



PPTA News

Uniting secondary teachers of Aotearoa



Ngā Manu Kōrero

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Annual Conference

Pages 8 -13

PPTA News

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The year that was

This year was a huge one industrially for PPTA Te Wehengarua members - and there may be more conflict ahead, writes Chris Abercrombie

The end of the year is upon us - and what a year it has been!

One of the things that never ceased to encourage and inspire me during the most intense months of our collective agreement campaign this year was the constant strength and determination of PPTA Te Wehengarua members around the motu, particularly those in regions slammed by Cyclone Gabrielle in February. Despite all you had to deal with - the damage to, and destruction of your own homes or those of whānau, school upheavals and the stress and anxiety experienced by your ākonga - your ongoing solidarity and support for the cause was amazing. Ngā mihi nui.

I also want to specially thank our members who are senior leaders and who were placed in very difficult positions at various times this year - particularly around the relief ban. The fact that you did the right thing and supported the ban, which occasionally resulted in students having to be sent home or a school having to close, helped shine the spotlight on the issues at the heart of our action. Thank you for steering your way through some very tense times.

Unfortunately, I suspect that since we've settled, many members have returned to the habit of giving up their non-contact time for relief. I would strongly encourage branches to remember that those non-contact hours were hard won and should not be given up lightly.

I want to thank each and every PPTA Te Wehengarua member for your determined and courageous action throughout our campaign. Your resolve and commitment provided the backbone that our negotiators depended on. When they told the Ministry and government a better offer was needed, they knew they had the solid backing of 21,000 teachers.

And thank you from the bottom of my heart to all our wonderful regional chairs and your committees who sprang into action at various stages of the campaign - booking venues, organising placard making sessions, rallying the troops, and managing media. You did all this on

top of your day-to-day work. You are an incredibly strong pillar of our union.

It truly was an honour and a privilege to lead members in the campaign this year and I am delighted to have been elected as your president for next year.

I want to thank each and every PPTA Te Wehengarua member for your determined and courageous action throughout our campaign. Your resolve and commitment provided the backbone that our negotiators depended on.

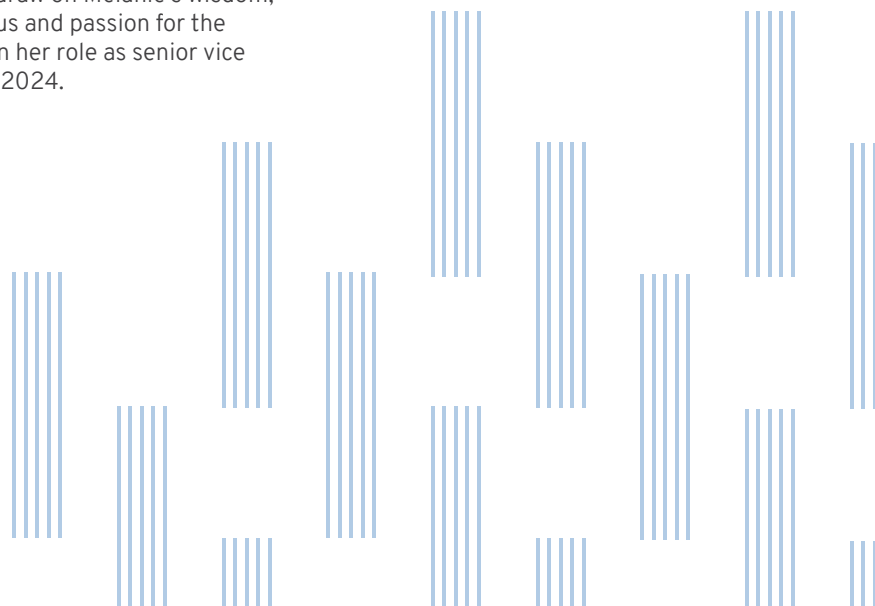
Much of the groundwork for this year's campaign had already been prepared well by our president Melanie Webber. I have benefitted so much from her amazing work - advocating outstandingly on professional issues, establishing and building great relationships, growing members' strength, trust and confidence and leading the national executive so superbly. I'm really grateful that we will continue to draw on Melanie's wisdom, strategic nous and passion for the profession, in her role as senior vice president in 2024.

As this *PPTA News* went to print the results of the general election special votes were released but a new government was yet to be formed. It is clear, however, that NZ First will be needed to support the government and we will wait to see how that takes shape.

While having to deal with a third party will likely be more complicated and frustrating for Christopher Luxon and David Seymour - the agenda for education will be generally what we had expected, with Mr Seymour as Minister of Education a distinct possibility.

I sincerely hope that the next three years don't make 2023 look like a walk in the park for our union - but I don't like my chances. Charter schools, a cornerstone of the ACT party's education policy, have little to do with innovation and partnership and much more to do with removing accountability for the spending of public funds and circumnavigating teacher unions. I have every confidence that PPTA Te Wehengarua members are up to the fight.

Have a hugely well deserved and relaxing summer break and I'll see you on the other side.



Introducing the Senior Positions Advisory Committee

APs and DPs have their own voice within PPTA Te Wehengarua, representing their views and concerns at the national level

PPTA Te Wehengarua Senior Positions Advisory Committee (SPAC) is a direct link between AP and DP members and the national executive.

The committee meets up to three times a year in Wellington. Members of SPAC are elected on a geographical area basis to monitor and advise on responsibilities of, and issues relating to, senior staff in schools.

Sharing best practice and exchanging ideas

SPAC addresses various concerns that affect senior leaders, such as working conditions and equity issues, says Christine Pili, Associate Principal at Tangaroa College and one of SPAC's Tāmaki Makarau Auckland representatives.

“SPAC provides opportunities to connect with other senior educators, which can be beneficial for sharing best practices, exchanging ideas, and collaborating on educational initiatives. As a representative, I can participate in decision-making processes, both within the union and in educational policy discussions. This participation can influence positive changes in the New Zealand education system.”

Kevin Byrne, Deputy Principal at New Plymouth Girls' High School and SPAC's Taranaki Manawatū-Whanganui representative, says one of SPAC's most significant recent achievements was initiating pay increases to management units and allowances in the 2019 collective agreement.

The initiative came from a SPAC paper to PPTA Te Wehengarua annual conference. “All members who have extra responsibilities have benefitted from this.”

