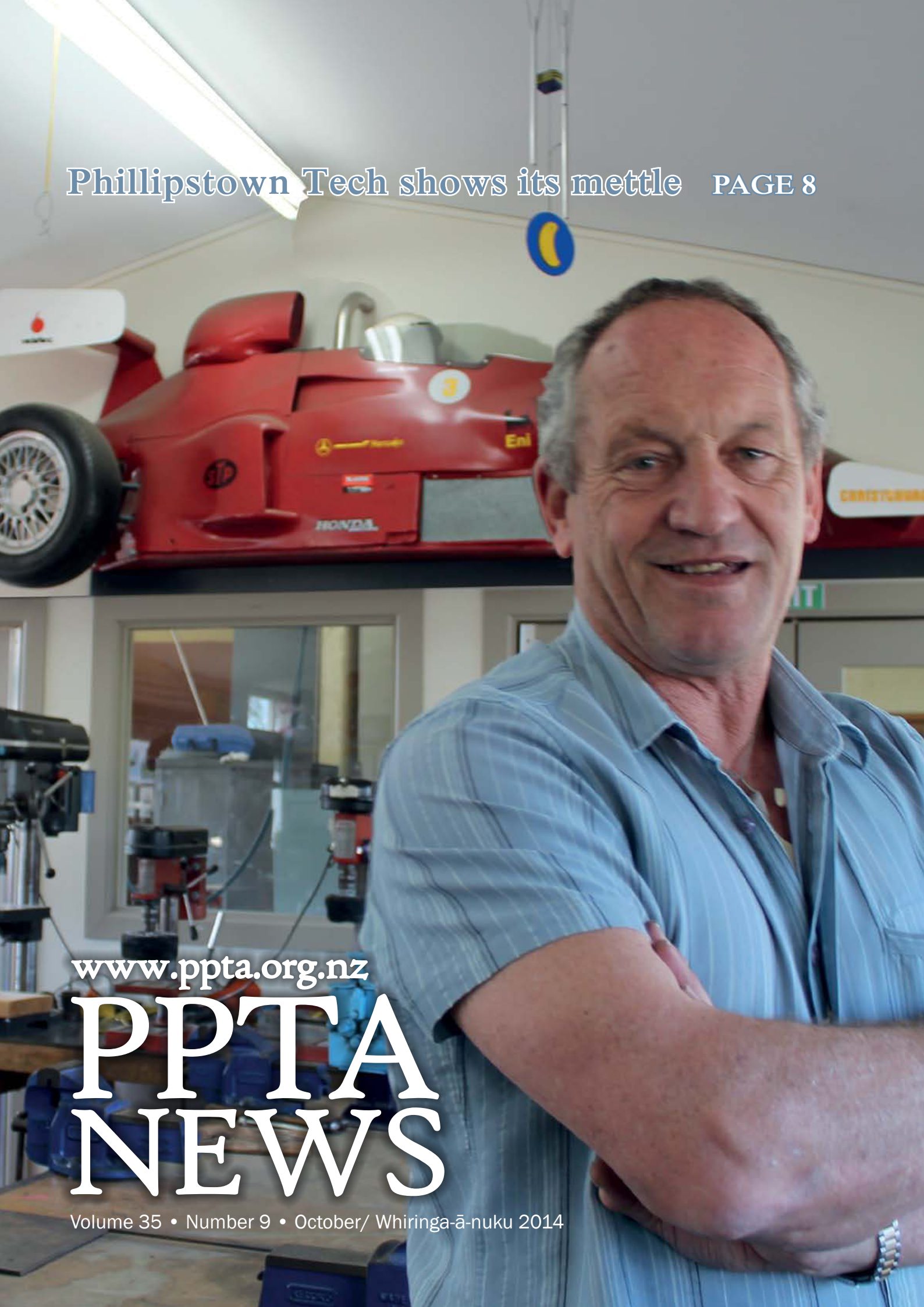


Phillipstown Tech shows its mettle PAGE 8



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PPTA NEWS

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Step inside the gates



by Angela Roberts

A visiting US academic recently recommended something that I'd heartily endorse. It was that Ministry of Education staff, from top to bottom, connect with a school they could visit and get to know, on a regular basis and over an extended time.

This wouldn't be about enforcing ministry priorities or accountability, but just to link the bureaucrats better with the reality of school life today.

unhappiness with the system.

This doesn't tally with what I know of schools.

The best study that I've seen which looks at how New Zealand secondary students feel about school is the Youth 2000 series. This is a massive survey of thousands of students (over 90 schools took part in the latest round in 2012) focussing primarily on health outcomes, but with a school section.

The survey shows real increases in students' happiness and connectedness with school over the last 13 years. While in 2001 around 85.5% of students liked school a lot, a bit or thought it was okay, in 2012 it was 90.2%. And while in 2001 23.2% of students thought teachers cared a lot about them, in 2012 it was 27.2%. Not world-shattering, but a clear trend is visible when the 2007 results in the middle sit evenly between these points.

