



PPTA News

Uniting secondary teachers of Aotearoa



Annual Conference happenings

Pages 6-7

Ākonga Māori achievement

Pages 8-9

PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 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.

Editorial and advertising

Enquiries should be addressed to: The editor, PPTA News, PO Box 2119, Wellington 6140, New Zealand.

P: 04 384 9964 F: 382 8763

www.ppta.org.nz

Editor: Philippa Lagan

Email: plagan@ppta.org.nz

Printed by: Toolbox Imaging

Deadlines

February/ March edition 2023,
February 10 for articles and ads



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

Contact

Contact your local field office for all queries about your collective agreement entitlements or for assistance with employment relationship problems.

Auckland

4 Western Springs Road, Morningside
PO Box 52 006, Auckland 1352
P: (09) 815 8610 F: (09) 815 8612
E: auckland@ppta.org.nz

Hamilton

Level 1, 650 Te Rapa Rd, Te Rapa
PO Box 20 294, Hamilton 3241
P: (07) 849 0168 F: (07) 849 1794
E: hamilton@ppta.org.nz

Palmerston North

Level 2, cnr The Square and
359 Main Street, PO Box 168,
Palmerston North 4440
P: (06) 358 4036 F: (06) 358 4055
E: palmerston@ppta.org.nz

Christchurch

Level 1, 501 Papanui Road, Papanui,
Christchurch 8053 DX Box WX33613
P: (03) 366 6524 F: (03) 379 4011
E: christchurch@ppta.org.nz

Dunedin

Queens Garden Court, 3 Crawford
Street, PO Box 1561, Dunedin 9054
P: (03) 477 1311 F: (03) 477 1804
E: dunedin@ppta.org.nz

PPTA member benefits



HealthCarePlus

HealthCarePlus offers PPTA members health, life and disability insurance.

When disruption to your health happens it's a good idea to have affordable protection in place.

The sooner you join HealthCarePlus, the sooner we can help you pay for your day-to-day health costs.

P: 0800 268 3763

E: sales@healthcareplus.org.nz

www.healthcareplus.org.nz



Hertz Car Rental

Hertz Car Rental offers PPTA members special member rates – quote CDP no 1674602 when booking.

P: 0800 654 321

www.hertz.co.nz

In this issue

| | |
|-------------------------------------|----|
| End in sight for streaming | 4 |
| Presidential election results | 5 |
| Call for a pause on RAS | 6 |
| Annual Conference snapshots | 7 |
| Collaborating for Māori achievement | 8 |
| Ensuring teachers' voices are heard | 11 |
| Supporting our overseas teachers | 12 |
| Teacher education taskforce | 13 |
| Bill Anderson honoured | 14 |
| Keeping focused on fair pay | 19 |



A new year of discontent

Next year is shaping up to be one in which secondary teachers will need to fight for ourselves, the future of our profession and the futures of the young people we teach, writes Melanie Webber

More than thanks. That's the campaign slogan of our New South Wales Teachers' Federation colleagues who are heading into the second year of their push to achieve better wages and conditions for their members. They've been out four times, fined by the government, and are still yet to achieve a settlement.

Meanwhile international research describes a teaching profession that is overworked, underpaid and undervalued. Teachers are being asked to do much more with fewer resources. Unsurprisingly, more and more teachers are leaving the profession, and fewer young people see teaching as an attractive career.

Attending the Council of Pacific Educators conference last week, we heard how teacher shortages were resulting in class sizes of over sixty. Many teachers in the Pacific can make more money by becoming seasonal workers in Australia and New Zealand. Teacher shortages are increasingly a global problem, and not one that can be solved by countries continuing to poach workers off each other. We need to make sure that teaching is a first choice career in our own countries.

Part of being a first choice career is about making certain that pay remains comparable with that of other professionals, and unfortunately that's something that the ministry isn't so keen on.

I'm writing this in early November, before our executive meeting, and before the paid union meetings (PUMs) that you will be heading into as this lands in schools. We've received our first offer, and it seems that asking nicely hasn't worked when it comes to the improvements in pay and conditions that we need to ensure that our schools continue to be staffed, and our ākonga get the support that they need.

Mark Twain spoke of 'lies, damned lies and statistics', and the ministry certainly seems to be pulling out the statistics to suggest we're being unreasonable

when we ask for our salaries to match the rate of inflation. One of their latest tricks is to look at increases from the last settlement which included significant 'catch-up' after years of teacher salaries slipping behind.

We have a ministry which is all too ready to rely upon teacher goodwill and our reluctance to inconvenience or disadvantage our students. We know that there is a cost in taking action, to our students and to us, but the cost of not sticking up for ourselves is higher. We are not just fighting for ourselves, we are fighting for the future of our profession, and the futures of the young people that we teach.

“Teacher shortages are increasingly a global problem...

...We need to make sure that teaching is a first choice career in our own countries.”

How hard we are willing to fight and what we are willing to settle for is ultimately up to you, and I am pleased that we are able to hold PUMs face to face to discuss this. As a member-led organisation, ultimately it is for you the members to decide.

Timing of course isn't great. Looming over us is the possibility of a government change at the end of 2023 and while PPTA Te Wehengarua is not affiliated to any political party, promises from National that charter schools will be back on the agenda should they get in is hugely concerning. If a new government chose to follow the UK model we could this time see schools being encouraged to convert to charter schools or academies.

There is an ongoing narrative that 'school choice' and 'greater autonomy' will provide better outcomes for young people, but what we have seen in

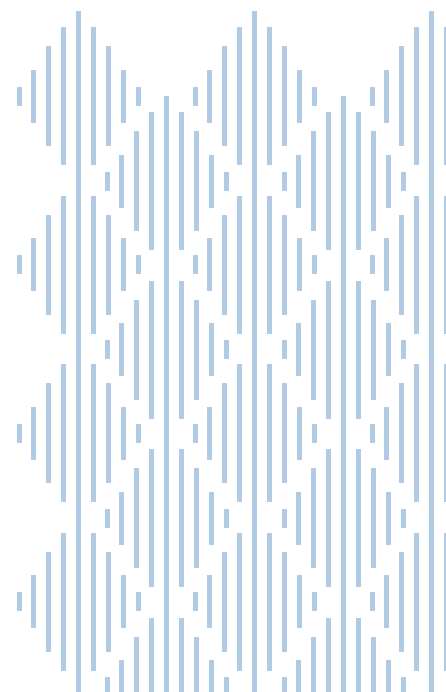
England where nearly 80% of secondary schools are now being run by 'not-for-profit' organisations is a breaking down of community input into schools, and students more likely to be being taught by untrained teachers.

While some of these schools are successful, this comes at a cost to other schools in the community, and overall results show 'regular' schools providing a better education for their students.

An unsettled collective under a new government could also be a risk, as they could push to put all teachers onto individual agreements, chipping away at our hard fought for entitlements.

Heading into our third year of COVID it seems there is to be no respite for us, and so I encourage you to take this break to rest and recover. Know that while it is not an easy year ahead, you are not alone and that when we work together as a collective we will carry each other through. Thank you for all the mahi you have done this year.

Waiho i te toipoto, kua i te toiroa – let us keep close together, not wide apart.