Another significant piece of SPAC work is its contribution to PPTA Te Wehengarua advice and guidance publications. This includes the valuable change management toolkit which, given the changes occurring currently, should be used frequently in all schools.



SPAC member Kevin Byrne



Christine Pili

Ensuring fair promotions

Christine says SPAC has advocated for initiatives to enhance student well-being, and foster an inclusive and equitable learning environment. This includes supporting programmes that address equity, diversity, and inclusion within schools.

She says SPAC has continued to ensure equitable opportunities, fair promotions, and member recognition. This could involve advocating for equal career advancement opportunities, salary increments, and professional development for potential senior leaders.

Ongoing challenges

SPAC continues to grapple with ongoing challenges of student attendance, engagement and behaviour. Christine says issues around student wellbeing, mental health support, and creating safe and inclusive learning environments have been increasing in schools. “We need to find ways to support the most vulnerable students – there is a need for accessible healthcare providers and social services for schools.”

Managing teacher workload

Kevin says senior school leaders also have increasing responsibilities in the implementation of new government initiatives such as the Review of Achievement Standards and the implementation of Te Mātaiaho. “APs and DPs have a challenge managing the workload of staff as they are required to make these changes, in addition to all their normal teaching work.”

Christine says other challenges include addressing potential teacher shortages and implementing strategies to attract and retain quality educators, especially in certain subject areas or geographic locations.

Adapting to the increasing reliance on technology was a significant challenge. “This involves managing the integration of digital learning tools, addressing the digital divide, and ensuring equitable access to technology for teachers and students, and that schools have access to digital tools to prepare for online exams.”

Kevin says a challenge for the committee itself is communicating with the people it represents. “We have always struggled to get connection with those we represent, so investigating and implementing other modes of consulting and informing members in senior positions should be high on the agenda.”

Opportunities for Pasifika members

Christine would like to see SPAC involved in creating specific mentorship programmes or development opportunities for Pasifika members in senior positions, and the establishment of reliable support networks or forums for them. “This platform could facilitate connections, share experiences, provide mutual support, and discuss specific challenges or opportunities faced by Pasifika educators in senior roles.”

Kevin's advice for anyone interested in joining SPAC is to “go for it. You get great professional development and networking opportunities at the same time as providing a valuable service for those you represent. Your voice should be heard.”

Your 2024 presidential team

Introducing the PPTA Te Wehengarua leaders for the next 12 months



Chris Abercrombie has been elected president of PPTA Te Wehengarua for the 2024 year.

Chris, a history teacher at James Hargest High School in Invercargill, has been acting president since early 2023.

In his roles as junior vice president and acting president, Chris feels he has gained the experience needed to fight for members at this time of great change. "I will continue to be a strong voice, and one that reflects the diversity of experience of teachers in Aotearoa New Zealand."



Kieran Gainsford, a science teacher at One Tree Hill College in Tāmaki Makaurau Auckland, has been elected junior vice president.

"I intend to listen and to ensure that the diverse voices of our 21,000 members are heard at all levels of decision-making. I know both the joys and challenges of secondary teaching. It can

be the best job in the world, but there is more to do to secure its future. Waiho i te toipoto, kaua i te toiroa!"



Chris and Kieran will be joined on the 2024 presidential team by senior vice president Melanie Webber, and Māori vice president, Te Aomihia Taua-Glassie, who was elected unopposed.

The new presidential team will begin their term on 1 February 2024.

Introducing the Ōtākou region

Giving a southern region its Māori name is an attempt to correct the errors of the past

A desire to do better – that is what inspired the former PPTA Te Wehengarua Otago region to change its name to Ōtākou.

"The name Otago is an anglicised version of Ōtākou and it changed upon request from the colonising Scotch Association by Sir George Grey in 1848," PPTA Te Wehengarua regional chair, Amanda Ellwood, told annual conference.

The name Ōtākou is currently used in practice by PPTA Te Wehengarua for events such as Ngā Manu Kōrero, hui for Reo-a-rohe, and by Te Huarahi. It is time for us to make this usage consistent across our Association "

A change of name for the region would affirm PPTA Te Wehengarua members' commitment to Te Tiriti o Waitangi, follow the lead of manu whenua, and do our part in the revitalisation of te reo Māori, said Amanda.

"We need to keep up with the positive change that can be seen around the motu. We need to support the mahi of others so that all of our small efforts will make a big difference, and so that our young people can be part of a future which embraces the history of Aotearoa and corrects the errors of the past."

The decision to change the name to Ōtākou was agreed unanimously by Annual Conference.



Ōtākou delegates sporting their new Ōtākou t-shirts at annual conference



Ngā Manu Kōrero 2023

The national competitions are a great opportunity for rangatahi to receive critical feedback on their language development, writes Miriama Barton

Tēnei te ruu e kōkōu mai nei
Kīhai i māhitihi
Kīhai i mārakaraka E te ata o tū mahina
E te manako o Hiwa
Ko te awa o Ōtākou tēnei e tāwhiri nei
Ko Pukekura tēnei e karaka atu nei ki a koutou.
Nau mai, tauti mai ki tēnei tau manu,
ki tēnei pae manu o tātau E roko ai te motu i te rōreka o tō reo, i te atamai o ō whakaaro.

Kai kā manu korokī, kai kā manu kōrihi,
kai kā manu kōrero o te motu Piki mai,
kake mai, tauti mai rā.

Kei ngā rangatira mō āpōpō, kei a koutou te wā ināianei.

The National Ngā Manu Kōrero Secondary Schools Competition 2023, held on 19 – 21 September and hosted by the Ōtākou / Murihiku region, was the first kanohi ki te kanohi event since 2019.

Fifteen regions throughout the motu were represented and 60 speakers competed over two days in five categories: Junior Māori, Junior English, Senior Māori, Senior English and Impromptu speeches in both Māori and English for senior students.



There is no doubt that Ngā Manu Kōrero provides a platform for our youth to discuss issues that are pertinent to them. It also gives meaning to the language programmes in their schools by providing a real-life experience for them to put their oratorial skills into practice. Equally of note is the high calibre of our judges.

This event is a great opportunity for our rangatahi to get critical feedback to help their language development in either English or Māori. Whilst the focus is on the speaker, the students who come to stand alongside their speaker and represent their school, region, hapū, iwi and hāpori create a real sense of connectedness for our rangatahi.