One statistic that stands out for me as particularly heartening, is that 89.8% of students in "high deprivation areas" (ie, low decile schools) are likely to feel like part of their school, compared to 86.9% of students in low deprivation areas.

This data doesn't point to a crisis but a school system of which we should be proud. Of course, there will always be more we can do and more challenges ahead. I'm not asking for the rose-tinted spectacle treatment, but it would be nice if the occasional New Zealand academic could do more than look at secondary schools through a glass darkly. ■



"In my travels, I've been struck by the maturity and charm of our secondary school students and the ownership and pride they have in their schools."

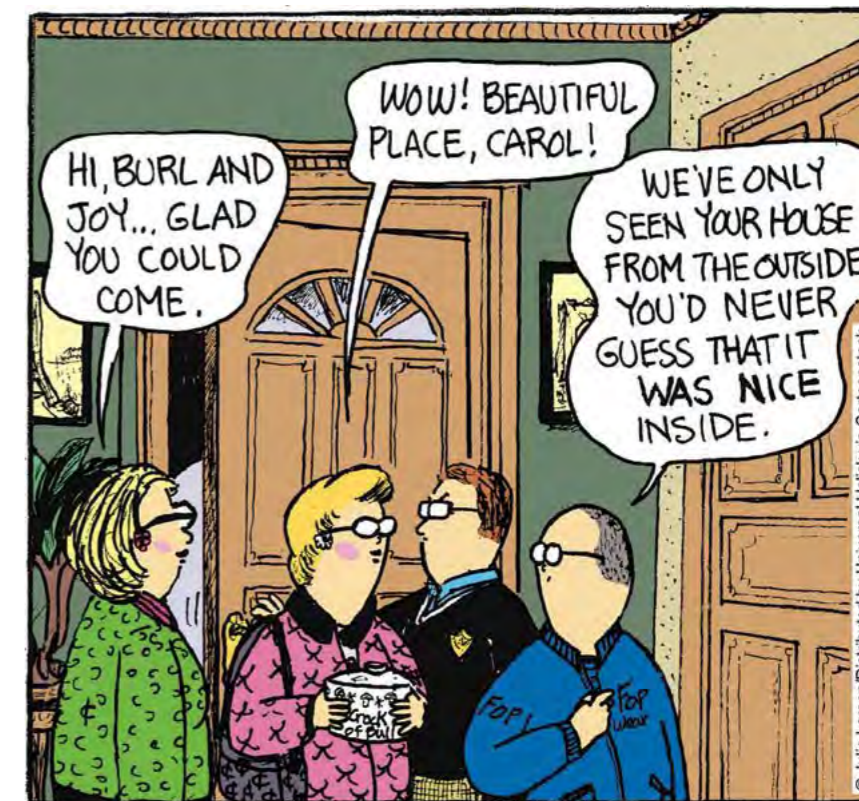
And it's the same to some extent for me, getting out of the Wellington office and into schools around the country is one of the most important, but also enjoyable and rewarding, parts of being PPTA president.

In my travels, I've been struck by the maturity and charm of our secondary school students and the ownership and pride they have in their schools.

I don't mean pride in the sense of school songs and blazers (though there's nothing wrong with those traditional expressions). I mean the way they welcome guests with genuine warmth and how happily and confidently they share their positive experiences of school. Up and down the country I've been privileged to enjoy delicious food, professionally prepared and served by wonderful students from food technology classes.

Yet, there's a persistent narrative, peddled by people who should know better, that secondary schools are grim industrial places squeezing students into subject based moulds, and quickly ejecting them if they don't fit in.

Lately I heard the claim that within five years secondary schools are going to collapse as students simply check out due to disengagement and



Novopay's walking wounded



Kamo High School members form a Novopay triage

PPTA branches throughout the country recognised the casualties of Novopay last month with a series of morning teas to mark two years since the shambolic payroll system was introduced.

Members at Kamo High School looked the part bandaged up as Novopay casualties and lining up at the "Novopay A and E" to share bloodied looking jam muffins.

The morning teas were held between 1 – 12 September to recognise the impact the error-ridden system has had on teachers and the long-suffering executive (salary) officers who have to deal with it on a daily basis. ▪



Reporoa College



Bayfield High School



Otago Girls' High School

2nd ANNIVERSARY



MORNING TEA
to support payroll people
and all the casualties of Novopay



New doco details daily toil of teachers

“Dawn is breaking. Teachers around the world begin their day... While each of the respective regions these teachers live in has its distinctive features, its diversity of landscape, culture and history, a common desire unites them all: to impart knowledge to those they teach, to help them reach their full potential.”

A new documentary produced by Education International with support from the Open Society Foundations has been launched in conjunction with this year's World Teachers' Day. It follows teachers from all over the world - in countries such as Argentina, Togo, India, or Belgium - to shed light on what teachers' everyday lives look like around the world. Entitled 'One day in the life of a teacher', the film highlights similarities and differences, as well as challenges faced by teachers today.

With a strong focus on teaching and learning, the film also looks at the human beings behind the profession and the role of teachers in their community and union, and the consequences of current policies and reforms they experience. These teachers' voices are a strong reminder of the fact that quality education remains the basis for a sustainable, peaceful and prosperous future, the basis of a world in which education is a right and everyone has equal opportunities to participate in quality education.

