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PPTA NEWS

The magazine of New Zealand secondary teachers

Saying goodbye
to Aranui High
page 7



PPTA News



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We can be heroes, just for one day

As she prepares to return to the classroom, Angela Roberts unpacks the "heroic" model of teaching



Angela Roberts | President, PPTA

David Bowie provided us with pop's definitive statement of human spirit over adversity. And I think of my comrades when I listen to him.

As I engaged with the myriad of education agencies on a huge range of issues over the last few years it has become very clear that an 'heroic model' underpins so much of the work that we do in our schools. This is a problem. We have a public education system that relies heavily on this assumption: that it OK to have poor policy or legislation or inadequate resourcing because the profession can be relied on to be heroes.

We are professionals. In the short term at least we will often compromise and sacrifice in the best interests of our students. As a result, the system can afford to be lazy and not resource the significant and costly decisions that are made. Time and time again teachers are relied upon to pick up the tab.

Schools are littered with examples. NCEA was only ever able to get off the ground because we took up the challenge and absorbed all the extra work. We support a growing number of vulnerable students, creating schools as hubs, and ensuring the needs of the whole student can be attended to without any extra resourcing. We have picked up the additional challenges of inclusive education policies without extra, well-trained backup.

The whole system relies on our heroism. But this cannot continue. There is a price being paid, by us and by our students. We struggle to realise the significant potential of a broad and permissive curriculum. Learning experiences are

compromised. The potential of all our tamariki is not reached.

And supply issues will continue to build as we simply give up the fight and move on. A tragedy given that you are most of what makes this one of the planet's finest public education systems.

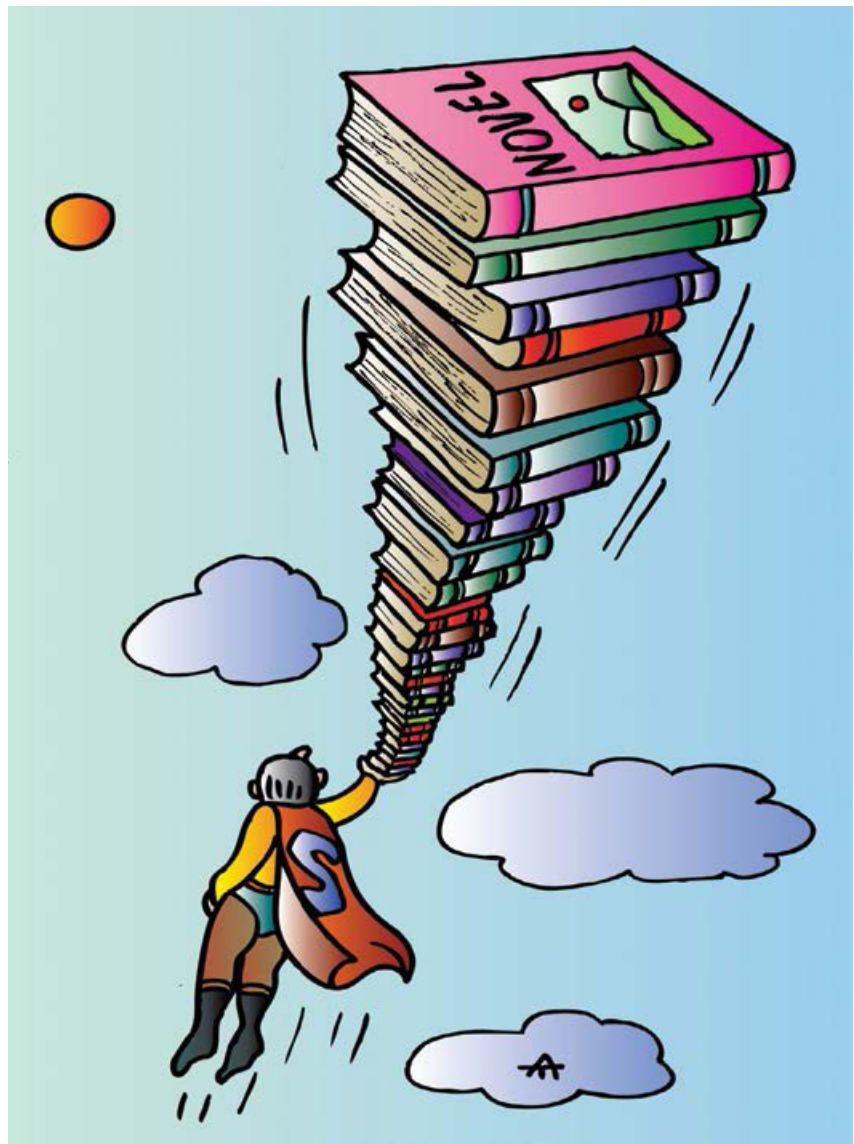
While our system shouldn't have to rely on the 'heroic model' to ensure that our system doesn't completely disintegrate I am very grateful that you are bloody heroes.