An important feature this year was having Whakaata Māori live stream and televise the competitions over the three days. Live stream audience numbers exceeded expectations and people were amazed at the very high calibre of speakers in Te Reo Māori and English.

This year a new trophy was introduced in honour of the late Moana Jackson. Dr Moana Jackson, (Ngāti Kahungunu, Ngāti Porou, Rongomaiwahine), was a beloved mentor and friend to PPTA Māori members.

This trophy was named Hinepūmoana and presented to the top female in the Korimako / English Section. It is hoped that the voice of Hinepūmoana will elevate the integrity of our young wahine and honour the integrity of Moana every time it is used.

This kaupapa is precious and endearing to each of us because it celebrates who we are as a nation. Ngā Manu Kōrero is about honouring the special and unique existence of being Māori and of sustaining our connections to the Māori world in all its glory.

**Miriama Barton is PPTA Te Wehengarua Kaihautū Māori*



The new Hinepūmoana trophy, in honour of Moana Jackson





Standing up for public education

Grassroots, branch-based campaigns will be needed with the likely return of a charter schools policy

The ‘conversion’ of state schools to charter schools is a very real threat with a new National and ACT-led government, delegates to PPTA Te Wehengarua Annual Conference were told.

“ACT and National have realised it is expensive to open new schools, so the new plan is likely to be focused on converting state schools,” said Austen Pageau, PPTA Te Wehengarua national executive member.

“We expect kaupapa Māori, integrated schools and ‘elite’ schools to be targeted for conversion and there will most likely be some form of financial sweetener to entice schools to become charter schools.”

Members’ jobs at risk

This posed an even bigger risk than the last time charter schools were introduced in 2014 because it would mean PPTA Te Wehengarua would have members in charter schools. “Members’ jobs will be at risk as the schools would close and all positions would be disestablished upon conversion.”

Austen said the union’s response to a new round of charter schools needed to focus on the positive aspects of the state school system and show why charter schools were not needed. “When the Labour-led government abolished charter schools in 2017, all but one were integrated successfully into the public system, proving they never needed their special status in the first place.”

It seems likely that, as happened when charter schools were introduced in 2014, Māori would be targeted again, demonstrating the “rank hypocrisy of the ACT party calling their charter schools ‘partnership schools’ while in the same breath calling for a referendum to effectively abolish the partnership principles of Te Tiriti o Waitangi”.

Grassroots, branch-based campaigns would be needed to enlist the support of parents and put pressure on boards of trustees, similar to the campaigns against salaries bulk funding fought by branches in the 1990s.



Austen Pageau

Aranui experience

Daniel Hapuku, Te Huarahi Māori Motuhake and national executive member, said the charter schools discussion resonated with his experience about seven years ago when schools in Aranui in Christchurch East were forced to close and be replaced by a ‘super school’. “This school had no curriculum or qualification requirements, no requirements around teachers being trained and qualified. They (the government) tried to break down our union.”

‘all but one charter school were integrated successfully into the public system, proving they never needed their special status in the first place’

All of the schools that the super schools replaced were successful and doing well in their own communities. “They (the government) came into an economically depressed area and depressed it further - depressed it educationally.”

Kate Halls, PPTA Te Wehengarua West Coast regional chairperson, said she

used to teach apprentices in the United Kingdom (UK). “One hundred percent of my cohort were failed by the UK education system. They left school without any competency in English or Maths - literacy and numeracy. By the time they had finished their education with me they had a 98 percent achievement rate. The problem was the system. All of them came from academies - charter schools by another name.

“I left the UK because I could not stomach going to work for an academy. I chose to move 12,000 miles away and I’m prepared to stand up and fight for the public education system we have here.”

The conference decided that PPTA Te Wehengarua would continue its implacable opposition to the establishment of new charter schools (or te kura hourua, partnership schools or whatever they may be called), and the conversion of state or state-integrated schools to charter schools.

PPTA Te Wehengarua will advocate for increased flexibility to allow for innovative approaches within the state and state-integrated school system, and affirms its support for an equitable and well-resourced public education system.

Unity in action

A change to the PPTA Te Wehengarua constitution aims to make it unethical for members to refuse to take part in lawful industrial action

PPTA Te Wehengarua members who refuse to take part in industrial action without exemption may have a code of ethics complaint laid against them, under a change to the constitution decided by Annual Conference.

Kieran Gainsford, PPTA Te Wehengarua national executive member, introducing the proposal on behalf of the Tāmaki Makaurau Auckland region, said members' evolving willingness to withdraw their labour had safeguarded the interests of teachers, students, and their communities countless times over nearly half a century.

"Together, through union action, we saw off the Employment Contracts Act. We defeated bulk funding not once, but twice. Charter schools have been abolished. Guaranteed non-contact time was won, over a government minister's claim that it would happen 'over his dead body'. And the improvements to salaries and conditions that our industrial power has won have improved the quality of life for countless teachers in countless ways."

PPTA's evolving unionism

Kieran said as hard as it may be to imagine today, PPTA had not always considered itself a trade union. "This very conference, in 1960, rejected a proposal from the Tauranga Boys' College branch to strike in response to years of stagnating salaries and deteriorating conditions. As late as the mid-1980s, members at meetings in the regions were known to heckle their elected officers at the mere mention of the word 'union'! The issue of unionisation came to the 1982 Annual Conference, where affiliation to the Federation of Labour was firmly rejected.

"And yet, as we have repeatedly done throughout our proud history, Conference found itself needing to confront changed circumstances. The 1980s saw a radically changed political landscape, and the relentless attacks on working people of that time forced a revisit. As a result, the 1985 Conference voted to join the newly formed Council of Trade Unions, embarking us on a journey that continues to this day.



Hawke's Bay delegate Dylan Gray expressed concerns about the proposal

"In embracing a trade union character alongside our role as a professional association, our past colleagues showed great foresight. It's a proud and noble tradition, this evolving unionisation of PPTA Te Wehengarua."

We mean what we say

Kieran said successive governments in New Zealand genuinely feared PPTA Te Wehengarua industrial action. "They know how united and powerful it usually is. Throughout a difficult period for unions in Aotearoa, our Association has stood tall, with high membership density and admirable unity in action. They know that when we threaten with the strike weapon that we mean it.

"How have we managed this? I firmly believe it is because we have stuck close to our members through good times and bad. Our democracy means that the rules and structures of our organisation can reflect the values of our members. However, I know that among our members it is widely held and deeply felt that all members must participate in industrial action.