You can view *One day in the life of a teacher* online by searching for "Teachers: A day in the life" on youtube.com. ▪



Former president farewelled

PPTA stalwart Debbie Te Whaiti was farewelled by the Wairarapa regional committee last month, after a long career with the association.

From fighting bulk funding as the Makoura branch chair in the 1990s, Debbie stood on national executive before serving as junior vice president for two years and completing a stint as PPTA president from 2005 to 2006.

She represented PPTA on the Ministerial Taskforce for Secondary Teacher Remuneration in 2003 and was involved in the inclusion of

career pathways into the collective agreement.

She carried on her work as senior vice president and acted as regional chair a number of times.

Current Makoura College branch chair John Christensen (left) described Debbie as his mentor "both encouraging and instructing when I sought her counsel."

"Debbie never put Wairarapa on the 'provincial backwater' list," he said.

She will move on to a new career as an RTLB (Resource Teacher: Learning and Behaviour) and PPTA wishes her all the best. ▪

We stand for education.

A stormy year

PPTA
TE WEHENGARUA

This year's PPTA annual conference reflected on plenty of challenges ahead.



Stormy seas

Pirates, privateers, seaworthy ships and stormy seas all featured in PPTA president Angela Roberts' nautical opening to the 2014 PPTA annual conference.

Around 140 delegates met over three days, from 30 September to 2 October, to debate, discuss and vote on papers that will shape PPTA policy.

Describing the political context PPTA ventures out into as "often stormy and dangerous", Roberts quoted Vincent van Gogh.

"The fishermen know that the sea is dangerous and the storm terrible, but they have never found these dangers sufficient reason for remaining ashore."

She took time in her speech to address misinformation surrounding the Investing in Educational Success (IES) initiative.

"At these meetings we are able to debate challenging issues, reflect on the differing viewpoints and work our way towards solutions. What we get out of conference are the policies that have been tested by membership and pronounced seaworthy," she said. She described the association's attitude to the policy as one of "cautious optimism" as there were elements in the proposals that were entirely consistent with long-established PPTA policy "much of it debated and set in this very room." This included career paths, mentoring, sharing

professional practice, proposals for school leaders to work together and collaboration between schools.

"Of course some of the catch was pretty smelly and needed to be chucked back," she said. Initial promotion of performance pay and loose comment about achievement data raised red flags, but policy came to the rescue, she said.

"We did the research, gathered evidence, talked hard (and sometimes tough) at the table and succeeded in turning the original proposal into something that was consistent with PPTA policy ... We made it absolutely clear to all parties that without those changes we would not be continuing in the process," she said. A question and answer session on IES was held during conference and members will vote whether to accept or reject the policy this term.

Zoning, behaviour, school funding and the destruction of the New Zealand Teachers Council were all hot topics during the conference.

Re-thinking Zoning

Zoning, enrolment schemes and choice - educational Apartheid?, a paper from PPTA's Waikato region, examined the rising inequality between schools and the erosion of students' right to attend their local school. It identified the unfairness and waste in the current zoning system and called for a review.

The paper included analysis of data on Auckland, Christchurch and Hamilton school enrolment zones which indicated more affluent schools often used their zone boundaries to exclude the most disadvantaged students and adopt enrolment practices to shape their intake and position in the market.

Behaviour guidelines

Members endorsed a series of behaviour guidelines to support schools in response to the paper *Behaviour, behaviour, behaviour - it's a class act!*. It followed last year's paper *Student misbehaviour - of no meaningful consequence*, put forward by PPTA's Manawatu-Wanganui region which set up a behavioural management taskforce to develop them.

School funding

A needs-based model of resourcing for schools - time for a national discussion? explored the fact the current school funding system is failing to support our most vulnerable students. Delegates discussed schools' reliance on locally raised funds and whether it was time for a different way.

"Teachers' working conditions are students' learning conditions, and these are determined by the resources invested in them. As most of these resources are invested by the state, how much and how they are delivered are political questions," Roberts said.

EDUCANZ

In response to the paper *Demolition or restoration - the election and our fight for the Teachers Council* PPTA members voted to empower the association's executive to develop a range of responses to the Education Amendment Bill (no.2) that aims to replace the New Zealand Teachers Council with a government appointed body.

The poor drafting of the legislation meant changes had to be made to the paper to strengthen the union's options to fight for its own professional body. This included giving executive the power to determine to what extent the association will co-operate with the new body and putting proposals for actions against the new council to a teacher vote.

"The legislation around the government's EDUCANZ body is so sloppy it's impossible to know what kind of monster will be eventually unleashed," Roberts said. Keynote speeches by NZCTU president Helen Kelly and Australian Education Union president Angelo Gavrielatos were well received, as was a somewhat chilling presentation by Massey University institute of education professor John O'Neill called *Education of sale: The relentless push of the privateers*. The full conference papers can be found on the PPTA website at <http://www.ppta.org.nz/events/annual-conference>.