End of academic streaming in sight

Annual Conference decided to advocate for the abolition of streaming in secondary schools by the end of 2030

When Daniel Hāpuka’s son was in his last year of high school in 2015, he was told he was not a suitable candidate for NCEA Level 3 Maths and Science, despite having passed Levels 1 and 2.

“My wife and I kept fighting for this young Māori lad who was ours and we ended up sending him to another school – and he passed. Then he got his Geography and Geology degree within the three year time span and is now a geotech engineer making more than his mum and dad at the age of 25.”

Daniel, an HOD Reo Māori and member of PPTA Te Wehengarua Te Huarahi Māori Motuhake, spoke at Annual Conference about the effects of streaming on three generations of his whānau.

“My father was born in 1944. He went to two high schools and the teachers and the schools were so fiercely opposed to Māori doing academic subjects from fifth form (Year 11) onwards that Dad was actually required to leave because he didn’t want to do any of the things that were offered. He was forced to go out and look for a job and employers expected School Certificate as a baseline so he went into forestry for a little bit and then he went into the army.

“When I started high school in 1990 I was part of the first bilingual unit ever to be established in the South Island with Tihi Puanaki and Willie Puanaki and we had amazing teachers. But if we got marks that were too high we would get questioned. In Year 10 we did PATs reading comprehension and I got the second highest mark across the Year 10 cohort and I got asked by my teacher whether I’d seen the forms beforehand and I said no. Of course he believed me and he backed me but the next day I ended up in the principal’s office - because a kid learning Te Reo Māori in the immersion unit from Aranui with a single mother who’s Māori shouldn’t be getting these marks. He didn’t believe me. I got so upset I had to go home.

“This is three generations of what it’s like to be Māori within a system of systemic



racism. And I don’t want it happening for a fourth generation – I don’t want to look at my grandchildren and say, ‘no moko you’re not dumb, we just have to fight for you!’”

The historic and present harm caused to rangatahi Māori through the practice of streaming was formally acknowledged by PPTA Te Wehengarua Annual Conference. Conference decided to advocate for the removal of streaming in New Zealand secondary schools by 2030 and advocate for increased resourcing to enable schools to do this.

PPTA will work with Tokona Te Raki, the Ministry of Education and other organisations who are undertaking the mahi to destream Aotearoa New Zealand schools.

Daniel says the move away from streaming will require a significant education process for both parents and teachers. “No-one knows what an unstreamed system looks like. However, differentiated teaching in an unstreamed classroom is probably better than boring,

run of the mill, open your book, open your computer, type it out because it’s at a higher level kind of thing. Proper interactive teaching for students works much much better than a copy and paste exercise.

“We should mimic society and let rangatahi actually choose what they want to do in terms of options and the way they prefer learning rather than getting stuck in this little box that they’re expected to stay in.”

Your 2023 presidential team

Results are in for the 2023 PPTA
Te Wehengarua presidential elections

PPTA Te Wehengarua members have re-elected Melanie Webber as their president for a third term.

Melanie, a media studies teacher at Western Springs College Ngā Puna o Waiōrea, says one of her key goals for 2023 is to get a satisfactory settlement of the secondary teachers' collective agreement. "We desperately need to stem the tide of secondary teacher shortages – every student in Aotearoa New Zealand deserves a specialist secondary teacher.

"PPTA's vision for education talks of having the space to experience the 'surprise and delight' of watching learning unfold. That's what I want for us. Well that, and being able to afford to live. Pay and conditions must make sure that we are not only attracting teachers into, but also retaining them in, the profession.

"We know that it is teachers that make the difference in the classroom, and yet all too often we are worn down by administrivia and continual underfunding. We are facing a significant crisis in staffing our schools.

"Now more than ever we need to be speaking up for what is right for schools, for students and for teachers. I am proud to be a part of a union that does this, and I am hugely proud to be chosen again to speak on members' behalf."

Melanie says another key goal of her next term as president is to ensure that the rollout of changes to the NCEA is adequately resourced and supported. "Getting these changes right is crucial for our rangatahi and their life chances. The changes to NCEA must be carefully planned, developed, tested and implemented - we need to ensure teachers are given adequate time and support to do this."

Chris Abercrombie, a history teacher at James Hargest High School in Invercargill, has been re-elected Junior Vice President. "The next year is a vital one for our profession. The pressures that have been placed onto teachers have continued to increase significantly, with the impact of



COVID, the NCEA change package, and the curriculum refreshes/rebuilds.

"Having been Junior Vice President for the previous two years I have gained the experience needed to fight for members at this time of great change. I understand the many obstacles and concerns we face in our daily working lives. I've also felt the incredible joy and sense of pride that we all have as teachers within our classrooms and schools.

"We are all part of the journey; all our teachers are paddling in the same waka. When we stand together in solidarity, we bring out the best, we can achieve this goal."

PPTA Te Wehengarua will have a new Māori Vice President next year – Te Aomihia Tauga-Glassie, leader of learning, Te Reo Māori at Tikipunga High School. Te Aomihia Tauga-Glassie says she plans to focus on policy changes to advance Māori education, Māori student aspirations and Māori teacher opportunities.

"We need to encourage and recruit more Māori into teaching and ensure that our new kaiako, particularly new kaiako Māori, are supported so we can keep them in the profession."

All the presidential terms begin in January 2023.

Pressing pause on RAS

Annual Conference has called for a pause on the Review of Achievement Standards (RAS) to enable curriculum changes to align better with NCEA changes

The huge changes that lie ahead for secondary education have exciting potential and are absolutely necessary to improve education for kaiako and ākongā alike but we need to take a pause on some aspects to ensure we get the best possible outcomes long term, PPTA Te Wehengarua national executive member, Louise Ryan, told Annual Conference.

Louise moved the NCEA paper which was passed unanimously by delegates. It calls for time out on the development and implementation of new NCEA achievement standards. Conference also called for the focus of the NCEA review for the next few years to be on mana ōrite mō te mātauranga Māori, cultural responsiveness, literacy and numeracy and localised curriculum in the existing teaching, learning and assessment programmes.

“In the curriculum refresh we have one of the most significant changes to education we have seen in decades. We are moving towards a Te Tiriti-honouring curriculum and an inclusive framework - a curriculum where all learners can see themselves that, is clear and easy to use, and where nothing is left to chance.

“There may be some school of thought that the curriculum is something that the Ministry should be left to work on and then come back to us when it is done. But in fact the opposite is true. We are the experts. We should be the driving force behind these changes. And yet this is not what is happening.”

Publicity around the new Aotearoa NZ Histories curriculum had helped raise some awareness of the changes ahead. “But the refresh goes so much further than this.”

In the next few years, between 2024 and 2026, teachers would not only be required to implement new achievement standards for all three levels, but they would also need to think about their programmes at years 9 and 10 in terms of the new updated, refreshed curriculum.



Education Minister Chris Hipkins: ‘it is better to get it right than do it in a hurry and get it wrong’

“Let that sink in. At every year level, teachers will need to be revising, redesigning, reflecting, creating for all of the year levels. Think about the workload implications of this. And when the going gets tough, what will go? What key things will be sacrificed in order for teachers to make it through? Spoiler alert - it probably won’t be assessment.