I am starting to prepare to go back to my classroom and find my way again in that complex, exciting, exhausting and invigorating space. Maybe this should be a terrifying prospect but it is

not. Why? Because I have colleagues who are heroes. We don't abandon each other in times of need. We support, collaborate and challenge. We share coffee, ideas and hope. I have had amazing support from all of my colleagues at Stratford High School, my family and friends, and PPTA members and staff for well over a decade and I know it will continue as I head home.

I witness it every day as branches organise around their comrades, for the profession, and because of their students. I am proud to be a member of the PPTA.

*"And the shame, was on the other side
Oh, we can beat them, forever and ever
Then we could be heroes just for one day"*



Profession working together on code

The profession is working to establish a Code of Professional Responsibility for teachers

Teaching is a professional occupation and clear professional guidelines are necessary.

Teachers can be subjected to disciplinary tribunal decisions where their registration can be at risk but there have been competing views on what constitutes serious misconduct.

Codes of conduct can be a vexed issue for teachers with a number of unofficial ones being pushed by boards of trustees. PPTA instructions are not to sign these (see side bar).

This is why PPTA is joining the profession as a whole in working together to create a Code of Professional Responsibility.

After lifting the part of the boycott related to engaging with the Education Council PPTA has joined a working group set up to establish a Code of Professional Responsibility for teachers.

(The first part of the boycott, that PPTA members will not stand for or accept nomination to the council until teachers have the right to vote for who represents them is still on.)

PPTA president Angela Roberts said it was vital that teachers had clear guidelines about what is acceptable, rather than being left in the dark making mistakes.

“The profession as a whole is developing a view of what these standards and conduct expectations are,” she said.

PPTA is actively ensuring that teacher views are reflected in the new code, Roberts said.

“Workstreams like this are one of the reasons we reengaging with the council in this manner. To make sure teachers end up with a code of conduct they feel is appropriate.

“As a group we are meeting with the Education Council to ensure that the new code best reflects the needs of our membership and organisation,” she said.

Once the Education Council has finalised the Code of Professional Responsibility it will become the established code of conduct and there should be no competing ones. It will be the document schools go to to make an assessment over whether or not there has been a case of serious misconduct.

With the Code of Professional Responsibilities needing to span ECE right through to registered teachers who work in the tertiary setting it needs to work in a range of contexts, from Maori and Pasifika medium through to faith-based and private schools.

“This creates some challenges because what is appropriate in one context can be problematic in another. Because the code must be able to meet the needs of many contexts there must be some flexibility within it.

“In their submissions to the select committee our members showed themselves to be very supportive of the current code of ethics. They will be somewhat relieved to see that the working group is referencing that code to quite a large extent,” Roberts said.

Don't sign other codes of conduct

Members will be aware that in the past individual schools have attempted to impose separate codes of conduct including codes developed by the School Trustees Association (STA).

PPTA national executive has instructed members not to sign any codes promulgated by boards of trustees.

If you have been asked to sign one of these codes of conduct and have concerns, contact your local PPTA field officer.



What is Pasifika success?

Parents, students and teachers collaborate to find out

Specialist Classroom Teacher Martyn Reynolds learns from the Pasifika community through a TeachNZ study award

A challenge by a parent inspired Wellington College specialist classroom teacher Martyn Reynolds to pursue a PHD on Pasifika success.