Going the distance

Christchurch's Phillipstown Technology Centre has been equipping upper-primary students with essential life skills for 114 years. Now the government has raised doubts about its future. *PPTA News* talks to some of the centre's staff.

Designer stereo speakers, 3D printed figurines and African stew. Food and Nutrition and Technology classes have come a long way from the pencil cases and scones most of us remember.

While Technology is a subject that covers vital life skills, in Canterbury its future is under a cloud.

The Christchurch regional office of the Ministry of Education has been running a review of the provision of Technology education at years 7 and 8 in the city. It included a series of workshops at which there were suggestions that Technology delivery could be out-sourced to private providers, delivered by generalists in primary schools or that all current providers be merged into a hub.

PPTA has submitted to the review supporting the retention of appropriately trained and qualified teachers to deliver the Technology and Food and Nutrition curriculum. This option appears to be supported by schools and communities but the level of uncertainty is worrying for students and staff.

More to Home Ec than cooking

PPTA News was given first-hand experience of a well-resourced, specialty-staffed Technology provider when we toured Phillipstown Technology Centre last month.

"Where is the mince stored?" Food and Nutrition teacher Martin James asks one of his year 7/8 classes at the centre.

"In the fridge," replies a student.

"I want a level 4 answer," says Martin.

"At the bottom of the fridge at 4 degrees Celsius," finishes another.

"That's my level 4 answer!" Martin replies enthusiastically "now who can tell me what animal chickpeas come from?"

There is a lot more to Home Economics than cooking, Martin says. He has worked at the Phillipstown Technology Centre for 12 years delivering the Food and Nutrition part of the Health and PE curriculum. His classes have a year 7 and 8 Health component that compliments the Technology curriculum carried out in the rest of the school.



Food and Nutrition teacher Martin James — "Specialist teaching and knowledge is vital, otherwise you don't know what students are being taught. They could be being exposed to fad diets ... You see that all the time".

The centre is well-resourced and staffed by specialists, Martin says.

"It's not just cooking. It's about health, food choices and food preparation skills. We have rooms dedicated to preparing food hygienically at a level that can't be achieved in most primary schools. Specialist teaching and knowledge is vital, otherwise you don't know what students are being taught. They could be being exposed to fad diets or thinking. You see that all the time," he said.

Around 11,000 students pass through the centre each week from 30 different schools. It has been running since the early 1900s and has a lot of history.

"Technology changes so much that we are constantly adapting. Even through the quakes we managed to pull it all together. We have fantastic resources," he said.

The Technology review (or "non-review" as it's colloquially known) concerns Martin deeply. He feels not all key stakeholders have been consulted and fears the review will be change-driven rather than curriculum-driven – "change for the sake of change with the earthquakes as an excuse".

"There has been a lack of consultation with parents and the community and seems to be a lack of understanding about the curriculum areas. When they talk about Technology they don't realise they are not just talking about Home Economics – there's Maths going on, literacy, numeracy.

"Technology and Food and Nutrition is hugely important particularly when we are faced with childhood obesity and adults with problems like diabetes. The government is saying these are issues while at the same time not supporting the



Metal Technology teacher Ian Mustard — "We give them a lot of leeway in terms of concepts and designs and they can come up with some really creative things – all using current technology that can be applied in the outside world".

delivery of the curriculum that addresses them," he said.

"The ministry (of education) hasn't given any good reason to change what is working so I hope to see Phillipstown Technology Centre looking forward to another 114 years on this site delivering child-centred programmes of work."

Outside of Food and Nutrition the Technology side of the centre provides an almost bewildering array of opportunities for students – state of the art machinery and interior decorator-provided material in Fabrics Technology, computer generated wood-cutting via a CNC router in Wood Technology and 3D printed night lights in Electronics.

Real ideas, latest technology

Metal Technology teacher Ian Mustard ensures his students are exposed to current technology and equipment that they could be using outside the classroom.

"They are soldering, working with sheet metal and there's a spray booth to finish things. We don't want them using obsolete equipment. We use computers a lot, interactive white boards, robotics..."

The Technology curriculum intersects

across a number of skills, he said.

"The kids get to make something great. We give them a lot of leeway in terms of concepts and designs and they can come up with some really creative things – all using current technology that can be applied in the outside world."

Ian proudly shows off the centrepiece of his classroom – a bright red racing car cut in half lengthways and affixed to the wall.

"It crashed at the local racing track and we got it," he said. The students used the classroom spray booth to tidy up the paint.

Bone carving is another of Ian's favourite projects and he has students from Māori immersion classes who come and take part.

"I love the job because the kids love it. We have very few behavioural issues," he said.

Principal fears for future

Phillipstown School principal Tony Simpson is proud of the work done at the centre but is concerned for its future, and his staff.

"We really want to know what is

happening, what decision the government is going to make with Technology centres. It's not a good state of play for education, everyone's guessing – it's not healthy," he said.

"There is no real clarity over the process of the review/non-review. What can I do to help my staff? I feel really, really sorry for them – they seem to be placed in an absolute limbo situation. We've been through enough with the mergers and the earthquake renewal plan splitting up the school," he said.