"We therefore owe it to the members we represent to enshrine this core principle into our code of ethics. It is often said in PPTA Te Wehengarua that our rules and our processes keep us safe. I couldn't agree more. But our constitution, and the code of ethics, are not just rules for

the sake of rules. Instead, they are living, breathing embodiments of the values and principles we all hold most dear. They tell members and the wider world who we are and what we stand for."

Opportunity for natural justice

Dylan Gray, a delegate from Hawke's Bay, said members in the region were still experiencing the effects of Cyclone Gabrielle that devastated the region in February. "How many members would have had the mental and physical capacity to apply for an exemption? This (proposal) does not feel like a safe and supportive union."

However, Austen Pageau, PPTA Te Wehengarua national executive member, said he would be very shocked if a complaint was made against a teacher in such a situation. "The facts would quickly become apparent as to why the member was in that situation. The (code of ethics) complaints process is not saying that you're guilty - it's more of an opportunity for natural justice."

Rosie Adams, PPTA Te Wehengarua Aoraki regional chairperson, said the proposed constitutional change provided a safeguard for members who felt pressured into not taking part in industrial action. "They can confidently quote the constitution - it will help our newer members to stand firm and united."



Call for taskforce on flexible learning spaces

PPTA Te Wehengarua will set up a taskforce to progress members' concerns around flexible learning spaces

PPTA Te Wehengarua Annual Conference decided to set up a taskforce to work through and make progress on members' serious and long standing concerns about flexible learning spaces.

Louise Ryan, PPTA Te Wehengarua national executive member, said annual conference back in 2017 called for comprehensive research into flexible learning spaces. "We affirmed then the need for changes to education - including physical learning environments - to be thoughtful, coherent, and underpinned by research.

"That doesn't sound unreasonable does it? And yet here we are, six years later, asking for pretty much the same thing.

"It is incredibly important that any changes made in the education system, including the move to flexible or innovative learning environments, is not done on whim or on trend, but rather as a result of careful evaluation of what will work for students and teachers, in their own context.

"Not all flexible spaces are necessarily innovative. According to the Ministry of Education, flexible learning spaces consist of multiple spaces for many types of individual and group-based teaching and learning practices. However the space alone will not make it innovative, especially if teachers are not able to adapt their practice within the space available. Conversely, it is possible to still be innovative while in more traditional or so called 'single cell' classrooms.

"Members we have spoken to have stressed the importance of having consultation that is meaningful and genuine, with the people who will need to make the flexible space work. The conference paper notes that in New South Wales, there is the intention to stop construction of open learning class rooms. One reason cited was around issues with architects leading the way. Don't get me wrong - I get they are important - but it is important that we do not lose sight of the need for spaces to be designed first and foremost as learning spaces."



Kate Halls – teacher consultation and wellbeing vital

Louise said members have spoken of teaching in buildings which, while beautifully designed, do not function as effectively as they could because those making the decisions have not understood the particular requirements of being in a school.

"This might be miscalculating the number of teaching spaces in a building or the number of students in a class, not recognising what the particular uses of a space might be, or not allowing for the wear and tear of a school environment, or just plain forgetting what they might have been tempted by as a teenager.

"It is fundamental that any changes are based on evidence, and we are challenging the Ministry of Education again on the need to research the effectiveness of flexible learning spaces in terms of their impact on aspects such as student achievement, student and teacher wellbeing, and teaching and learning, in the Aotearoa New Zealand context."

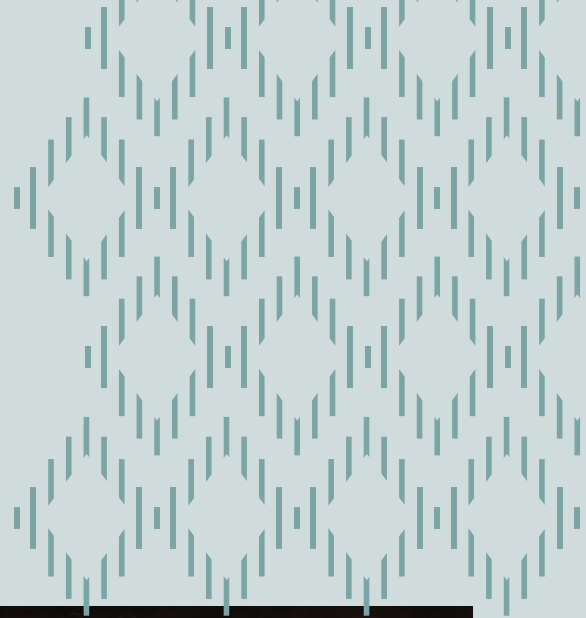
Thomas Newton, PPTA Te Wehengarua Canterbury regional chairperson, said

many Christchurch schools damaged by the earthquakes had been rebuilt as flexible learning spaces, which many teachers referred to as barns.

"We were assured the new schools were self-regulating buildings designed to maintain their own temperatures - but they don't. If you think the last period on a Friday with Year 10s is bad, add in the Canterbury norwesters in flexible learning spaces.

"Not all teachers can teach in flexible learning spaces effectively and some subjects cannot be taught effectively in them."

Kate Halls, PPTA Te Wehengarua West Coast regional chairperson, said she was relieved and delighted to see teacher consultation and wellbeing at the heart of the conference recommendations. "A lot of schools are in desperate need of rebuild, and it's essential that teachers who are going to be using redesigned spaces, not just the people who show up to cut the ribbons, have their voices heard."



Celebrating our differences

A new network and advisory committee will be set up to recognise and support the strengths and abilities of neurodiverse kaiako

Every time a student asks English teacher Louise Ryan how to spell a word, panic sets in.

“Do I know how to spell it? Am I about to embarrass myself?”

For most English teachers, such a question would not faze them at all but for Louise such moments are all too common, as she has dyslexia. “Ironic? I know, a dyslexic English teacher. And let me tell you, it’s not just a twist of fate; it’s a unique opportunity.”

Deeper understanding of diverse minds

Louise can empathise with students who face similar challenges. “I understand the frustration of seeing words dance on the page, of trying to decode a seemingly insurmountable sentence. I’ve been there. And that empathy is a powerful tool for connecting with my students, for letting them know they’re not alone in this struggle. I am incredibly open with my students at the start of the year about my dyslexia and how that means I view the world differently and if I make a mistake that it’s okay and just to ask for clarification if they are confused. This fosters a classroom environment where making mistakes is okay and it’s okay to ask for help. This year, I have multiple students with dyslexia throughout my classes, and my journey allows me to support them in so many ways as well as being able to recognise when a student might be struggling as well.

