



PPTA News

Uniting secondary teachers of Aotearoa



NCEA L1 nightmare

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Charter schools – the UK situation

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Pasifika Fono

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PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

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Make your voice heard

Have your say on the major issues that you want to advocate and fight for as a secondary teacher and PPTA Te Wehengarua member

If you are curious about what PPTA Te Wehengarua does, apart from negotiating your pay and conditions, I urge you to check out some of the papers that are going to annual conference in early October.

Annual conference is the policy-making hub of PPTA Te Wehengarua . It determines the issues and policies that members want us to advocate on and fight for. And the process begins with you and your branch.

To ensure that these issues and policies reflect the collective views of the membership accurately, it's really important that you read the papers that particularly interest you and make your voice heard. You can do this by attending your branch meeting or letting your branch chair know what you think about particular papers. If you are a reliever, you can contact either the branch chair of the school you work at most often or you can contact your regional chairperson. If you want to propose an amendment to the paper, you will need to attend your branch or regional meeting.

Branch and individuals' feedback will be fed into regional pre-conference meetings. Then, at conference, the views of each region will be expressed in the various workshops and debates.

There is literally something for everyone in the comprehensive line up of papers going to annual conference this year. Topics range from what good curriculum development looks like through to whether PPTA Te Wehengarua should have a formal position on international warfare and violence against children and young people.

Another paper calls for urgent improvements to the NCEA Level 1 processes. These include genuine engagement with the teaching profession, and an effective review process to inform the development and rollout of Levels 2 and 3. We need to prevent the shambles that teachers are having to navigate with Level 1 at the moment.

“...it's really important that you read the conference papers that particularly interest you and make your voice heard”

Some of the people who are experiencing intensely the effects of the problematic rollout of NCEA Level 1 are our principal's nominees. Their workloads have ballooned and become more complex as a result of the NCEA change package, particularly the introduction of the new literacy and numeracy common assessment activities. One of the conference papers calls for greater recognition of their work, more resourcing for them and closer monitoring of their workloads.

The creation of more community liaison roles, like the Māori and Pasifika ones currently being trialled, but to support

queer rangatahi, is the subject of another paper. The paper argues that these roles would ensure that queer rangatahi throughout Aotearoa had people campaigning for them and their rights.

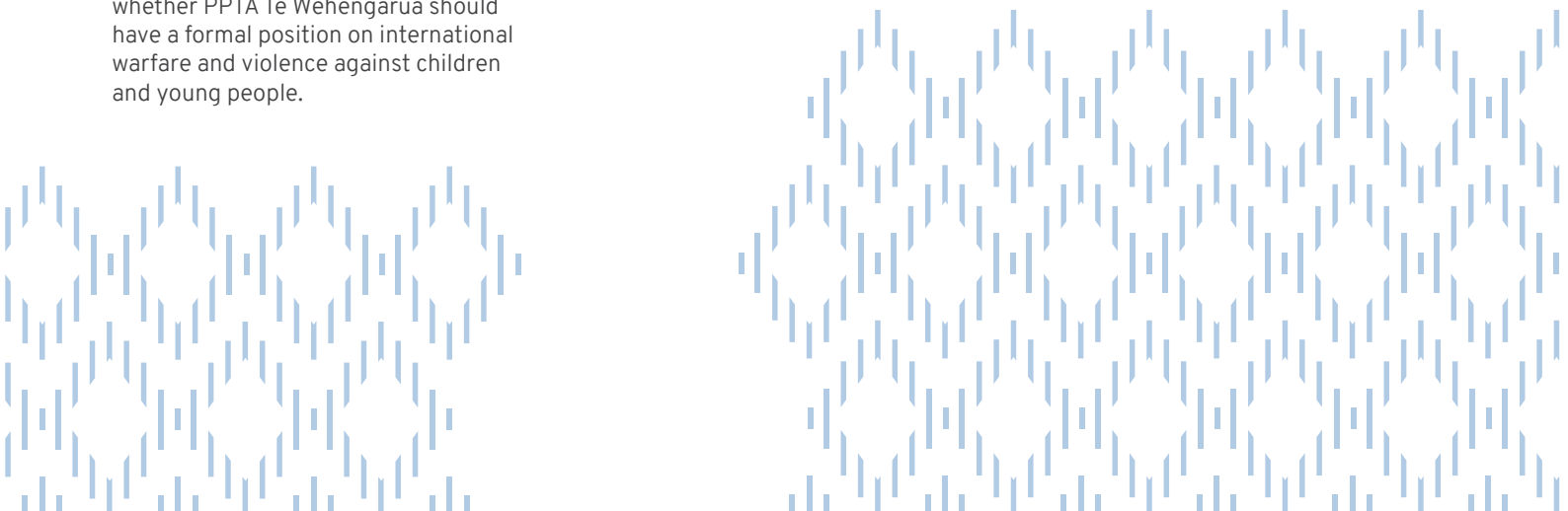
As we prepare for the next collective agreement – I can't believe this has loomed up again so quickly – a conference paper sets out a plan for next year's negotiations, closely aligned to the vision for the secondary teaching profession that has been developed and endorsed by members. Our vision includes a well paid profession, a highly trained workforce, sufficient and sustainable teacher supply and a healthy work-life balance.