Tony says the most valuable thing the centre offered was essential life skills. "Never before has there been such need, with obesity and inactivity issues. It has a massive effect on the children," he said.

"It's exciting, full of age-modified appliances. Kids are getting exposed to electronic circuits, carbon rocket powered cars, clocks – a huge array of projects.

"I'm terribly proud of their efforts and terribly concerned about the future if Technology centres are not able to play this vital part in our education plan.

"I'm left talking to my staff saying 'I hope to see you in two years' time, and I hope the story is a good one,' he said. •

Financial irresponsibility

By approving four new charter schools the government is being reckless with public money and careless with our kids, says PPTA president Angela Roberts.

The deals for the new schools were sealed before the election and before an independent evaluation into the scheme has been completed.

The government has pledged to invest \$15.5 million over four years to establish the schools.

Roberts said the announcement of the new schools was “totally irresponsible” and would come at a huge cost to the existing school network.

Most of the areas earmarked for this experiment already had schools with spare places, she said.

“Adding these schools into the mix will only hurt students in the surrounding schools.”

Education minister Hekia Parata spoke about giving parents choice outside the mainstream system – but the mainstream system she spoke of included special character schools, kura kaupapa and Māori immersion units, Roberts said.

“It will jeopardise what state schools are doing for the vulnerable students she claims to want to help.

“Freedom of choice has been proven by the OECD to do nothing for student achievement,” she said.

Introducing the new schools was financially irresponsible and against the Ministry of Education’s own plans, Roberts said.

“Small schools are incredibly expensive to run. The ministry’s own long-term policy is to have fewer, larger schools. This is an ineffectual

and inefficient use of resources and completely counter to the government’s own plans,” she said.

The United States has had charter schools for more than a decade and there has been no measurable improvement

in that country’s overall performance in literacy, Maths and Science, Roberts said.

Overseas the schools continue to be at the centre of ongoing disputes and many have been closed for poor performance.

There are issues about profit-taking, quality and whose needs are being met.

Charter schools are said to be able to operate outside regulations and even laws, Roberts said.

“They will be receiving substantial taxpayer funding but will not be accountable to the New Zealand taxpayer via parliamentary scrutiny.”

By approving the four new schools the National Party has confirmed charter schools are part of its agenda, Roberts said.

“This is not just fringe ACT Party policy anymore. They are claiming it as their own and will have to own it when it goes horribly wrong,” she said.



Charter schools contact ban: advice to PPTA members

At the 2013 PPTA annual conference, there was extensive discussion about the response to the formal establishment of charter schools in Northland and Auckland. As well as confirming PPTA’s opposition to charter schools, the conference passed two recommendations:

1) that this conference instructs PPTA members to refrain from all

professional, sporting and cultural liaison with the sponsors, managers and employees of charter schools.

2) That PPTA members be strongly advised not to apply for positions in charter schools.

A document providing advice and guidance for members working in charter school areas can be found at www.ppta.org.nz/issues/charter-schools.

Government set to slash your rights at work

The general election has returned the National Party to government with a commitment to rush through the Employment Relations Amendment Bill in its first 100 days. This is likely to happen with the support of the ACT Party.

Hundreds of submissions were made on the bill when it was in select committee because it threatens fundamental rights at work and the ability to get better pay conditions through collective bargaining.



What are the key changes?

If it becomes law, the bill will:

- Undermine collective bargaining – the most effective way to negotiate higher pay and fairer employment conditions for teachers.
- Allow the ministry to stop negotiating during bargaining by removing the duty to conclude negotiations. (There is a proposed amendment for the Employment Relations Authority to make a decision about process instead but this is weaker than the current law.)
- Remove protection for new teachers – they will not be automatically covered by the collective agreement in their first 30 days of work and may feel pressure to sign an individual agreement in the context of a 90-day probationary period.

- Allow the ministry to arbitrarily deduct up to 10% of teachers’ salaries for “partial strikes”.
- Remove your right to a meal or rest break – leaving it up to the principal to decide if and when you can have a break.

The changes are likely to increase inequality by pushing down wages. They are also inconsistent with our international obligations and likely to create unsafe workplaces.

Stress-related conditions are one of the major health and safety risks for teachers and breaks help to ensure that a teacher’s day is balanced. Teachers shouldn’t need a bathroom pass from the principal – there should be guaranteed time to refresh before the next lesson, have professional conversations with colleagues and have your lunch.

What more can be done?

It’s important to keep letting our MPs and decision-makers know how significant and controversial these changes are.

You or your branch could write or meet with your local MP to let them know why you oppose the bill and what it will mean for you, your students (as young and vulnerable workers) and families in your school community.

PPTA will be meeting with incoming ministers and relevant party spokespeople to ensure that they are aware of how damaging this bill is too.

You can find more information about the bill and PPTA’s submission at: www.ppta.org.nz/resources/publication-list/2722-ctu-why-cut-our-pay?showall=&start=1.

ASPIRE retirement scheme transfer

PPTA members who are in the ASPIRE State Sector Retirement Savings Scheme (SSRSS) will have their scheme transferred into the AMP SSRSS subject to approval by the Financial Markets Authority (FMA).