A TeachNZ study award available to PPTA members through the Secondary Teachers Collective Agreement helped him complete it.

TeachNZ study awards, sabbaticals and study support grants provide teachers with opportunities to complete part-time or full-time study in an agreed educational priority area.

Martyn's research took a strength-based approach to Pasifika achievement, focussing on what Pasifika people bring to the education system.

"Instead of a view that there isn't much Pasifika success, a strength-based approach asks what Pasifika people bring to the education system. It's not about looking at what people don't have, but what they do," he said.

This way of thinking did not come to Martyn in a vacuum. He has lived in the Pacific, both in Tonga and Papua New Guinea and is very involved with his local Pasifika community.

"I'm interested in people's cultural values and other ways of seeing the world," he said.

It was a challenge at the local pub by a local Pasifika parent that triggered the PHD research, Martyn said.

"He said, you've got all this experience and these skills, what are you going to do with them for us?"

Martyn was interested in the idea of success and what it means to people.

"We know what academic success looks like through NCEA but I wanted to look at what people perceived as success themselves. Success is to do with people's values," he said.

He began the research by talking with students about what they saw as success. He spoke to students in year 9 about what they'd experienced with the transition between primary and secondary school.



Martyn takes part in a conference at Honiara in the Solomon Islands

"I talked with them at the beginning of high school rather than the end about what works and doesn't work for them."

Martyn had conversations with parents and students, asking them what they thought teachers should know about them. Students also made videos showing this.

The data was then given to teachers – around 11 or 12 opted in – and made part of the school's professional learning and development (PLD) cycle.

At the end of the process teachers made videos to share with parents to show what they had learned from their students.

Martyn wanted to create a PLD model that was sustainable – something anybody could do, using resources schools already have. "In this case those resources were students, parents and teachers.

"There were a lot of collaborators in this," he said.

"What we already know from previous research is that the teacher and student relationship is crucial. What hadn't really been theorised within secondary education was the Pasifika way of looking at that. I tried to work with perspective – to see ourselves as we are seen and to see the students as they see themselves.

"It's a PHD about listening rather than trying to prove a case."

Martyn's research showed participants saw success as including participation,

comfort, taking on the challenge of being in other people's spaces and acceptance.

"To focus on achievement is to focus on the end of the process. Achievement is important – but you need to look at things that accompany achievement and how this operates in the classroom."

Martyn wanted the data to be concentrated rather than spread thinly over several schools, so he focussed on his own. Much of this sort of research is done in low decile, Auckland schools with large Pasifika populations, which made the research from Wellington College different. It also met government priorities to find information outside of Auckland and to widen the decile groups studied.

The whole project took three years – two studying part time and one full time – and Martyn was very grateful for the time the study award provided for him to do that.

The study award was "absolutely worthwhile", particularly for people who wanted to make change in the education system, Martyn said.

"There are levers that the government has, but another very important lever is the strength of teachers' thinking, and you don't have a lot of time to think at school."

Martyn says his work is intended to be supportive of his school, the community and the education system.

"I have been doing that by working with and for the Pasifika community and I am very grateful to my school, the Ministry of Education, PPTA and the School Trustees Association."

Middle management – is climbing the ladder worth it?

Time, workload, remuneration – members discuss whether becoming an HOD is worth it

PPTA members Erin MacDonald and Anna Heinz discuss the pros and cons of middle management

Ridiculous workload for minimal remuneration



by Erin MacDonald

I have been teaching for 9 years and am at the top of the pay scale. I am frequently asked how I intend to progress my career and would I look at moving into middle management? My immediate answer – No. It is not that I do not aspire to be more than a classroom teacher, but more that I cannot see why anyone would commit themselves to such a ridiculous workload for minimal remuneration.

I recently looked at a Head of Department (HOD) position, 2MU (management units) + 1MMA (middle management allowance). That would be a pay increase of \$9000 per year with a bit of extra time, but at what cost? I have observed teachers in similar positions and seen all the extra tasks that come with the 'Head of Department' label: the requirement to manage and write a budget, ensure NCEA regulations are being complied with, facilitate staff management and appraisal, attend curriculum co-ordinator meetings, oversee planning of field trips, and support staff with behaviour management and assessment. All of this as well as the classroom teacher workload. In my current position as a classroom teacher, I support my HOD with a number of these tasks but am able to focus the majority of my time on teaching, marking and planning: the job I originally applied for.