“We must ensure that we are thinking about local curriculum, that matauranga Māori and cultural responsiveness is at the heart of what we do and that we are all teachers of literacy and numeracy. These must not become things that are thought about once we are designing our assessment - a box to be ticked off.”

A pause would give teachers an opportunity to be involved in the curriculum refresh in a way that isn’t happening now. “This work needs to be led by the experts - us - but it isn’t because we do not have the capacity to do so. By temporarily stopping our work on the RAS we are giving ourselves the opportunity to focus on the curriculum. It will also give us time to re-evaluate the landscape of RAS in order to fix the many

significant problems that are emerging in the development and the implementation of the RAS.”

Louise reminded delegates of what the Minister of Education said at the national secondary education leadership summit in July. “Chris Hipkins told the audience that it was better to get these changes right than do them in a hurry and get them wrong.

“Teachers agree it is crucial we get these changes right. Part of the motivation behind the pause is to ensure that we do it as well as we can with the assessment coming as a result of a well designed curriculum, rather than letting the assessment drive what we teach. Making decisions quickly may mean the standards will need to be revisited and realigned which will just lead to more workload implications for teachers.”

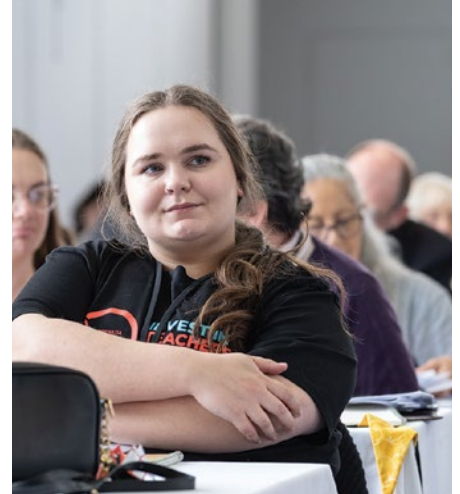
As this issue of *PPTA News* went to print, PPTA Te Wehengarua national executive was about to consider specific strategies to enable the call for the pause on RAS to happen. Strategies included continuing to communicate the need for a pause with the Ministry and other agencies, politicians, and the public, and developing a revised timeline for the RAS to show the benefits of a sharper focus on mana ōrite mō te mātauranga Māori, cultural responsiveness, literacy and numeracy, and localised curriculum.

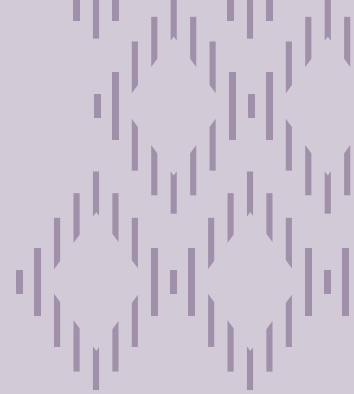
Louise said it was also crucial for PPTA Te Wehengarua members, particularly those who are intimately involved in the development and piloting of the revised draft achievement standards, to understand the need for and benefits of a pause with this work. Executive would develop a plan to communicate with and support members.



Annual Conference

PPTA Te Wehengarua annual conference, the Association's supreme policy making event, was held in October in one place for the first time in three years - here's a snapshot of proceedings





Changing hearts and minds

Involvement with the Māori Achievement Collaborative is an integral part of Ōtaki College’s cultural journey and aspirations for its ākonga Māori

It was an article in the Education Gazette and a recommendation from an educational colleague about three years ago that piqued Ōtaki College principal Andy Fraser’s interest in the Māori Achievement Collaborative. And the school has not looked back.

The Māori Achievement Collaborative (MAC) is a non-profit organisation, a professional learning and development pathway by principals for principals focused on changing education outcomes for Māori students. ‘Leaders helping leaders to become better leaders’.

Andy Fraser says MAC is visionary and transformational and aims to build the capability of schools to inquire into, recognise and delete barriers impeding improved educational and cultural outcomes for Māori in partnership with students, whānau, hapū and iwi.

“I am always looking out for initiatives and programmes that will support the strategic direction of the college. Ōtaki College has been on a cultural journey since around 2003 through engagement with a Kahui Matua roopu set up by whānau supporting the re-capitulation of students from Years 7 and 8 in Te Korowai Whakamana rumaki unit at Ōtaki Primary School. There was no immersion unit for the intermediate at the college and I was part of a parent group that was set up to promote change in the college.

“MAC’s model is focused on improving Māori student outcomes and fits well with our local hapū and iwi involvement in Māori improvement.” Māori students make up 55 percent of Ōtaki College’s student population.

Assistant Principal Jarrad Porima was involved in similar work at his previous school, Saint Patrick’s College, Wellington. He has taken part in MAC professional learning and development days and has a passion for this work.

Andy Fraser says the underlying premise of the MAC learning and development programme is that schools

won’t change unless the principal does. Principals around Aotearoa have voluntarily engaged in MAC to positively influence and impact their personal and professional learning. They work collaboratively to identify, develop, and implement transformative school leadership practices that promote and sustain positive Māori student achievement and success as Māori.

“The focus of the programme is on changing the hearts and minds of principals through a process of deep learning, mentoring, coaching, and collaboration. In this way the belief is that change will become sustainable and enduring and will impact on all members of a school community, staff, students, parents, whānau.”

Ōtaki College is involved in several MAC initiatives, including Manaiaikalani (hook from heaven) digital intensives, programmes that support kaiako to become more at home in the digital world and ākonga with learning remotely.

“The belief is that change will become sustainable and enduring and will impact on all members of a school community, staff, students, parents, whānau”

Mentoring is one of the best things about MAC for Andy Fraser. “MAC mentors work with you one to one. The mentors help co-construct direction, challenge the data, and challenge beliefs. They sit, talk, challenge, discuss next steps and walk alongside you. The principal and school retain their own rangitiratanga.”

As a result of its involvement with MAC the college’s strategic plan is based on Te Tiriti o Waitangi and Te Kawa o Te Ako - 10 tikanga of Ngāti Raukawa that underpin all that the college does. There

are now Māori names for buildings, cultural panels are in place, and as you enter the school via the driveway you will see the school’s values carved in stone. “The work is relationship driven and developed continuously.”

Kahui Tokotoko o Ōtaki (local Kahui Ako) and the Ōtaki/Kapiti Principals Association also play a positive role in the cultural journey.

Another tangible result of the college’s involvement with MAC is that the Education Review Office has complimented Ōtaki College for its cultural competence.

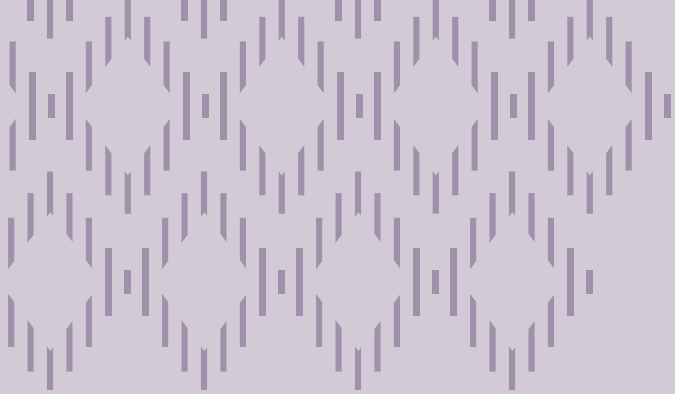
This is an ongoing journey, says Andy. “Cultural competence is more than knowing Māori names and bilingual signs. It should be authentic and a visible part of the culture of the school and how it operates at all levels.”