The proposal has been reviewed and approved by the SSRSS Advisory Board. (PPTA represents members in the education sector on the board).

However, members may make a submission to the FMA about the proposal if they have any concerns by 3 November 2014.

By now members should have received an information pack about the proposed transfer.

Check your payslips

While the payroll part of the Ministry of Education has been kept abreast of the proposed changes (and has a representative on the SSRSS Advisory Board) it will also be important for PPTA members to check their payslips to ensure the correct deductions are made into the transferred AMP scheme, if the scheme proposal is accepted.

For more information visit: www.ppta.org.nz/resources/publication-list/3149-ssrss-pension-scheme.

Tackling teen depression and anxiety

Stand By Me

By John Kirwan
with Elliot Bell and Kirsty Loudon-Bell
PENGUIN, 2014

Review by Ben Weston

We've all seen his ads. The ones where JK shares his story of living with depression spliced with serene images of hope backed by a beckoning jangle of Mediterranean guitar. We've immediately connected and admired his laidback but frank and unapologetic style to the extent that we see not so much a rugby icon or a front-man but a regular guy who's opened his soul to encourage others to do the same. He revealed this journey from illness to "wellness" in more detail in a bestselling memoir *All Blacks Don't Cry* in 2010.

In *Stand By Me*, JK's foray into the twists and turns of the mental health of teenagers from a concerned parent's perspective, he effortlessly maintains the



same appeal to a mutual vulnerability with his audience.

Typically candid and direct, he confesses to being scared by the prospect of not having all the answers to ensure his kids don't fall down the same dark holes

he did. Drawing on the personal stories of a number of teenagers, their parents and caregivers, and with commentary and reflections of two clinical psychologists, JK has devised an invaluable resource for parents and caregivers wishing to engage more effectively with their children about issues that spring from anxiety and depression.

Together these voices leave no stone unturned as they uncover signs, symptoms, therapies and ways to live through a multitude of issues such as bulimia, bullying, abuse, self-harm, coming out and community shunning.

The result is an informative, sometimes unnerving, but ultimately enlightening discussion of a unique and complex world so familiar to secondary school teachers.

JK's suggestion in the opening chapter that secondary schools should offer more in the way of mental health awareness will doubtlessly fuel an ongoing debate - where in the curriculum would we strike the right balance between vocational and life skills? •

each month, but we'll certainly try at concept stage to make sure it is more balanced in the future. This month we have some great photos from the Phillipstown Technology Centre and next month we will be running an interview with John Kirwan about his latest book (reviewed above) about helping parents deal with teens living with mental illness. Much of the material we run is sourced through teachers and schools letting us know what they are up to and we encourage members to let us know if there is something happening in their area they think we should be covering - ed

Dear Jo and Neil,

Thanks for writing in. I can assure you there was no deliberate decision to have women more prominent than men in the September edition. We too noticed the issue was quite female-centric when it came to laying out the stories and pictures we had (many of which were provided). The fact there were a number of women's suffrage events happening around that time would have contributed to this. At that point we were on a tight deadline to get the magazine into schools before the election and did not have time to re-source more gender-balanced pictures.

The gender balance tends to depend on the material we have to work with

Jo Mells
Wellington

I've just had a look through the latest issue of the PPTA News.

Can you please tell me why there are so few images of men (one of which is a cartoon character from, I think, The Simpsons).

Neil Johnson
Waiheke Island

Letters

Time for an editorial policy on gender equity?

I was wondering if anyone else noticed that in the September PPTA News, of the 12 pages containing images, only three of those pages had images of men. Only one of those three images was as prominent as the pictures of the women. (I also wonder how a guy would react to that.) What image of the PPTA and secondary teaching does this project? Is it time for an editorial policy on gender equity?

Adapted from an image by Scott Fiddelle CC-BY-NC-SA



Advisory Officer - Wellington

A position has become available in the industrial and policy team in our Wellington-based national office. The policy team's responsibilities include the negotiation and interpretation of collective employment agreements, and policy development/advocacy in the areas of concern to secondary teachers.

This position would involve supporting negotiations for national collective agreements for members in secondary and area schools and related matters. Some understanding of the professional and industrial concerns of secondary teachers and principals in New Zealand is important. Knowledge of employment legislation including the State Sector Act is useful but training will be given. Health and safety and its application to secondary schools would also be a focus of the role.

Salary will be within the range of salaries paid in secondary schools. A staff collective agreement covers conditions of employment. Occasional travel is required. The position will commence on 26 January 2015.

Applications must be received by 5pm on Thursday 30 October 2014 and should be addressed to:

Julie Elliott
(Advisory Officer Vacancy)
NZ Post Primary Teachers' Association
P O Box 2119
Wellington

A job description may be obtained from Julie Elliott by phoning (04) 913 4228 or email jelliott@ppta.org.nz. Queries about this position should be addressed to Bronwyn Cross, Deputy General Secretary, Ph (04) 913 4222, email bcross@ppta.org.nz.