Good health and wellbeing enable me to fulfil my role as a classroom teacher. I value my health and wellbeing and have

made the decision that the stress and time pressure involved with taking on an HOD position is not worth it.

The need for middle leaders is more pressing than ever



by Anna Heinz

I am an optimist, a middle leader HOD/ HOLA (Head of Learning Area) in my school. My reason for becoming a teacher was to support other people, I have always been a pathological organiser and I love to see a colleague lifted by a useful appraisal session... As a middle leader, these are opportunities I have - so taking on this role was an easy choice all those years ago.

But would I apply for this job now? Well, I am an optimist. Even though the job itself has become overloaded and deeply unhealthy, it is necessary and still has the potential to help others to do their jobs with the support they need. It is a role that provides vital structural support in the very fabric of the school and it is still an opportunity for a person to grow and share their skills as an appraiser, a mentor, an organiser, a teacher...

Though every aspect of my job now feels impacted by the increasing list of things to do, the need for middle leaders is more pressing than it has ever been.

I may be a fool but I remain optimistic that someone, somehow will notice that this job, along with the jobs of so many teachers, has become frighteningly unmanageable and that when they do, they will take steps to fix the problem. I find myself still believing that someone will notice how everyone gains when middle leadership roles are properly resourced and done well.

Room for rebuttal:

Time is a key factor

Erin says: There are definitely reasons why I would like to, one day, when the conditions are right, become a middle manager. The sense of accomplishment from helping colleagues that Anna speaks about is definitely something I would like to do. I am a person who likes being organised and have no doubt that I would be capable of doing the job. The major inhibitor is when would I get all of this work done without sacrificing my teaching or home-life? There has to be an acknowledgment in the form of time, and maybe a bit more money, before I could safely put my hand up to accept a middle leadership position.

Anna says: Now I am conflicted. I know Erin. She is a keen, organised person – one who would make a great middle leader. Erin likes people and she is willing to work hard. She is a motivated teacher who is clearly focussed on her job. A middle leadership role will not take away Erin's fundamental enthusiasm. It won't make her hate teaching or her students. However, it will keep her at school for longer hours, it will frustrate her with reduced preparation time and it will even further reduce her holiday break time and make her evenings longer. Can a reasonable person recommend this to another?

Leaving behind a proud legacy

Members of the Aranui High School community farewell the closing school this month

Those with a connection to Aranui High School will have the chance to say goodbye with a blessing ceremony this month.

The school will be closing following a ministerial decision after the 2011 Canterbury quakes.

In 2013 it was announced that Aranui High, Aranui Primary, Wainoni and Avondale schools would be closed. Aranui High School campus will be demolished to make way for Haeta Community College a year 1 to 13 school to be built on the same grounds.

This has been a hard pill for much of the school community to swallow as there has been little quake damage and many feel it is still a viable and well-functioning school.

Principal Maree Furness said the blessing, conducted by Reverend Wharekawa Kaa, would be an informal morning where everyone who has had a connection to the school could catch up and share stories.

It will be held on December 15 at Aranui High with a 10am start in front of the school's Whareniui.

Aranui High School staff say when the school closes at the end of this year it will leave behind a proud legacy for students, staff and the local community.

"The devastating Christchurch earthquakes of 2010/11 had an impact no-one at the time could have imagined - the closure of the community high school that meant so much to so many in the community and beyond, and which had been a pillar in the east of Christchurch for 56 years," they said.

Aranui High School was born out of the rapid population and economic growth experienced in the Christchurch's east side during the late 1950's and the school quickly attained a national and international reputation for developing innovative programmes. These catered for learners who were not only interested in obtaining university entrance qualifications, but for those who benefitted much more from vocational training options at secondary level.

The school wholly embraced the community from early on, and the teachers



56 years of history – Aranui High School community will be able to say farewell

and staff went out of their way to ensure that local youth were catered for through the implementation of Sport, Drama, Technical and Early Childhood Academies. Many young people stayed longer at school because of these initiatives, and went on to have fine careers.