Jarrad Porima says MAC has enabled him to focus on areas of interest and importance like the Aotearoa New Zealand Histories localised curriculum, Kāhui Ako and helping all students to gain qualifications.

Another example of a positive MAC programme is a Te Tiriti o Waitangi one that is designed specifically for Year 13, using external facilitators. Andy says the facilitators are young, competent and Māori and have been positively received. The programme is confined to Year 13 because it is costly and Year 13 students are more mature. Students are asked to see themselves, their part in Te Tiriti and the role they play.

Andy Fraser says schools considering joining MAC need a committed principal who welcomes the MAC mentors. “The mentors also work with your teachers, for example, senior leaders and curriculum leaders, running workshops, completing a stock take. The school manages the time and the strategy.

“Goals will be developed. Two of these at Ōtaki College were all staff learning their pepeha (a way of introducing yourself in Māori) and localised curriculum development. Currently, MAC



participants are mostly primary school leaders so we need more secondary schools involved.”

The principal or deputy principal need to attend local and regional MAC gatherings which are run by the mentors. “There is a lot of learning from each other at these, the aim being not to ‘reinvent the wheel’ when good stuff is happening elsewhere. It is about growing your staff.”

According to an evaluation of the MAC initiative by Dr Melinda Webber from Auckland University, the ultimate goal of MAC is to establish a critical mass of effective school leaders and leadership practices that initiate systemic change at the school level to counter historical

systems of practice that result in educational disparities for Māori.

“MAC believes that effective school leaders must look to a future where their schools benefit from indigenous knowledge-forming and culturally sustaining pedagogies that value and integrate indigenous knowledge and worldviews.”

MAC has established a set of goals for its Māori and non-Māori mainstream school principals:

- to provide an education that enhances what it means to be Māori
- to ensure Māori students have access to te ao Māori - access to language, culture, marae, tikanga, and resources
- to guarantee the absolute right for an education that fits Māori learners
- to promote self-learning, strong secure relationships, cultural identity, and whānau-centred practice that is valued as much as academic.

More information is available at www.mac.ac.nz



Ōtaki College principal Andy Fraser, left, discusses the latest book produced by MAC with AP Jarrad Porima and students.

Fair Pay Agreements need teachers' attention

School communities' most vulnerable workers need teachers to support the progression of Fair Pay Agreements over the next 12 months, writes Angela Roberts

Anyone who has spent time in a classroom knows only too well the impact inequality and poverty can have on our students' lives and learning.

This is why it is so important that teachers pay attention to the progression of Fair Pay Agreements over the next twelve months.



Targeted at alleviating the wages of those on low to medium incomes, these agreements will see businesses working alongside unions to set minimum terms and conditions for employees across an entire sector.

The process can be initiated when 10% or 1000 members covered by the agreement support the application.

In Select Committee meetings, we heard from many vulnerable workers from different industries of the impacts poor pay and conditions has on their everyday lives.

The COVID-19 pandemic illustrated how reliant we are on our cleaners, bus drivers and supermarket workers, yet for many, very little protection and security is given to them by their employers.

They told us how low pay forces them to work long hours and accept split shifts in order to support their families.

This doesn't just make it more difficult to put food on the table, but when families are struggling to make ends meet, their living situations become precarious. They are far more likely to have to move around, resulting in their children having to change schools.

These families are finding it increasingly more difficult to be fully involved in their children's lives. Having to work these long hours means they miss out on pivotal bonding experiences like coaching their sports teams or attending games on the weekends.



Angela Roberts

We have also seen students having to prioritise working to help support their families over their education.

Low pay and conditions can have intergenerational impacts.

This Labour government is very proud of projects such as school lunches and period products in schools. They are already having such a significant impact on our tamariki, but wouldn't it be great if every family enjoyed fair pay and conditions and such support through our schools became redundant?

For the last three decades, fewer than one in five New Zealanders have been represented by collective bargaining agreements.

The collaborative design of Fair Pay Agreements allows parties equal opportunity to develop agreements that are realistic and manageable for businesses while simultaneously improving wages and conditions for all employees.

Aotearoa is not the first country to pass such legislation. In fact, we are merely catching up: sector-wide bargaining is widely used throughout the OECD. Over the past 30 years, Australia has

seen both higher wages and higher productivity than us as a result of this model.

Fair Pay Agreements are the most significant law in the fight to restore workers' rights and the fair pay and working conditions they deserve since the Employment Relations Act was brought in over twenty years ago.

By preventing the 'race to the bottom' framework that has previously predominated our workforce, this law will encourage healthy competition based on better products, services and innovations rather than low wages.

As we progressed this bill through the house, the opposition made it very clear that they will repeal this legislation as soon as possible. This will be a core issue in next year's election.

Our most vulnerable workers in your school communities need you to pay attention and support the progression of Fair Pay Agreements to ensure that each and every kiwi receives the fair pay and conditions they deserve.

Angela Roberts is a Labour list MP and former president of PPTA Te Wehengarua.



Introducing your representative in a range of professional fora

Meet Louise Ryan, who represents PPTA Te Wehengarua members in various national educational and union-based advisory groups

In her first year as a secondary teacher, Louise Ryan was shoulder tapped and encouraged to get actively involved in PPTA Te Wehengarua – and she hasn't stopped.

Louise is Head of Media Studies at Western Springs College Ngā Puna o Waiōrea. "I'm incredibly lucky to currently work at a school where the support of the union is so strong. And I love how passionate people are about fighting to make our education system the best it can be for not only students but teachers as well. And there's always lots of singing at meetings which I love."

However, there is not so much singing at some of the Wellington forums Louise represents PPTA Te Wehengarua in.

"I'm one of two executive members on the Curriculum Voices Group, where we provide feedback on the various aspects of the national curriculum refresh. We have been vocal in our advocacy in this group, particularly about workload, and the need to ensure that the curriculum refresh and the NCEA change package work together and are coherent."

Louise is also a member of the Secondary Qualifications Advisory Group, comprising NZ Qualifications Authority, Ministry of Education and other education sector representatives who meet to discuss issues around senior secondary qualifications.

She is a member of Kaimahi Whakikaha, a group within the Council of Trade Unions that advocates for workers with disabilities. "I was born with cerebral palsy and I'm really keen to look at how PPTA can support members who live with disabilities, and long term health or chronic conditions.

"I really enjoy being able to contribute to work in these areas to improve the conditions for teachers. It is wonderful being able to meet such different groups of people, be part of a diversity of viewpoints, and to feel that I'm able to help represent the members in this space. I like being challenged and this work is really full on but interesting."



Louise Ryan

She admits to 'suffering a bit of imposter syndrome'. "But I have to remind myself how my experience in the education sector gives me the authority to contribute to these groups. Similarly, being in these groups inspires me for when I go back to the classroom.