Other papers look at improving the system of units and leadership allowances and improving conditions for relief teachers.

Annual conference papers enable us to grapple with key issues facing the secondary teaching profession and ensure that PPTA Te Wehengarua policies reflect the collective views and needs of our members.

You are the union, and I strongly encourage you to dive into the conference papers.

Visit members.ppta.org.nz/news/annual-conference-papers-2024





More support for principal's nominees needed desperately

The skyrocketing workloads of principal's nominees need to be monitored closely and their roles resourced appropriately

The failure of the NZ Qualification Authority's (NZQA) online exam system late last year demonstrated clearly how pivotal, and extremely challenging, the role of the principal's nominee is in every school and kura.

Principal's nominees (PNs) are staff members nominated by the principal with consent to assess. They are responsible for ensuring that schools' and kura assessments systems and processes meet the necessary NZQA requirements.

Last year's failure of the online exam system was a nightmare for many but it was felt most keenly by PNs across the motu as they scrambled to address the 'glitches'.

The move to online assessments, along with a range of other changes such as the introduction of the NCEA literacy and numeracy requirements, mean that PNs' roles have ballooned, yet there has been no increase in support or resourcing to accompany the increased workload.

A paper to PPTA Te Wehengarua annual conference, in early October, calls on NZQA to closely monitor the workload of the PN to ensure it is sustainable, and calls on the Ministry of Education to recognise the value and importance of the principal's nominee role; and provide appropriate resourcing of both time and remuneration.

A review of the PN role, carried out by NZQA in 2022, acknowledged that the extent of the role and responsibilities of the PN has changed since the role's inception more than 20 years ago. Increased student retention in the senior school, the number and complexity of courses and greater expectations on tracking qualifications have increased the workload of a PN.

So too have the national changes in assessment, implementation of digital NCEA examinations and other external assessment, such as co-requisites.

The paper says the literacy and numeracy common assessment activities (CAAs) have created a huge increase in complexity and workload for PNs. In a letter to the Ministry and NZQA in June,



the Otago Secondary School Principals' Association, said many PNs work 12-hour days preparing for and running these assessments. 'In most cases these are staff who also have their own teaching timetables.'

‘There are no simple solutions to address the extra workload generated by this more complex qualifications system, but solutions must be found’

Principals describe previously busy PNs as being at breaking point with the additional workload created by the CAAs, and the new demands being placed upon them by the upcoming NCEA Level 1 external portfolio standards.

The NZQA review also found that managing increases in data is taking more of the PN time. More student results via internal assessment have meant PNs spend more time recording and checking student grades. More personalised learning means more time spent entering individual student data. Senior leaders also consistently report the significant costs to schools of holding

CAAs, particularly with exam supervision. A substantial increase in the number of Special Assessment Conditions (SAC) over recent years have also increased the volume of work for the PN, with the need to check for SAC entitlement accuracy in external entries.

Derived grades at scale, have further increased the workload. NZQA's expectations of regular submission of derived grades, and a quality assurance process for these, are having to be managed and monitored by the PN.

There has been a big turnover in the role over the last few years with many PNs not being able to continue, and in many cases deputy principals having to take on the role as there is no-one else willing to step up.

The conference paper calls on the Ministry of Education to address all resourcing needs created by the NCEA change package, literacy/numeracy and curriculum alignment so that it is adequate for all schools.

“There are no simple solutions to address the extra workload generated by this much more complex qualifications system, but solutions must be found. The Ministry of Education and NZQA share responsibility for the principal's nominee role and the solution must involve both organisations.”