"The thousands of students who have been educated at Aranui can feel very honoured to have been part of the history of their high school. Aranui High has left an indelible mark on Christchurch, and past and present pupils and staff will carry this pride now and into the future," they said.

"Aranui High School leaves a legacy of excellence and manaakitanga, which past and present pupils and staff can be proud to be a part of."

To quote the last words on the last page of the last ever Aranui High School yearbook;

"Every journey has its own story, its own moments and we've certainly had our fair share in the last 56 years. It has been a real privilege to be a part of this school's final year.

Aranui High School staff and students are now embarking on different paths taking us to all corners of Christchurch (including just over the fence), New Zealand and the world. As life-long members of the ex-Aranui High School whanau we will continue to pop up in all sorts of weird and wonderful spaces in the future. When you meet up again, as you are sure to do; say "kia ora", "talofa", "malo" or "gudday" and then you have our special permission to reminisce with pride the unique contribution and difference you made to our school.

Ka kite anō."

NCEA and Neoliberalism

Honorary PPTA member Trevor Williams on neoliberal terminology creeping into NCEA

Maurie Mulheron's – If we forget history: the 30 year war against public education (NSW Teachers' Federation) is a powerful reminder of how we have ended up in our present position.



Trevor Williams

However the issue is larger than simply global funding and charter schools. This is because neo-liberalism has marketed its moves in terms of "local autonomy, freedom, diversity, choice, flexibility, innovation". Positive language sells while it disguises.

All this is obvious with a bit of thought. What's not so obvious is that NCEA, and the new curriculum, employ similar terms and that has given me pause to reflect that NCEA, as practised in the revelations from the New Zealand Herald (NCEA: the only brown kid in the room Sept. 26, 2016) is actually the handmaid of the neo-liberal agenda.

How come? Neo-liberalism espouses a deregulated economy. It takes the government out of the market, subsidising services but not providing them. If we apply this model to what's happening under NCEA, what do we see? We see a fragmentation of the unity of subjects into a number of standards, so that curricula can be reassembled to fit local needs and relevance ("autonomy", "flexibility"). What was once unified in our national syllabus statements is now "diversified" from school to school, so that, for example, a Level 2 or 3 English course in one school bears no relation to a course in another school. There



is no prescription or syllabus as such. There are only standards which may be assembled into a course. Therefore learning has been deregulated, and an increasingly laissez-faire attitude to education characterises the "market".

What's wrong with that? NCEA was purported to allow pupils at the bottom end of the achievement ladder to experience success. A laudable aim. Even some who have qualms about NCEA admit the argument that if pupils experience some success they may be encouraged to continue their learning. What's this if it is not the "trickle-down" principle applied to education? The reality, as the New Zealand Herald has shown, is that the disadvantaged are disempowered because they do not study the subjects that allow access to higher levels of learning. Educationally, the rich get richer and the poor get poorer, compounded by the fact that the "rich" know what they need to study and the "poor" don't. The tragedy is that the latter are aided and abetted by well-meaning teachers who think they are doing the right thing.

We react to the policy of global funding

for schools, because it leads to cost-cutting and a diminution in the provision of services. Why don't we react in a similar way to global curriculum decision-making, where local communities decide what is relevant? Both versions lead to cheaper education, the former in terms of costs; the latter in terms of value.

Current educational jargon uses terms like "independent, self-regulated learners, self-managing and responsible for their own learning" and holds out the vision of creating "life-long learners" as the promise of such enterprise. Ironically, these terms reflect the spirit of neo-liberalism. Pupils are turned into a series of independent little businesses beavering away in the market of education. Teachers are increasingly side-lined to being a "guide by the side", much as if they are interventionist forces opposed to the free flow of knowledge.

Charter schools and global funding are serious issues but we also need to think more carefully about what is meant by an education. Most of all we need to decontaminate ourselves of language that has been infected by the prevailing spirit of the times, however unconsciously.

Set up your own charter school

Guest columnist Dave Armstrong on opening a charter school as a holiday project

Do you get bored during summer holidays? Want a project to keep you busy and make you some money? Why not set up your own charter school?