“Dyslexia is not a limitation; it’s a different way of thinking. I’ve had to find new approaches, unique strategies, and inventive techniques to help my students succeed. It’s led to more engaging lessons, interactive activities, and a deeper understanding of how diverse minds work.”

Critical aspect of our education system

Louise told PPTA Te Wehengarua Annual Conference that her journey highlights the importance of inclusion and support for neurodivergent kaiako. “Neurodiversity



Louise Ryan

isn’t something that should be brushed aside or ignored; it’s a critical aspect of our education system that we must embrace. We are constantly learning how to better support our neurodiverse students, so why should we not also make sure we are here for our neurodiverse teachers to ensure they feel supported in their classrooms and kura as well?

“Inclusion of neurodivergent teachers not only benefits us individually but enriches the entire educational experience. It fosters a culture of understanding, where differences are celebrated rather than stigmatised. It encourages innovation in teaching methods and curriculum design. It sends a powerful message to our students that diversity is a strength, not a weakness.

Moreover, supporting neurodivergent educators helps create a safe and inclusive environment where we can openly discuss our challenges and find solutions together. It’s a reminder that the path to progress is paved with acceptance, not exclusion.

“It’s essential to recognise the importance of inclusion and support for neurodiverse educators in our ever-developing educational landscape.”

Seek to understand or dismiss?

Thalia Rutherford, a Tāmaki Makaurau Auckland delegate, who introduced the

paper to Annual Conference, said the paper spoke to those who do not think like everyone else. “Why should we all think the same? What would the world be like if we all thought the exact same things? I don’t know about you, but I’d find it dull and boring. It also wouldn’t reflect our students, who think in gloriously broad ways, if they are allowed.

“When we have a colleague who suggests a different way of doing things, a way that’s not in the guidelines for the standard, a way that is not in the convenient textbook that teaches the topic, do we seek to understand it, or do we dismiss it, assuming our methods, which have of course worked forever, will continue to do the job?

“Why not, as a union, make the decision to celebrate those different thinkers and invite them to speak on terms that respect who they are and, more importantly, how they are?”

Annual Conference decided to establish a neurodiverse network for neurodivergent members, with associated branch representative positions. An advisory committee will also be set up to report on and recommend systems that best utilise, recognise and support the unique abilities of neurodiverse kaiako, and that address challenges faced by neurodiverse kaiako in kura across the country.



Managing artificial intelligence intelligently

Conference calls on government to plan and manage rapid developments in digital tools and technologies



New technology brings opportunities, and the latest artificial intelligence tools (AI) such as ChatGPT have exciting potential, Luke Nickolds, PPTA national executive member, told delegates to Annual Conference.

“What’s important is how we shape the use of these technologies in our education system.

There’s the potential here for more effective and equitable differentiation for our learners, for instance going from spelling check and Grammarly to more in-depth feedback on student writing.

“There’s the potential for workload reduction for teachers, be that in planning, in marking, in finding resources. But the key word here is the potential. It needs to be done right, in a way that enhances our education systems. The last thing we want is for new technology to be used as a justification for higher class sizes or budget cuts.

“It’s also worth considering that all signs indicate that some of these technologies will have major impacts on the workforce that our students head into. Teaching them how to use these tools can prepare them better for the world that is coming.”

Luke said a thought exercising many teachers’ minds was the implications of AI for the authenticity of assessment. “Ways of detecting whether content is AI generated often don’t stay relevant for long. Keeping up to date with the latest developments is a big task to expect of any teacher.

“It’s not just about assessment though but also the pedagogy that surrounds this. We need to support teachers to learn how to use these tools effectively as a part of their teaching and learning programmes. I’ve seen some great resources, lesson plans and ideas bouncing around different teaching forums but if this technology is going to cause big changes then we need a less ad hoc approach that’s accessible to all teachers, and it needs to be more robust than just a half hour slideshow in the staffroom.”

Annual Conference called on the Ministry of Education to ensure transparent structures are in place to evaluate the quality, usefulness, and relevance of digital tools and technologies used in our schools. It also called on the Ministry and NZQA to provide policy direction and advice to ensure the rigour and validity of our national qualifications with the increasing use of digital tools and technologies.

Conference decided that PPTA Te Wehengarua would advocate for the government to close the digital divide, and it would advocate for quality professional learning and resourcing for teachers to build capacity and knowledge of teaching with digital tools and technologies.

Thank you Melanie

Slowing down the implementation of NCEA Levels 2 and 3 is largely due to the relentless efforts of PPTA Te Wehengarua president Melanie Webber



RAS, SEGs, TODs, LITNUMS, NIFs, RoVEs, LALs – these acronyms, when spoken within the hearing of a New Zealand teacher, suck the light from their eyes, and the spring from their step, PPTA Te Wehengarua national executive member Tania Rae told Annual Conference delegates.

“For these represent an insane amount of work on top of an already unsustainable workload. Since December 2018, when this journey began, trying to grasp what the NCEA review and national curriculum refresh changes mean, keep up to date with where things are at, and give feedback in a timely fashion, in a COVID environment, has felt a lot like trying to land an eel on the bank of the river. Just when you think you have a hold of it, it twists and slips out of your grip.

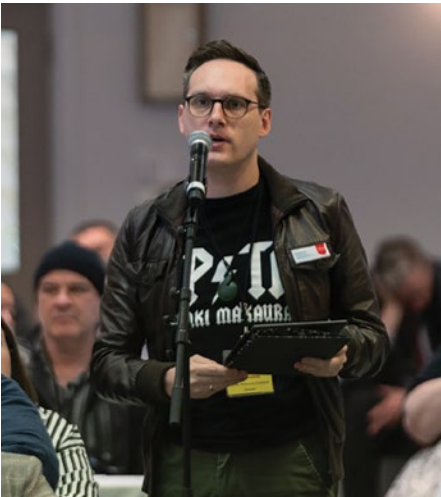
“The new progression-focused, rather than outcomes-focused curriculum, with levels and achievement objectives organised into five phases of learning, was being developed after new assessment standards had been written. Weren’t the changes meant to bring the curriculum to the forefront? This seemed a bit like putting the cart before the horse.