"You get to meet so many amazing people who love what they do and are so good at what they do. I've learned so much from being an executive member and being able to meet a range of different teachers and education professionals."

Louise says a challenging aspect of representing teachers in these forums is facing the reality that often the power to make decisions is beyond your control. "Instead, you have to try to focus on what you can influence and how you can best offer feedback or contribute in a meaningful way.

"Sometimes it can feel like the challenges facing us are huge but then I look at how important lived experience is - as teachers we are the experts and need to be heard when decisions are being made in the education sector. PPTA Te Wehengarua has been hugely influential in these spaces and it is inspiring to be a part of this."

Louise says teaching was always something she was interested in doing. "I completed a BA in English and Politics at Auckland University but was reluctant to move into teaching straight away. I ended up completing a journalism diploma before moving into teaching.

"I really wanted to do something that I felt passionate about, that gave back to the community and made a difference in some way. Teaching seemed a natural fit and gave me a chance to use what I had studied at uni."

She describes her current role as a privilege. "It's a fantastic school with amazing staff and cool students so I feel pretty lucky." Louise is also the Assistant Academic Director for Year 13 which includes helping students with scholarship and university entrance. And she is treasurer on her PPTA branch committee.

Outside of school and PPTA, Louise loves to read. "As a Media and English teacher I am somewhat predictably into books and television and film. I'm always reading. I really love writing and I'm dabbling in a bit of art as well. I also love food - reading about food, eating food, drawing food, baking. I'm also in danger of becoming a cat lady."



Supporting our overseas trained colleagues

PPTA Te Wehengarua plans to give overseas trained teachers more support to continue their career in a new country and culture

Overseas trained teachers will be provided with extra support from PPTA Te Wehengarua's Establishing Teachers Committee, after a plea for recognition was made at Annual Conference. A range of overseas trained teachers spoke of their feeling isolated and uncertain about how to have their qualifications recognised on arrival in New Zealand.

PPTA advisory officer Susan Haugh says the Network of Establishing Teachers covered teachers who were in their first 10 years of teaching, including experienced teachers who were new to New Zealand. "This recognises the challenges that come with teaching in a country that has a different school and assessment systems, and living in a country that has new legal, social and cultural norms and expectations."

"Also, with post-COVID border restrictions reopening, we can expect about 500 new overseas trained teachers arriving in New Zealand each year. This is a significant number and we need to give them additional targeted support."

UK-trained science and biology teacher Chloe Renshaw gave a powerful account to Conference of her attempts to be allowed to teach here.

"In all honesty it has been one hell of a journey, not an easy ride at all, a complete struggle from one stage to the next and one would argue my experience would result in the average person giving up and not pursuing their passion - waving goodbye to teaching as a career. Every way I have turned, I have pretty much been told I am not good enough unless I retrain under the New Zealand system."

Chloe came to Aotearoa New Zealand in 2016. "It was a place I knew very little about, so I wanted to delve deeper and explore this beautiful place. I knew I had a lot to offer to the teaching profession, especially in a country experiencing a shortage of secondary teachers."

After paying more than \$1000 to have her qualifications assessed by the NZ Qualifications Authority, she



Chloe Renshaw

was told her qualification was not comparable to a New Zealand one and she had no experience teaching in a New Zealand school.

She worked initially as a customer service representative then managed to get a Limited Authority to Teach (LAT) position. "I took a \$7000 pay cut to work as an 'unqualified' teacher."

The principal of the school and Chloe's Head of Department wrote a supporting letter to the Teaching Council to see if she could gain registration after working in a New Zealand school for a year. "I had to pay to have the application processed. The result was no, and I was told I needed to retrain."

The next year, Chloe was accepted onto Massey University's Initial Teacher Education (ITE) programme but after looking at her qualifications and listening to her story ITE staff told Chloe they believed it was wrong she had to retrain and advised her to reapply to the Teaching Council to gain registration. They offered to write a supporting letter saying they deemed her to be qualified and experienced enough to teach in a New Zealand school. They advised Chloe to pay again to have her qualifications checked. She did and the result came back the same - not recognised.

"After waiting for almost a year to get an answer from the Teaching Council, the result was no and to retrain. I asked the Council why can't someone come and observe me teach and see how qualified I am, look at my 100% pass rate for my senior class the year before, follow me for a term but they said 'we don't do that, we just go by paperwork!'"

In 2020, Chloe completed her New Zealand teaching qualification through distance learning while working 0.8 at the same school she had been working at as a LAT for two years. She was subsequently put on Grade 3, step 3 on the qualified scale.

"My teaching experience in the UK has still not been recognised as I could not provide all the evidence they requested due to the NZQA and Teaching Council lengthy processes. Principals left and so did other staff members, council records from the UK were not enough - they just kept requesting more and more evidence and paperwork."

Apart from the huge challenge of not being allowed in the classroom to teach, another challenge Chloe has faced is the Aotearoa New Zealand culture. "Coming from a multi-cultural society immersed in different cultures on a daily basis, it has not been a challenge in regards to acceptance. The challenge is in making sure I am being culturally responsive and respectful in this particular country."

"When I finally got into the classroom it has been an ongoing battle and challenge with regard to pay and the knock on effects this has - the cost of living, buying food, rental costs, petrol, clothes and the like."

Now assistant head of science at her school, and Year 9 dean for 2023, Chloe wants to acknowledge the principals and other teaching staff she has worked with in schools in Wairarapa and Aoraki. "They have been nothing less than supportive and have fought on my behalf."

Overseas trained teachers can find out more about NET at www.ppta.org.nz/communities/nets/



Initial Teacher Education taskforce

PPTA Te Wehengarua will set up a special taskforce to help shape the Association’s position on Initial Teacher Education

Gaining an Initial Teacher Education (ITE) qualification feels a bit like rolling up to the KFC drive-through window, PPTA Te Wehengarua national executive member, Lawrence Mikkelson, told delegates to Annual Conference.

“There are currently 11 providers, not to be confused with 11 herbs and spices, offering ITE qualifications - the major universities, Teach First, the Mind Lab, religious institutions and other smaller providers.

“Not only that but, fed up with the status quo, Māoridom are looking at producing their own teacher training packages that are iwi-based. Factoring in all the courses on offer, there are currently a staggering 21 different graduate diplomas, four post-graduate diplomas and nine different masters on offer for potential trainees.”

Along with the bewildering array of qualifications available, there are a range of different types of programmes - the “traditional” kind with a mix of university classes and placements, distance-based extra-mural qualifications, and an increasing number of field-based in-school training programs. Different courses operate on vastly different funding models, which creates a range of equity issues, where some pre-service teachers have stipends paid by their host schools and others do not, said Lawrence.

Secondary teacher trainee, Charlie Myer, an observer at Annual Conference, said it was important for schools to know that the new teachers they were hiring had a foundational standard of initial teacher education. “Currently there seems to be little in the way of ensuring this. “Equally providers need to deliver some common basic elements of teacher education so provisionally certificated teachers across the country feel qualified to be teachers.”