Deputy General Secretary - Wellington

PPTA is seeking a new Deputy General Secretary (Membership).

Based in our national office in Wellington, the position leads and co-ordinates the provision of PPTA's services to members. This includes oversight of the field officer services and membership education and development.

This is a high level position and the appointee, along with leadership and organising experience, will also have skills in: mentoring, dispute resolution, advocacy, union organising and adult education. New Zealand secondary teaching or extensive union experience plus knowledge of employment law will be an advantage.

Applications must be received by 5.00 p.m. on Thursday 30 October 2014 and should be marked Confidential and addressed to:

General Secretary
(DGS Membership Vacancy)
NZ Post Primary Teachers' Association
P O Box 2119
WELLINGTON

A job description may be obtained from Julie Elliott by phoning (04) 913 4228 or emailing jelliott@ppta.org.nz. Queries about this position should be addressed to the General Secretary, Ph. (04) 913 4229, Email kbunker@ppta.org.nz.

Field officer - Auckland (relief position)

A Field Officer maternity leave relief position has become available in PPTA's Auckland office. The appointment will commence on 17 January 2015 and will conclude on a date to be agreed with the successful applicant.

The appointee will work as part of a team of five Auckland-based field staff and will have responsibility for organising and providing services to members and branches in the local area. 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 employment law is an advantage.

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

agreement covers conditions of employment. Applications must be received by 5:00pm Thursday 30 October 2014 and should be marked Confidential and addressed to:

Julie Elliott
(Staff Vacancy)
NZ Post Primary Teachers' Association
PO Box 2119
WELLINGTON

A job description may be obtained from Julie Elliott by phoning (04) 913 4228 or email jelliott@ppta.org.nz. Queries about this position should be addressed to Colin Moore, Acting Deputy General Secretary, Ph (04) 913 4225, Email cmoore@ppta.org.nz.

So there is a falling roll ...

Information and advice from PPTA's intrepid field officers.

At the end of term four, the Ministry of Education sent a letter out to schools with "provisional staffing" numbers – that is the number of teachers and units that it will fund in that school next year.

In basic terms, if student numbers have dropped in the past year, or the projected numbers for Year 9 coming in the next year are expected to be lower than usual, then your school might be told it needs to lose teaching staff. The reduction of teaching staff is commonly expressed as full-time teacher equivalents (FTTEs).

Where the FTTE requiring reduction is more than 1.0 (that is, a whole teaching position) the employer has to follow the procedures set out in 3.9 and Appendix H of the STCA (or 2.13 and Appendix 5 of the ASTCA).

The reduction of staff requires a three step process. First the employer is expected to try to meet the FTTE

reduction by "attrition". This means that if the reduction is small and there have been (for example) resignations or retirements in the school, the process may stop at this point.

Where a school is unable to meet reductions at the first attrition stage, they need to contact PPTA to have a surplus staffing nominee assigned to the school who can speak to the branch in greater detail about the process, and speak to individual PPTA members about their intentions.

The employer then moves to the next step: calling for volunteers from the teaching staff. Any one who is considering volunteering should speak with their PPTA field officer or the surplus staffing nominee, to check that they understand the options that are available. The employer has the final say over whether to accept a voluntary offer, or not.

The final and third step is the development of a curriculum and pastoral



needs analysis (CAPNA) which assists the employer to make a decision on which position/s need to be disestablished based on objective grounds. Issues such as competence or how well-liked a teacher is, should never be considered in a CAPNA process. By this stage there is often a lot of anxiety among members at the school and it's important that the employer is consulting with members throughout the process.

Each PPTA office has a surplus staffing coordinator and members are encouraged to make contact with their local office if the school looks likely to be in this situation. •

Some PRTs required to do teacher ed refresh courses

As of the beginning of 2015, some teachers may have to do a Teacher Education Refresh (TER) programme before they can renew or obtain a practising certificate.

This applies to teachers who have remained provisionally registered for six years, or who gained their teaching qualification six or more years ago and only now want to apply for provisional registration.

It has no impact on teachers who have successfully moved from provisional to full registration, and no impact on teachers who are registered "subject to confirmation" having been fully registered in the past.

The decision to introduce these programmes was made after consultation with the sector, including PPTA. The aim is to ensure that all teachers are up to date with the current education system.

At the time, however, PPTA raised concerns that this could have negative impacts on members who, through no fault of their own, had been unable to make the move from provisional to full registration. This could be because they had never managed to secure a

substantial enough teaching position (in terms of hours and duration) to gain full registration. Another reason could be that they had gone overseas as soon as they finished their teacher education and were returning some years later hoping to begin their teaching career.

There is also no government funding for people doing these courses, and student loans and allowances are not available for the \$3,500 to \$4,000 fees, or any associated courses.

The Teachers Council has made some provision for exceptional circumstances, and this information can be found at www.teacherscouncil.govt.nz/content/teacher-education-refresh-ter-programme.

However, there will be PPTA members who need individual help to make a case to be exempted from the requirement to do a TER programme. PPTA field officers will assist in these cases.