It's easy, lots of fun, and the government will bend over backwards to help. You don't know much about educational administration? No problem! Follow this easy 6-step guide and you could be running your own Partnership School, also known as an edu-finance-techo-info-online-cation business, in no time.

Step 1: Premises: Locate your business in a poor area where there is a struggling low-decile school from where you can cherry-pick students. Although the biggest supporters of Charter Schools live in wealthy areas, they will run you out of town if you set up in their decile 11 hood. Any old premises will do, but a purpose-built school that the government has just closed due to its 'failing tail' is ideal.

Step 2: Get a brand. Public schools have names; charter schools have brands. Parents aren't going to send their kids to simple-sounding 'Aroha High'. Militaristic and aspirational words, with a bit of nutso religion thrown in, work best. You will have no problem attracting students if you call your school something like 'Frontline Self-Esteem Excellence Destiny Paratrooping Creationist Academy.'

Step 3: Get a sponsor. The best sponsors are rich white businessmen who love America. They refuse to send their own kids to them so know nothing about them, so they won't interfere. Corporate sponsorship is also lucrative, though be careful. The Durex Stand-tall Educational Academy just doesn't sound right; same with Thibenzol Catering College. The Carefree Learning Centre might have high academic standards, but it sounds far too liberal.

Step 4: Hire some staff. Your principal might tell you hiring staff can be difficult – not any more. Charter School staff can be untrained and unregistered. Need a PE teacher? Hire someone who played sport once. Maths and science – who needs it? Here's a tip: never call a teacher a teacher. People will be far more impressed to meet an Upskilling Pegagogical Learnings Consultant.

Step 5: Get online. Every hour a child spends in front of a computer is an hour you don't have to pay for a teacher. Tune in, turn on and drop down your staff bills. Online is COOL and, best of all, cheap as computer chips.

Step 6: Education. This one is easy peasy lemon squeezy. As a charter school owner, business is your business and education is an optional extra. That's why it's last on the list. As long

as you drill your clients on meeting your key performance indicators the money keeps on flowing. Your exam results will look great because if a student looks like they will fail, you won't let them sit.

Follow these simple rules and before you can say 'educational inequality', you'll be touring the US on an all-expenses-paid trip, funded by a crazy right-wing think tank, lecturing on your 'miracle school'.



Challenging the 'factory model' of education

Compelling reading about what needs to change

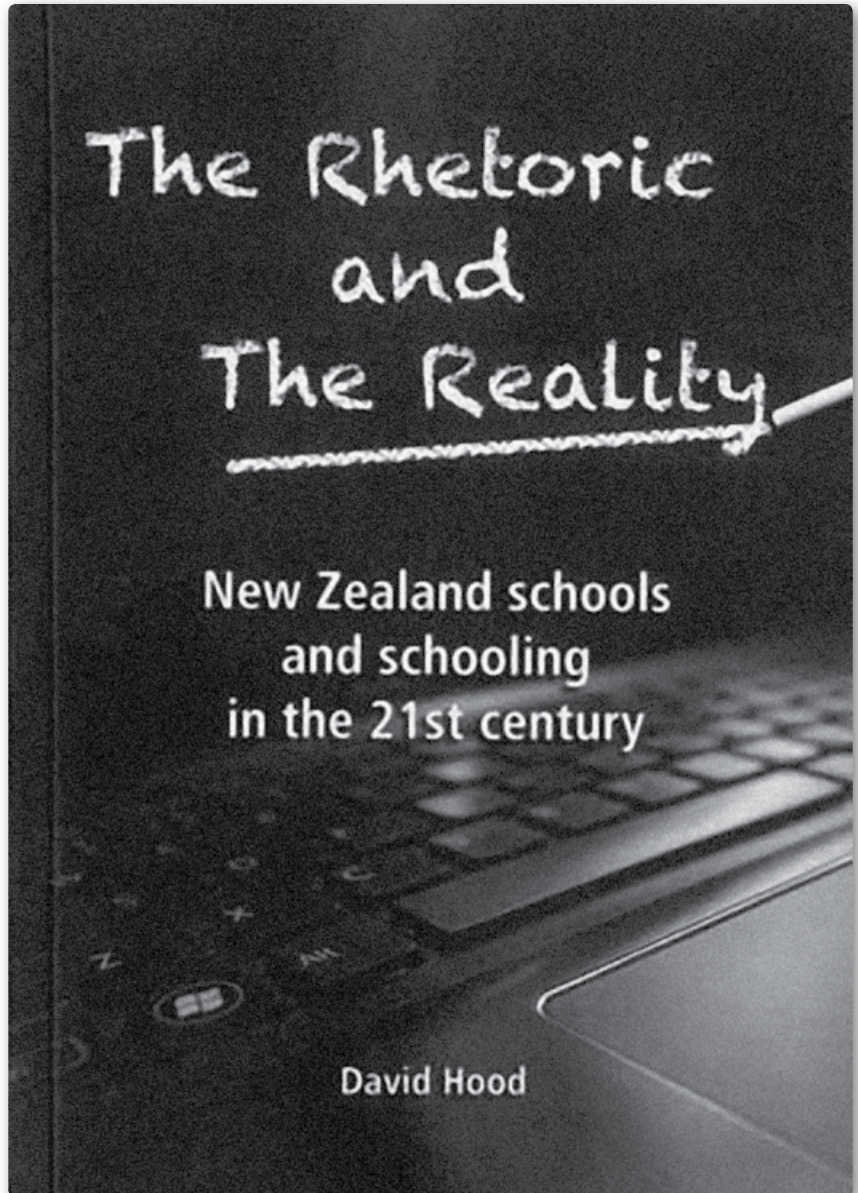
PPTA member Caleb Allison reviews 'The Rhetoric and the Reality: New Zealand Schools and Schooling in the 21st Century.