Lawrence Mikkelsen said many of the institutions offering ITE qualifications operated beyond their own geographical boundaries and found it hard to find placements for students. “The entire system is based on the goodwill of high school teachers. But after three years of COVID-19 related issues and an array of changes to NCEA and the New



Lawrence Mikkelson

Zealand Curriculum, how far can this goodwill stretch?”

So - where to from here?

Given the current teacher shortages, resulting in job advertisements with no replies, people teaching outside of their subject areas, collapsed classes, it’s obvious heavy investment in teacher training is needed for the profession to remain viable, said Lawrence.

“It’s obvious heavy investment in teacher training is needed for the profession to remain viable”

The New Zealand Council for Education Research, NZEI and the Teaching Council have all recently released reports or discussion documents about the state of ITE, and of particular concern is the increasingly fragmented and competitive state of the ITE “marketplace”.

Over the course of these reports - particularly the one from NZEI - several ideas have emerged around a future vision for ITE in Aotearoa. “These are interesting ideas worth exploring, but, obviously, they’re written through

a primary teaching lens. We need to develop our own policy in order to be part of the ongoing conversation.

“With a secondary focus, we need to consider the ongoing importance of subject specialisation, the challenge of the journey to becoming bilingual, and what happens in our context if the in-school post-graduate study model for Provisionally Certificated Teachers was to be further advanced.”

Annual Conference decided to establish a taskforce, drawn from the PPTA Te Wehengarua membership and appointed by the President and the General Secretary, to further explore the issues around the current state of ITE, particularly addressing members’ concerns about the increasing fragmentation of the ITE landscape, the notion of a more standardised approach to ITE, and the importance of equitable access for all to quality ITE programmes.

“The quality of ITE programs is vital. Quality ITE is vital to maintain teacher supply. It’s vital to teacher retention, and it’s vital to our rangitahi. It’s imperative that we’re part of the conversation.”

The ITE taskforce will report back to Annual Conference next year.



Bill Anderson QSM, ka mau te wehi!

PPTA Te Wehengarua Te Mataroa Bill Anderson’s lifetime of service to Maaori education and the community was recognised recently by the late Queen Elizabeth

When Bill Anderson (Te Ihingarangi-Maniapoto, Ngāti Porou) received an email telling him he had been nominated for a Queen’s Service Medal, he thought it was spam. “I was going to delete it. But about a week later I received a phone call asking if I would accept the award. I was stunned but managed to say yes.

“I was told not to tell anyone about the nomination. I asked if I could tell Marion (Bill’s wife) ‘but no one else’”. When the award was made public, Bill says he and Marion were humbled by the congratulatory emails and messages that started pouring in and are still being received today from whaanau members, work colleagues from Waikato University, NZEI and PPTA, friends, ex-students, marae contacts and community trusts and International friends and colleagues. Bill’s investiture took place at Government House in Auckland on 31 August. “It was wonderful to have Marion and our four daughters Michelle (Spokane, USA), Louisa (Orewa), Cherie (Te Kauwhata) and Kathryn (Hamilton), attend the Investiture with me.

“I was the third person of the seven recipients to receive the tohu. My name was read out and I stood at the table with my whaanau as the citation was read. I was introduced to the Governor General and moved forward towards her. We hongi and she spoke to me privately about the QSM and the Queen’s approval process and my achievements for earning such an award. I was amazed about the detail she knew of me. We turned to the photographer for photos and then I thanked her and returned back to my table with the applause from the whaanau and other recipients and their whaanau, ringing in my ears.

“It brought back memories of my father Canon Rua Anderson receiving a tohu QSO for service to the Maaori Community, from the Governor General Sir Paul Reeves. I had the privilege of being with him when that happened. I felt his wairua with me.”

Bill, who has a national role as Te Mataroa for PPTA Te Wehengarua providing



New Zealand Governor General Dame Cindy Kiro with Bill Anderson QSM at his investiture ceremony.

advice, guidance, and advocacy to Maaori teachers and principals across the country, says his love of and commitment to learning and education stem from his parents. “My parents, Canon Rua Anderson of Te Ihingarani and Maniapoto descent and Te Iwaiwa Maraki Anderson of Ngati Porou descent, instilled in me and my brothers and sisters a love for learning at Otewa School, particularly paying for my education at St Stephen’s School and later at Auckland University.”

During his first year at university some of Bill’s flatmates were attending Epsom Teachers College in the graduate teachers’ programme and encouraged him to become a teacher. “At that time you were paid a salary to learn to teach. That was a motivating factor to go teaching.

“I met my wife Marion Laurent at Auckland Teachers’ College where we were studying for a graduate diploma in teaching. We were successful and our first kura was at Kawhia District High School. We also had our first child Michelle at Kawhia.”

After a range of teaching, Education Department and primary school principals’ roles, Bill became a lecturer at Hamilton Teachers’ College and then Senior Lecturer at the School of Education or Te Kura Toi Tangata

spending 17 years working in the Maaori and Bilingual Department.

He ‘retired’ in 2004, then worked part-time for two years as a takawaenga (field officer) for NZEI/Te Riu Roa.

In 2007 he came to PPTA Te Wehengarua as Te Mataroa where he provides advice, guidance, advocacy and narrative mediation for teachers and principals in kura kaupapa, wharekura and aoraki (mainstream) schools across Aotearoa. “I love the opportunity to visit kura with the takawaenga, ensuring PPTA ‘kanohi ki te kanohi’ with our members and providing guidance and information to those who request support and help.”

A particular highlight for Bill at PPTA has been the Treaty of Waitangi workshops he and Field Officer Andrew Barron began in 2008. “These workshops are mainly for aoraki members, Board of Trustee members and senior students in the respective schools. The main focus of the Treaty workshop is to provide information about it and to challenge teachers to share the learned knowledge across their curriculum faculties with one another and also the students that they are teaching.”

Along with his educational employment opportunities, Bill says his involvement with Lions’ International has been a parallel journey for him. “It has had a huge part to play in my learning and teaching career and has given me an understanding of the communities that I worked in, over 50 years of service.”

Bill’s service to the Māori community has been with him all his life. “Growing up in Otewa and interacting at our marae with my parents and continuing today with my own family and extended whānau, being the eldest son of the Anderson whānau today and all of the tikanga and responsibilities that goes with that role. The family rely on me to carry out the duties of kaumatua for them. It is a great privilege that they have given me and a continuation from our father Rua and mother Eva.

“E mihi aroha ki a koutou katoa. Tau te Rangimarie!”



Housing affordability under the spotlight

PPTA Te Wehengarua is planning to investigate the impact of housing affordability on teacher supply and retention, and on school communities and student outcomes

Shontelle Helg, a teacher at Ormiston Junior College in a new suburb in south east Auckland, would love to live in the community she works in, but she simply cannot afford to rent, let alone buy, there.

“I could participate more in community events, and see and connect with community at the local shopping centre or markets. I live about a 30 minute drive or bus ride away from where I work. School community events happen weekly but due to the distance and having a young child, I don’t attend as many as I would like to.”

Living in the same community that she works in would make a big difference to her commuting time. “My commute is approximately 18 kms depending on the route I travel. It can take me anywhere between 25 minutes on a good traffic day to 50 minutes on a bad traffic day, but it has taken me up to one and a half hours to get to work.”

