are affected by domestic violence at some point in their lives. The evidence shows that having and maintaining supportive networks outside the home, including through the workplace, is one of the key ways that women were able to leave an abusive relationship and maintain their economic independence.

Schools should be aware of the negative impact that a violent relationship has on a teacher's performance, confidence and safety – and the flow-on affect that this may have on other staff and students. Some ways that schools can make sure that teachers are supported include having a domestic violence policy and procedures in place, providing staff with information and training, providing discretionary or special leave for a person to deal with the effects of domestic violence (ie, to attend a court hearing) and having EAP services available that deal with domestic violence.

There are free resources and more information available at: www.areyouok.org.nz.



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