“This is where we found ourselves at last year’s conference where we called for a pause on the Review of Achievement Standards, both in terms of development and implementation to allow for curriculum alignment, and for the next few years to focus 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 latter months of 2022, before she went on medical leave, our president, Melanie Webber was relentless in advocating for this pause.

“The government announcement in April about delaying the implementation of NCEA levels 2 and 3, and for the provision of the two-year transitional period for the literacy and numeracy co-requisites can be largely attributed to her efforts.

“Melanie gaffed that eel and wrestled it to the bank. Ngā mihi nui Mel. Kei te wahine toa koe.”





Haere rā Bill Anderson QSM

PPTA Te Wehengarua, the Māori community and the education community are mourning the loss of beloved Te Mataroa, Bill Anderson, who died on 31 October

E te Rangatira, e Wiremu

Me pēhea te whākī atu i te hohonu o te mamae kua pā mai ki a mātou ko tōu whānau o Te Wehengarua.

Kua karanga mai ngā tupuna kia hoki atu koe ki ō rātou taha okioki ai

Nā reira e te Atua, whakawahangatia tētahi tūru mā Wiremu ki tāu taha mo ake tonu atu.

Moe mai rā e Te Mataroa tūturu

Bill Anderson retired as PPTA Te Wehengarua Te Mataroa earlier this year, after 16 years of providing advice, guidance, and advocacy to Māori teachers and principals across the motu.

Bill told *PPTA News*, in a story about his being awarded a Queens Service Medal honour last year, that his love of, and commitment to, learning and education stemmed from his parents. Canon Rua Anderson, of Maniapoto descent, and Te Iwaiwa Maraki Anderson, of Ngati Porou descent, instilled in Bill and his brothers and sisters a love for learning, sending them to Otewa School, then paying for Bill's education at St Stephen's School and later at Auckland University.

Bill met his wife Marion Laurent at Auckland Teachers' College where they were both studying for a graduate diploma in teaching. They were successful and began their teaching careers at Kawhia District High School. Their first child, Michelle, was born 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 Māori 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 provided advice, guidance, advocacy and narrative mediation for teachers and principals



Bill Anderson QSM with Governor General Dame Cindy Kiro at his investiture last year

in kura kaupapa, wharekura and aoraki (mainstream) schools across Aotearoa. He loved the opportunity to visit kura with the takawaenga, ensuring 'kanohi ki te kanohi' with PPTA Te Wehengarua members and providing guidance and information to those who needed support and help.

A number of PPTA Te Wehengarua staff are particularly grateful to Bill for introducing to them his craft of Māori dispute resolution - an amazing speciality which he had developed during his time working with kaiako.

A particular highlight for Bill during his mahi at PPTA Te Wehengarua was the Treaty of Waitangi workshops he and Field Officer Andrew Barron began in 2008. These workshops were mainly for aoraki members, board of trustee members and senior students in the respective schools. The main focus of the Treaty workshop was 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's involvement with Lions' International was a parallel journey for him. It had a huge part to play in his learning and teaching career and helped him understand the communities that he worked in, throughout his 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 his marae with his parents and then continuing with his own family and extended whānau, being the eldest son of the Anderson whānau and all of the tikanga and responsibilities that went with that role. The family relied on Bill to carry out the duties of kaumatua for them. Bill told *PPTA News* last year he considered those duties to be a great privilege that his family had given him, and they were a continuation from his father Rua and mother Eva.

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



A hand up when you need it

A grant from the PPTA Te Wehengarua cyclone support fund was just the little bit of help that members needed

Most of us can't imagine our homes being completely flooded, and our furniture and clothes destroyed. However that was the experience of a number of PPTA Te Wehengarua members in Tairāwhiti and Hawke's Bay after Cyclone Gabrielle slammed the regions in February.

PPTA Te Wehengarua regional chairperson, Jason Devery, along with Hawkes Bay regional chair Cassandra Wilberforce, national executive member Amanda Moyes and cyclone support coordinator Ahmad Osama, worked together to provide practical assistance to members through the cyclone support fund. The fund was made up of donations from PPTA Te Wehengarua regions, members and staff. Members could apply for a one-off grant which did not have to be paid back.

"We used the Christchurch earthquake support fund as a model and guideline for members' applications. The fund was designed to help people with damage to their property, houses, vehicles and the like," says Jason.

"Some people had a lot of their own personal stuff wiped out and some schools got hammered. People were

affected in many different ways, so the fund was immediate monetary compensation for them – an avenue of support.

Applications were processed as quickly as possible. "I don't think we refused money to anyone. People were quite reserved in their applications and I thought we'd get a helluva lot more applications than we did."

Jason says Tairāwhiti has had at least two more serious weather events this year since Cyclone Gabrielle. "As much as people are over the weather, I think they are now coming to terms with the fact that this will be ongoing, and it's a situation that we're going to have to deal with more often than we did previously. Our roads are hammered, all our members here are affected in some way, shape or form, but they band together and get on with it."

The fund is still open for members who have been directly affected by Cyclone Gabrielle. Please email cyclonerelief@ppta.org.nz

How the cyclone support fund helped members

"After the cyclones ripped through, our property was left a mess. Despite not flooding our home, the creeks burst, trees and branches had fallen, and plumbing was blocked. We needed to move out of home for a few days. Being able to access the cyclone relief fund meant that in a time of stress, we knew we were able to have support to get these issues sorted and have our home safe and functional. We are so appreciative of the PPTA for this".

"We lost access to our house as the road bridge was washed away in the cyclone. We had to ride a quad through deep silt and silty water to get out to one of our utes, which we had left out at a neighbour's place when the cyclone was forecast. Accessing the fund was a simple process and I was so happy to receive some money to help repair our quad. Everything was worn from the silt rubbing in the brakes and going through deep water."





More support for Māori and Pasifika students

A trial of Māori and Pasifika community liaison roles will begin next year in several schools in five regions

A trial of community liaison roles, part of the settlement of the Secondary Teachers' Collective Agreement, will begin in five regions from the start of next year. The selected regions or cities are Dunedin, Porirua, Waikato, Tairāwhiti and Te Tai Tokerau.

The purpose of the roles is to support the achievement, wellbeing and retention of Māori and Pacific students in secondary schools, by supporting community and family involvement and cultural engagement, and providing opportunities for teachers to develop their cultural leadership skills within the wider school community.