Teachers who are still provisionally registered after two years need to take urgent steps to become fully registered before they hit the six year barrier. Those likely to be affected are new teachers



who are doing day relieving, or who have part-time jobs below 0.5 FTTE, or who are moving from one short-term fixed term position to another.

Principals who employ provisionally registered teachers in this kind of situation need to find ways to help these people move to full registration. Sometimes it's as simple for the school as increasing a 0.4 position to 0.5, and involving the teacher in the school's beginning teacher programme. Branches should advocate for colleagues to be helped in this way.

Teachers Council staff are also happy to talk through a particular case with a teacher, or with a school leader. The contact details are:

Phone: (04) 471 0852
Email: TER@teacherscouncil.govt.nz. •

IN THE NEWS...



Charter schools – the Nats don't like them either!

At least according to Twitter...



Etymologist

Education minister Hekia Parata makes her own addition to the English language by coining the word "cameragenic", according to Sky News reporter Annabel Reid.

Congratulations Malala!

"All I want is education and I am afraid of no one" – in honour of human rights activist and education crusader Malala Yousafzai receiving the Nobel Peace Prize, Israeli artist Anat Ronen painted a mural of her posing in the style of US World War Two cultural icon Rosie the Riveter. "Malala has become a symbol of women's rights in the Muslim world, mostly by spreading her story through the western world ... I felt I wanted to combine a symbol of western 'warrior' with her image," the artist said.



conference on teaching students how to use the search engine properly.

A little bit old school

"Talking about multiple choice tests to NZ tchrs is a bit like giving advice on stoking your steam train to a car driver" – @ThomasHaig makes his views on US education "expert" Katie Novak's Ulearn14 presentation abundantly clear. •



Chalkdust: a look into PPTA's past

A series looking at education through the eyes of the PPTA News. This month we travel back to 1995.

New Plymouth branch wins bulk funding battle

The BOT of New Plymouth Boys' High School voted to opt in to the bulk funding trial. They did not consult staff ... A bungled attempt was made to use senior students to manipulate staff opinion. This resulted in a spontaneous boycott of the regular assembly scheduled for that day. Branch members later resolved to boycott the senior prize-giving ... Parents' letters of support for staff flooded in. Following this debacle, the BOT withdrew its bulk funding support. Throughout this difficult period, PPTA members stuck together and supported each other.

21% pay claim ticked off

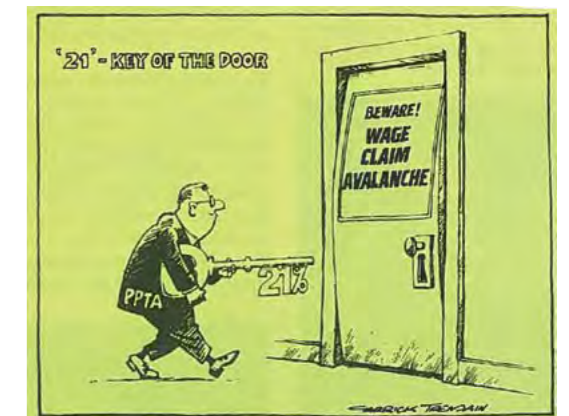
Delegates at the 1995 Annual Conference laid down the gauntlet by rejecting an executive recommenda-

tion for a 15% pay rise and instead calling for a 21% increase.

"Conference ignored a telling-off from the Minister of Education who described the 15% as "excessive" and teachers' claim for 21% as "ridiculous". PPTA president Roger Tobin said that the size of the claim was a measure of the hurt and frustration at being treated so badly for the past eight years.

The ministry has come a long way (we hope)

The continuous improvement movement provides the following tale from the Ministry of Education. Always known to be in the vanguard of EEO



reforms, the Ministry has exceeded all expectations this year by proposing to subsidise women who wish to go on dieting courses. The Ministry is apparently in possession of information which indicates that slim women are more likely to be offered promotions. •

PPTA



Make sure you're in THE KNOW before you vote

A resource kit to provide members with information about every aspect of the new Investing in Educational Success (IES) roles and proposed variation to include them in the STCA has been mailed to all branches and is also available at www.ppta.org.nz.

PPTA's executive encourages members to familiarise themselves with the detail of the roles and the proposed variation in preparation to vote to ratify or reject it at regional paid union meetings (PUMs) to be held between **10 - 20 November 2014**.

The executive acknowledges there is a lot of information to be read by busy teachers at a very busy time of the year. But given the amount of misinformation that's

circulated about these new roles, and the IES policy within which they sit, the executive is committed to ensuring all members have access to full and accurate material.

Your vote counts

The ratification ballot will determine whether the new roles of "community of schools teachers" are to be added to the STCA or remain outside the agreement.

Members won't be asked to

vote on the package NZEI members voted on recently, which was rejected by the PPTA executive in February. PPTA members will be voting on the outcome of eight months of PPTA negotiations with the Ministry of Education to turn the initial idea into something that would work in schools.

Keep watching the PPTA Collective News and www.ppta.org.nz for PUM dates, times and venues in your region.

You'll find links to all the IES information kit documents at:
ppta.org.nz/events/consulting-on/3146-ies-information-kit-branches