Paul Stevens, PPTA Te Wehengarua Tāmaki Makaurau regional chairperson, told Annual Conference generations of teachers in Aotearoa New Zealand had been able to afford to buy property where they worked but this annual conference paper warned that these days could be behind us without action and

without better policy interventions to ensure affordable housing for all workers. House prices and market rents were putting homes, especially conveniently located homes, out of reach of teachers. “We have abandoned what makes communities when we have abandoned the capacity for young teachers to create a life where they live.”

It was mind boggling that people seemed to think it made sense to have cities only for the rich. “Cities where the essential workers who make the city function – who staff our schools, support our infrastructure – have no capacity to put down roots, to raise a family there, to properly live in the community they contribute to every day.”

Paul Stevens said that in the last 10 years, almost the length of his career, house prices in Aotearoa had more than doubled. “Since I started high school at the start of the millennium they have tripled. As the conference paper states, 30 years ago you could save for a deposit and pay the mortgage off within 30 years. Today, it will take you about 12 years to get the deposit, but it will take you nearly 40 years to pay off the mortgage.”

New Zealand’s housing crisis had become so bad, it could not be confined

any more to places such as Auckland, Tauranga, Wellington and Queenstown. “This is about our whole country now and that’s why the recommendations (in the conference paper) are to take a broad and fresh look, to take the time to investigate what needs doing.

“Our levels of inequality and our disparities in home ownership in this country are taking us back to feudalism – to the days of a landed gentry where only those whose parents made prior claim to this whenua are allowed the privileges of community here.”

Annual Conference decided to set up a taskforce to investigate the impact of housing affordability on teacher supply and retention, school communities and student outcomes as a forerunner to a nationwide, across-union campaign to address the housing crisis in Aotearoa New Zealand.

Paul Stevens said expanded renters’ rights, longer-term tenancies and other provisions were all part of the solution too. However, PPTA Te Wehengarua and other unions needed to ensure members were not locked out of home ownership, as owning a home was a crucial path towards financial security for workers.



Tāmaki Makaurau delegates at Annual Conference - the paper on housing affordability was presented by the Tāmaki Makaurau region.

A place-based approach to climate change education

Educational researcher Rachel Bolstad shares her passion for supporting young people and union members to actively respond to the climate crisis

Teachers and school leaders need to focus on solutions and empowering action that young people can be part of in response to the climate crisis, says Rachel Bolstad, kaihautū rangahau chief researcher at the NZ Council of Educational Research.

“It’s really important to learn about and understand the problem, but for many young people that’s all they get. We don’t spend nearly enough time supporting young people to envision a better and different kind of future for their communities, towns, cities, and the places that are important to them.

“I strongly recommend taking a place-based approach. The more we understand our own places and communities – including their past, present, and future – the more empowered we can be to play an active role in shaping those places to be good for people and the planet.

“We should also be grounding climate change in Aotearoa New Zealand within the cultural context of this place. So for example, looking at Te Tiriti o Waitangi and what opportunities that offers for rethinking how we live on this land and how we look after it, so that it can look after us.

“Education for a changing climate should also be tapping into the creativity and cultural strengths that our diverse young people can bring to the climate and sustainability challenge.”

Rachel’s current work programme includes leading a research project to explore systemic educational responses to climate change. She has previously led several research projects on environmental education and education for sustainability.

“The climate change education research that I lead now builds on my lifelong interest in education for a sustainable future and it was also catalysed by the urgency of the climate crisis and the seemingly slow response from all sectors, including education. Young people in Aotearoa and around the world including the School Strikes for Climate movement inspired me to level up my efforts. It’s



important to show young people that we as adults and educators are listening to their fears about the future, and backing their calls for more urgent action.”

Rachel says there are a lot of things that school leaders can do to support ‘climate-conscious’ thinking into everything we do in education.

“The key message I have for anyone, whether they are school leaders, teachers, or students, is to focus on what we can do collectively. People often feel hopeless or cynical about what difference they can make and that is partly because we’re made to feel that it’s down to individual actions. We will always end up hitting the barriers of current systems. But through collective action we can have a bigger impact, and sometimes that means being informed enough to confidently advocate for really big system changes.”

Rachel is a member of the Tertiary Education Union (TEU) National Council and says she is honoured to be part of a steering group that kickstarted TEU’s Tiakina te Taiao – Climate Action network. She would like to see the Tiakina te Taiao network continue to grow and engage members from every tertiary institution

in every part of Aotearoa. “Some of our country’s most knowledgeable experts and researchers on climate and sustainability are in the tertiary education sector. We want our network to help connect those of us who are already passionate and committed to socially-just climate action, and inspire others in our union and leaders in our sector to see how we can contribute to slowing the climate crisis, and reimagining the future of learning and work for a sustainable and socially-just future.

“It’s also very exciting to consider what education unions can achieve together, because the climate crisis will affect everyone, and some communities are right on the front lines of this so we need to show solidarity and support those most affected. Strengthening connections between TEU, PPTA, and NZEI is an important aspiration for our network, as well as learning with and from other unions.”

Rachel is always happy to hear from teachers or school leaders who want to get in touch and talk more about climate change education. You can email her rachel.bolstad@nzcer.org.nz or check out www.nzcer.org.nz for more information.



Connecting and growing expertise

In partnership with the PPTA, Teacher Development Aotearoa (TDA) invites Provisionally Certified Teachers (PCTs) to register for our FREE online curriculum support programme

Purpose

The Connecting and Growing Expertise programme is designed to provide you with specialised curriculum support alongside other PCTs at a similar point in their teaching journey. By participating in the programme you will gain a greater understanding of the curriculum refresh, and have an opportunity to connect with other PCTs, and subject experts in your curriculum learning area via the Networks of Expertise (NEX).

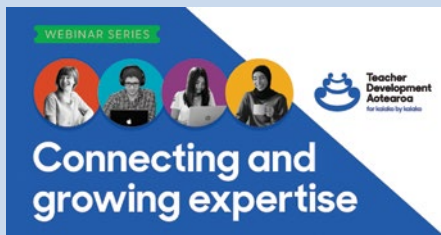
Sciences, HOD History and Social Studies, and within-school senior literacy leader for the Napier City Kāhui Ako. Andy was also a PPTA member and branch chair.

Delivery

The Connecting and Growing Expertise programme is delivered online and includes 3 workshop sessions.

- Session 1 is a 3 hour interactive webinar about the new curriculum and NEX.

- Sessions 2 and 3 are 60min follow-up Zoom sessions that support building the knowledge and skills introduced in Session 1 and provide an opportunity to check in with participants. The purpose of Session 3 is to reconnect and find out how things are going several months after Sessions 1 and 2.
- There will be a max of 20 participants in each programme.
- Time commitment: 5 hours.



It will provide you with an opportunity to kōrero, share your experiences, and a forum for you to ask curriculum questions in a space designed specifically for PCTs. Attendance at the programme can be documented as evidence towards your teaching registration also.

As a participant you will:

- Unpack and explore the understand, know, do model which will be the blueprint for all 8 curriculum areas in the next few years.
- Be connected to NEX to develop lasting connections, to access curriculum support and professional development from expert subject kaiako.

For PCT Coordinators/SCT the Connecting and Growing Expertise programme could be a valuable addition to your PCT programmes in 2023.