PPTA Te Wehengarua advisory officer, Rob Willetts, says schools that have been selected for the trial have been notified. "Each holder of a community liaison role will be entitled to a time allowance of 0.04 FTTE (one hour per week non-contact time) and a salary payment of \$1,000 per annum. These allowances will be funded in addition to the general school staffing and allowances."

The number of allowances each trial school will receive will be determined by a base component plus a number weighted by the Māori and Pasifika rolls of that school.

Consideration for the roles will be given in the first instance to those teachers already working to support Māori and Pasifika learners and their whānau and communities and who are not already recognised with a time allowance for that mahi. Individuals may be allocated more than one allowance.

The trial will run from 28 January 2024 to 27 January 2026 with an interim report available by 30 May 2025 and a final evaluation report being made available by 31 July 2026. The aim is to allow for at least one full academic year of the roles being in place before evaluation.



Getting to the grassroots

Epsom Girls' Grammar School branch members appreciated catching up with the acting president

PPTA Te Wehengarua members at Epsom Girls' Grammar School (EGGS) greatly appreciated a visit from acting president Chris Abercrombie earlier this year.

"It was great to have the acting president on site to meet with members and create more understanding about how the PPTA Te Wehengarua processes work," says Lisa Murphy, EGGS branch chairperson.

"With platforms such as Facebook available, members sometimes seem to think that social media will get their messages through to PPTA leaders and government directly. Young teachers in particular are not necessarily aware of the formal structures of unions and democracy – in fact they are often not aware of what a union does at all.

"Members need to understand how the formal structures within PPTA Te Wehengarua and government actually work. It was really good to have Chris in person there to answer questions and clarify how some of these technicalities operate."

Lisa said branch members came with a range of questions to put to Chris, such as 'how can we avoid getting into this position of drawn-out contract negotiations in future? How can we pressure the political parties to create bi-partisan agreements over education? What about the middle managers and units – there needs to be more incentives for middle leaders to do the work?'

Lisa thinks that time – to do the job well and gaining more time for preparation – will be a key factor in the next collective agreement negotiations.



EGGS branch chairperson Lisa Murphy, Chris Abercrombie and branch secretary Gail Thomas



Greater support needed for aspiring secondary school wāhine Māori leaders

New research recommends a range of initiatives to support aspiring wāhine Māori leaders in secondary schools

Robust, tailored mentoring programmes, innovative ‘apprenticeship’ models and more professional development opportunities are needed to support wāhine Māori who are or want to be school leaders, a new report has found.

The report, *Me aro ki te hā o Hine-ahu-one Wāhine Māori in Leadership*, is based on research carried out by Te Wāhanga – the NZ Council for Education Research, for PPTA Te Wehengarua.*

Te Aomihia Taua-Glassie, PPTA Te Wehengarua Māori vice president and leader of learning -Te Reo Māori at Tikiپیunga High School, says PPTA Te Wehengarua identified support for wāhine Māori leaders and aspiring leaders as a key priority. “We commissioned this research to help us get an accurate and comprehensive picture of the experiences of current and aspiring wāhine Māori leaders in our secondary schools and how they could be better supported.

Need to tap into wonderful potential

“As a wāhine Māori in a formal leadership position, the research findings resonate so strongly with me on various levels. While on one hand it’s reassuring to know that I am not alone in terms of what I experience as a wāhine Māori leader, on the other hand the findings show that our rangatahi are being deprived of many wonderful potential wāhine Māori leaders because the support is lacking.”

Lack of support was one of several barriers to leadership for wāhine Māori identified in the report. ‘The barriers were multi-layered and extensive’, the report states. Most commonly perceived barriers were concerns about work-life balance, feeling overworked and lack of confidence. Other barriers wāhine Māori experienced were not being able to see people like themselves in leadership, and having to battle an education system that was not set up to benefit or value Māori.

Te Aomihia Taua-Glassie says the report provides clear evidence of what the issues are and sets a clear direction



for supporting wāhine Māori to become leaders in secondary schools. Initiatives it recommends include strong, bespoke mentoring programmes and support networks, apprenticeships for aspiring leaders, and professional development wānanga, courses and hui.

“I really hope schools, principals, and organisations such as the Ministry of Education and the Teaching Council will join us and ensure we all do better by our wāhine Māori leaders and aspiring leaders. More amazing wāhine Māori leaders in our secondary schools are the role models our rangatahi need. I urge people to join us in making this happen.”

*For the research, more than 340 wāhine Māori completed a survey and 24 participants were interviewed. More than 90 percent of participants work in English-medium secondary schools and just under 10 percent work in kaupapa Māori secondary schools.

www.ppta.org.nz/communities/womens-network/wahine-maori-in-leadership-survey/

Key findings

Diverse roles and responsibilities:

Wāhine Māori hold a wide range of roles within their schools and kura. The wāhine Māori we interviewed were employed in a range of formal leadership positions, including one principal, four deputy principals, 15 middle leaders, three teachers, and one administrative staff member. In the survey results, 220 of the 348 wāhine Māori who responded held a formal leadership role.

Cultural taxation: Beyond their formal, remunerated positions, most wāhine Māori in our study undertook additional roles and responsibilities. These roles encompassed cultural and pastoral responsibilities, unpaid commitments, and additional duties essential to the culture, well-being, and success of students and communities.

Distinctive leadership qualities:

Leadership through the lens of wāhine Māori emphasised their distinct attributes and strengths. Māori leadership was characterised by unique qualities, emphasising collaborative and inclusive models over hierarchical approaches. Wāhine also emphasised the importance of recognising and supporting their leadership roles and contributions within Māori and non-Māori contexts.

Importance of mentoring and support:

Mentoring and support are pivotal in nurturing the leadership aspirations of wāhine Māori. Positive role models, mentors, and networks were crucial to their success. Whānau also played a key role in providing practical, emotional, and moral support to wāhine Māori who are in leadership.



Insecure employment – when it is illegal

Unless there are genuine reasons for a position not to be permanent, schools are obliged legally to appoint teachers to permanent positions.

Oriwa was offered a job as a science teacher on a fixed term basis for one year. The stated reason for the position being fixed term was roll uncertainty.

Oriwa was disappointed as she was keen to buy her first home and the bank would not approve a mortgage unless she was permanently employed. As it happened, things worked out for Oriwa who was offered a permanent position at another school, which she accepted.