This is not a book for people who want to feel good about the state of New Zealand's education system. It's an honest, factual, systematic breakdown of everything that's wrong with it. And it's compelling reading.

Teachers who are passionate defenders of their subjects, who believe Achievement Standards are an accurate reflection of learning, and that exams are still a relevant form of assessment, won't enjoy this. But they should read it, because these are the people Mr Hood is challenging. In the book's opening pages he laments the lack of change in our education system since he wrote his previous book in 1998. That book contains many of the same ideas as this one - he's just updated them - but the lack of forward momentum since then is depressing, he says.

Mr Hood argues New Zealand's education system is still based on the "factory model" of schooling, designed to weed out the academically-challenged kids and send the rest on to university. It's what he calls the "paradigm of one": one teacher, teaching one subject to one class of 25 students, for one hour. But it doesn't work anymore, he thinks. Too many - thousands, each year - leave school without qualifications and are left behind. And those that do achieve qualifications are ill-prepared for the modern world.

The rhetoric is that New Zealand's curriculum is sound - its principles, values and vision are consistent with 21st century learning, accommodating the need for flexibility and meeting the needs of individual students. The reality, though, is that with a high-stakes assessment system like NCEA, that rhetoric is irrelevant. By focusing on a narrow set of standards, to be tested within an arbitrary time frame, we suck the life out of learning and limit the opportunities for students to think critically and creatively. This system of categorising learning based on subjects was designed to "sift out those students deemed capable of university study." So, despite claims the New Zealand curriculum is 'modern',



it still has its roots in an antiquated view of what the purpose of a high school education should be.

Most of the book focuses on what's wrong with the system and it's light on answers, but towards the end, Mr Hood does eventually lay out his vision for what a truly modern, future-focused schooling system may look like (hint: it doesn't involve exams). He wants more personalised learning instead of high-stakes assessment, flexible learning environments and project-based learning. The book isn't meant to be a blueprint for what future should look like, however. By analysing how the current system is failing, it will

challenge people to think about how they could do things differently.

Mr Hood has written a relatively brief, convincing, readable account of the state of our education system. It will provoke some people, and perhaps motivate others who already agree with its sentiment. Either way, it's an urgent call for all within our education system to wake up and create the real change that's needed to really set our young people up for the future.

The Rhetoric and the Reality
by David Hood

Publisher Fraser Books,
ISBN: 9780992247638

Changing schools and holiday pay

Information and advice from PPTA's intrepid field officers

Harold currently holds a permanent teaching position. However he has accepted a teaching position at a new school, and so is changing jobs over the summer vacation.