Facilitator

The Connecting and Growing Expertise programme is facilitated by Andy Wilson who is a Professional Advisor at TDA. In this role he is a member of a team that provides advice, guidance, and support for the 36 NEX across the motu.

Prior to this Andy had 12 years' experience as a secondary teacher with roles including Assistant Head of Learning of Social



Andy Wilson

Programme dates

Connecting and Growing Expertise | 14 Feb 2023 – 9 May 2023

Facilitator: Andy Wilson

Workshop sessions:

| | | |
|-----------|-------------|------------------|
| Session 1 | 14 Feb 2023 | 9:00am – 12:00pm |
| Session 2 | 28 Feb 2023 | 3:30pm – 4:30pm |
| Session 3 | 9 May 2023 | 3:30pm – 4:30pm |

Connecting and growing expertise | 21 Feb 2023 – 16 May 2023

Facilitator: Andy Wilson

Workshop sessions:

| | | |
|-----------|-------------|------------------|
| Session 1 | 21 Feb 2023 | 9:00am – 12:00pm |
| Session 2 | 7 Mar 2023 | 3:30pm – 4:30pm |
| Session 3 | 16 May 2023 | 3:30pm – 4:30pm |

REGISTRATIONS ARE NOW OPEN: www.tda.org.nz/connecting-and-growing-expertise
For any questions related to this programme please email Andy andy.w@tda.org.nz



Paying part-time teachers for doing relief

Teachers who are employed on a part-time basis will often be used to cover classes for absent colleagues, but how should they be paid?

Getting part-time teachers to relieve can often work well for schools. The teacher is on hand, knows the school well and is available to fill in a gap in the relief schedule.

The Ministry of Education School Leaders Bulletin on 9 August this year presented information about coding of extra hours for part-time teachers. It included a reminder that the collective agreement requires that schools pay teachers a minimum of two hours when they are employed as a day reliever. In some instances, this advice has led to confusion, as the options available were not clear.

Clarifying the payment for part-time teachers doing relief

Under the Secondary Teachers' Collective Agreement and Area School Teachers' Collective Agreement there are two ways that a part-time teacher can be paid for the extra hours worked.

Schools may offer extra hours to teachers who work part-time as either a day reliever or as additional hours. Schools may offer part-time teachers work under either clause and it is up to the teacher whether to accept, decline, or seek the alternative payment mechanism.

Day reliever – (STCA 4.4 and ASTCA 3.27.2)

- employed outside of your current terms of employment;
- paid at the hourly rate of 1/950 of the applicable annual rate to the maximum of step 6, inclusive of holiday pay;
- entitled to payment for a minimum of two hours per day;
- where there is break of more than 1.5 hours or more between relief classes, an allowance of one hour shall be paid, even if there are timetabled part-time hours between the relief periods.

Additional hours (STCA 4.5.2 and ASTCA 3.26.2)

- employed under your current terms and conditions;
- paid at the rate of 1/855 (secondary schools) or 1/950 (area schools) of



what would be your full-time salary (this payment includes holiday pay);

- cannot be paid more than a full-time salary for the week;
- where there is an increase in weekly contact hours paid as additional hours for more than four consecutive weeks then payments must be made as if there has been an increase in the teachers FTTE and include the 11% loading, minimum non-contact time, and holiday pay entitlements.

If paid as a reliever, a teacher at step 6 or above of the salary scale will earn a maximum of around \$69 per hour (gross) including holiday pay. There is however the minimum of two hours that must be paid and an allowance of 1 hour where there is break of 1.5 hours or more.

If paid through additional hours a teacher in a secondary school at the top of the scale (step 11) is paid about \$105 per hour including holiday pay. For comparison, a teacher on step 11 is normally paid about \$95 per timetabled hour of a notional 25-hour timetable (with holiday pay in addition).

Holidays Act remediation work

Work undertaken across the wider state sector has identified that some teachers being paid the day relief rate have been underpaid as they were not paid the second hour of relief when they only worked one class. This issue, we understand, will be resolved through payroll in due course.

The shortage of relievers in a time of high demand has meant that teachers who work part-time have supported schools to fill in the gaps. If you are concerned that you have not been paid correctly, contact the person responsible for payroll at your school initially and then your field officer if you need further support.



School's open for the summer

Registrations are now open for the eighth Te Kura Summer School top up programme

For the eighth year, Te Kura is offering its Summer School programme to help students top up their credits for NCEA and University Entrance, with registrations open now.

Approximately 1,500 ākonga benefit each summer by completing their studies with Te Kura so that they are able to go on to further study, training or employment.

The chief executive, Mike Hollings, says Te Kura is anticipating that with the continued disruptions caused by COVID-19, along with extreme weather events in the upper South Island this winter, there will be greater numbers of

students looking to Summer School in order to get over the line.

“We are all aware of the stories that show many ākonga have been leaving school this year amid continuing disruptions to their education. And for those who have stayed on, many may be feeling uncertain about their results at the end of the year. Te Kura can help.”

Registration is free for most ākonga, with a range of NCEA internal standards on offer.

The programme also benefits schools. If an ākonga has a 2022 NZQA registration, any credits achieved to their previous

school of enrolment can count towards their 2022 Record of Achievement.

Mike says feedback from ākonga shows that Summer School can be life-changing.

It also shows that many of those coming to Summer School find out about it from their own schools and kaiako (teachers).

To learn more about Te Kura Summer School, please phone 0800 65 99 88 option 1, email summerschool@tekura.school.nz or visit www.tekura.school.nz



We can share the cost of looking after your health

HealthCare+
It's good to belong

With our Primary Care Extra plan you can get:

- up to \$2,200 collectively for dental, optical, GP costs, specialist & test, and complementary medical.
- up to \$1000 towards the cost of private hospital treatment
- up to \$1000 for Medical Appliance & Major Diagnostic Imaging
- a contribution towards Sick Leave where the Member is required to take sick leave without pay due to illness.

Plus many more benefits from just **\$6.27*** per week. *T&C's apply



Scan the QR code to find out more and get a quote.

Leaving teaching? Please fill in our survey

PPTA Te Wehengarua runs an ongoing survey to provide annual information from secondary teachers and school leaders on why they leave teaching in New Zealand schools.

This information is not collected by the New Zealand Ministry of Education or any other organisation from those who leave. We believe this information is essential in planning for the future.

The survey can be completed in five minutes and responses will be anonymous. Just go to ppta.org.nz and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts – rwilletts@ppta.org.nz

PPTA Membership Alert

Have your details changed?

Changed schools? New email address? New phone number? Let us know! We have important information to share but can only get it to you if we know how to find you. If your contact details have changed, please let us know.

You can update your details online!

All you need to do is visit ppta.org.nz, and look for the log-in button at the top right of the page. Once logged in, you will be taken to the membership dashboard where you can update your details by selecting the 'view profile' tab.

If you have any difficulty logging in, just email webmaster@ppta.org.nz.

Have any PPTA membership questions?

If you would like to get in touch with our dedicated PPTA Te Wehengarua membership team, they will be more than happy to help.

You can reach them at membership@ppta.org.nz or phone our national office on 04 384 9964.