This situation however got Oriwa thinking and researching about fixed term employment and what it meant for her and others. Oriwa discovered that there is a legal obligation on schools to appoint teachers to permanent positions unless there are genuine reasons based on a limited number of reasonable grounds for the position to not be permanent. The roll uncertainty reason Oriwa had been given for the fixed term job was vague and she thought probably spurious.

Financial uncertainty no grounds for fixed term

Would the stated reason of roll uncertainty have met the legal requirement of being a genuine reason based on reasonable grounds? In seeking to answer this question, Oriwa discovered an Employment Court case called *Morgan v Transit Coachlines Wairarapa Limited* that is relevant to her situation.

Mr Morgan was a bus driver doing school runs. He was employed by Transit Coachlines on a fixed term basis year after year on the basis of uncertainty of ongoing Ministry funding. Mr Morgan wanted to have his position made permanent. The Court found that Mr Morgan should be permanently employed. The Court said that the reasons Transit Coachlines had given Mr Morgan, around uncertainty of funding, was speculative and not grounds to make an employee fixed term.

Oriwa also read in the Morgan case that financial uncertainty of itself is not a reason for an employer making any position fixed term. Otherwise, virtually



It's important for new teachers to know your employment rights

every job could lawfully be a fixed-term one, which was plainly not the intention of Parliament when it passed the legislation.

Need for greater explanation and scrutiny

Oriwa realised that the reason of possible roll fluctuation that she had been given by the school was not a valid reason.

Sometimes PPTA Te Wehengarua field officers see reasons being given for fixed term tenure such as schools being dependent on external funding sources and uncertainty of student numbers. The Morgan judgement reinforces the point that such reasons, if given, would require much greater explanation and scrutiny as such reasons in and of themselves would not meet the threshold for making an employee fixed term.

It's okay to query fixed term positions

This issue is important in maintaining a stable teaching workforce and in upholding the rights of individual teachers. Teachers employed on

a fixed term basis lack security in their employment. It can also have ramifications around teacher registration, and there are some provisions in the collective agreement that are not available to fixed term teachers, for example accessing maternity leave and study awards.

If you see fixed term advertisements in your school that could be for spurious reasons, you can ask, through your branch, why the position is fixed term. Contact your local field officer for support on how best to raise concerns.

There is more detailed advice about genuine reason for fixed term appointments on the PPTA website. www.ppta.org.nz/advice-and-issues/fixed-term-agreements

Morrinsville's Menopause morning tea

World Menopause Day was the reason for a special morning tea at Morrinsville College

Melting moments and hot savouries were on the menu for a morning tea to mark World Menopause Day recently at Morrinsville College.

Elizabeth Ross, deputy principal at Morrinsville College, says there was a near full turn out for the occasion, which had been advertised in posters around the school. "We all live with menopause, so we all need to be aware."

She said the morning tea had sparked some amazing conversations among staff and at home. "We are very proud to work in such a kura that acknowledges this often taboo subject."

World Menopause Day is held every year on 18 October. The purpose of the day is to raise awareness of the menopause and the support options available for improving health and wellbeing.

Sarah Connor, who runs the grassroots project, Menopause over Martinis, told Radio New Zealand recently that understanding menopause is not just an issue for women and people going through it. "Many men are understandably struggling to come to terms with it, at the same time as desperately wanting to support their partner, friends, employees, and colleagues. It explains why they're keen to be part of conversations about it at work."



Promise to new teachers

One Tree Hill College has joined other schools in signing the Promise to New Teachers to give teachers the best possible start in the profession

The Promise to New Teachers is a PPTA Te Wehengarua initiative which asks schools to commit to giving beginning teachers the best possible start in the profession. This includes making sure that they have all their entitlements under the collective agreement, as well as following best practice for beginning teachers such as teaching only in the subject areas they are trained in.

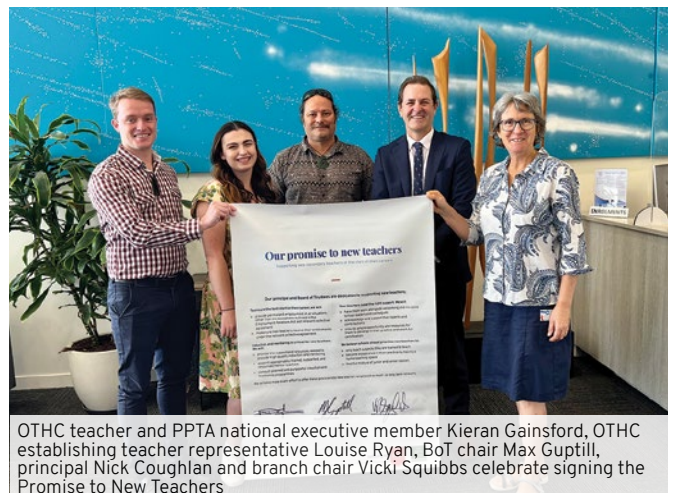
One Tree Hill College (OTHC) made this commitment to their beginning teachers this year. Louise Ryan, PPTA Te Wehengarua Network of Establishing Teachers' (NETs) branch representative, says during last year's annual conference, she and her colleague Kieran Gainsford attended a NETs caucus meeting where the Promise to New Teachers was discussed.

"We recognised that not only does One Tree Hill College have a large number of beginning teachers, including Teach First and overseas trained teachers, but also that this could be a good opportunity for our branch and our school to show support to all of these colleagues.

"As a Provisionally Certificated Teacher Year 2 (PCT2) at the time, I felt particularly passionate about this as I saw how the current practices at OTHC were already reflected in the promise. I brought a motion to our branch meeting highlighting how this would be a great way for our school to signal to beginning teachers that this is a good place to work. This was passed resoundingly by the branch."

OTHC Principal Nick Coughlan says OTHC has always fully supported new teachers to the profession above and beyond contractual requirements. "We know how important it is to develop high quality teachers for our school and profession, hence signing this agreement was easy as we already do this and more".

If you would like to make this commitment at your own school, everything you need to know is at: www.ppta.org.nz/communities/nets/promise-to-new-teachers/



OTHC teacher and PPTA national executive member Kieran Gainsford, OTHC establishing teacher representative Louise Ryan, BoT chair Max Guptill, principal Nick Coughlan and branch chair Vicki Squibbs celebrate signing the Promise to New Teachers

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.



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