He has asked about when he should give notice to his current employer, and about any possible effect on his holiday pay.

First, the minimum notice period is two months (STCA 3.11 and ASTCA 2.8). However, from a good faith perspective, the more notice Harold can give his current school the better.

The Ministry of Education sets term dates for schools. The official last day for secondary and area schools this year is "no later than Friday 16th December" or an earlier date if 380 half-days have been completed. The first day of Term One in 2017 is set as between Monday 30th January and Tuesday 7th February.

There are three options on the date that can be given. Neither will affect holiday pay for a permanent teacher. The first date that could be given is the last day of Harold's current school's year. Harold's school is scheduled to finish on Wednesday 14th December. This is okay as long as he still gives two months of notice. The second possibility is the day before school recommences

in 2017. In practice a date of January 27th will almost always work.

Uncertainty about what day to give is common because of variability in school start dates, so if unsure please contact your field officer.

Both the STCA (section 4.8) and the ASTCA (section 3.24) define holiday pay as the salary payable to teachers on cessation of service or for periods during which schools are closed for term vacations. Those provisions also state that any permanently appointed teacher, full-time or part-time, is paid for all intervening vacations. So Harold should be paid right through. In practice this is what payroll does even given variability of school start dates.

It will certainly help avoid any problems if your current school notifies Novopay that you are transferring to another school.

For permanent teachers there are two exceptions.

First, if you have taken more than five days of leave without pay during a school year then your holiday pay will be reduced. The reduction is at a rate of 0.3 days holiday pay for every day of leave without pay. If you took a holiday overseas for two weeks during term time, this is a total of 14 days leave because weekends count in such a situation. You will then lose a further 4.2 days, rounded to 4 days holiday pay. This will usually be deducted in the first vacation period after you return.

The second exception is when you resign and leave teaching, either during or at the end of a school year. In those situations you will be paid, on cessation of duty, any holiday pay owing. This is calculated generally as 0.3 days holiday pay for each day of paid service (including weekends), minus any holiday pay already paid out in earlier vacation periods.

However the situation is worse for fixed-term teachers. They have no right to be paid through intervening vacations. In the case of a genuine fixed-term position, the member should work with both schools to set suitable end and start dates to minimise loss of holiday pay. If you suspect that your position should really be permanent, then contact your field officer.

Support for quake affected members

PPTA quake relief fund

Like us, we are sure your thoughts are with our colleagues affected by the Kaikoura quakes.

Many will be worried about the impact on their students and will be dealing with trying circumstances at home.

PPTA has a quake relief fund for those who would like to support affected members and regions are already pulling together and showing their generosity.

If you, your region or branch would like to contribute you can donate to BNZ account 02-0560-0450149-002.



Retiring West Coast Regional Committee members Louise and Paul Towers from John Paul II Greymouth present a cheque for \$1000 to the PPTA Canterbury Quake relief fund).

Protecting public education

PPTA issues and organising seminar

Next year's PPTA Issues and Organising (I and O) seminar will be held at the Brentwood Hotel, Kilbirnie, Wellington from Saturday 4 March to Sunday 5 March.

The theme will be Defending Public Education and the sessions will draw together a number of issues confronting our members – from charter schools to COOLs and beyond.

If you are interested in attending the seminar contact your regional team and keep an eye on www.ppta.org.nz for more details.



PPTA MEMBERSHIP ALERT

Have your circumstances changed?
New job? New address? Let us know!

Starting Teaching?

Teacher trainees – if you've been appointed to a teaching position for 2017, please remember to fill out an application to join us as a full member of PPTA. Application forms can be downloaded from www.ppta.org.nz

Leaving Teaching?

If you are resigning from teaching please let us know so we can remove you from our membership records. Honorary PPTA membership is available. For information email membership@ppta.org.nz

Does Your Payslip Stack Up?

Please remember to open and check your next payslip. Payroll errors can affect your PPTA subscription as well as your pay. If you're a member and your payslip is not showing a subscription deduction, you need to email membership@ppta.org.nz immediately. For other payroll errors contact your school's salary officer.