New Level 1 standards 'just not ready'

Improvements to the new NCEA Level One implementation are needed urgently for the sake of students and the national qualification

Teachers' hopes for the NCEA change programme are becoming increasingly distant from the reality, particularly around this year's implementation of the new NCEA Level One standards.

"It's just not ready," says Liana Schischka, deputy principal and principal's nominee at Mahurangi College.

Resource material is arriving far too late—one of the worst examples was materials for Term 3 externally assessed standards being uploaded on the NZ Qualifications Authority (NZQA) website at 3.30pm on the last Friday of the term break, for principal's nominees (PNs) to forward on to teachers. Many teachers were planning to begin this assessment on the first day of the term, using material they had been given previously.

No clear guidelines

There were also no clear guidelines about when the PNs should give teachers the resource material. All that PNs were told was to give teachers the resources 'when they need them'. "So half of the PNs instantly gave teachers the resources to use but half withheld access until teachers started delivering the actual assessment."

Various Heads of Department at Hutt Valley High School say they were warned by their subject associations last year that it would be a case of 'building the plane whilst flying it', and that has turned out to be true. They are relying on their subject associations for resources and guidance and say the associations are providing the most useful material and help.

Adrian Cartwright, Head of Art at Hutt Valley High School says the subject associations' amazing work comes from the passion and professionalism of the sector in not wanting to let a good idea, or subject area, fail their colleagues, and students."

Equity concerns

Liana says there is a lot of inequity among schools as to how the assessments have been run because

of the absence of clear guidelines. "My biggest concern is around how each school can essentially run these exams quite differently."

Rob Everett, PN at Hutt Valley High School, echoes Liana's concerns about equity, particularly regarding authenticity. "For example, schools are expected to buy the kind of software that NZQA uses in exams, to stop cheating."

A paper to this year's PPTA Te Wehengarua annual conference says the process that was designed to ensure validity, is not ensuring anything of the sort. "There is significant variation in assessment conditions across subjects and between schools."

Confusing for students

Liana says the shambolic implementation is hard for the students. "These new externally assessed assessments are supposed to be run over a series of lessons, rather than a two or three hour exam. They are meant to be in the students' best interests but I think they are finding it really hard to understand what they have to do. If they have an internal assessment they know what they have to do. If they have an exam,

they know what to do. But now they can't access stuff on the internet like they can do with an internal. We've got a lot of very confused Level 1 students.

"Level 1 is supposed to expose them to assessment and what it means, but I think more than ever it's muddying the waters about what they can or can't do and what assessment looks like."

Liana is pinning her hopes on a very thorough evaluation of the Level 1 implementation. "Levels 2 and 3 implementation is still a little while away so there needs to be thorough feedback and consideration and looking at NCEA as a whole and where to next.

The conference paper calls for the development of a plan to urgently improve NCEA Level 1 assessment processes, that includes genuine engagement with the teaching profession.

It recommends that PPTA Te Wehengarua urge the Ministry of Education and NZQA to commit to providing the additional resources required to ensure that the changes will meet the five principles of a strong NCEA qualification: coherence, credibility, equity and inclusion, pathways and well-being.



Issues with the implementation of the new Level One standards are really hard for students.

Empowering our tamariki

Impressive and inspiring speakers were a highlight of the 29th PPTA Te Wehengarua Māori Teachers' Conference in July

How do you take an atrocity and reshape it and repackage it to empower teaching and learning for our tamariki?

That was the question Brad Totorewa (Waikato, Ngāti Naho), asked the 150+ participants at the Māori Teachers' Conference in Rotorua in July.

“Te Runanga o Ngaati Naho are the kaitiaki of the Rangiriri Maiororo (Rangiriri trenches). It is a place of shared history. We have taken a historical atrocity and have embraced the underlying themes of this tragic event to empower and transform the hearts, minds and souls of all who choose to walk our sacred land and hear our stories.”

The re-creation of trenches and a fortified pā at Rangiriri in North Waikato tell the true story of the Battle of Rangiriri in November 1863.

It was one of the pivotal battles of the New Zealand land wars in Waikato.

The Rangiriri Historical and Cultural Heartland Project, opened in April 2022, is the vision of Brad, chairperson of Te Runanga Ngāti Naho.

Brad's vision – to give their ancestors a voice and share their history more widely – came to him during the 150th

commemoration of the battle in 2013. “We are the first iwi in the world to rebuild the trenches to its exact measurements.”

Since it opened, Rangiriri trenches has provided professional learning and development for 2,500 staff from a range of different organisations. The programme enables people to embrace mana whenua narratives and get a greater understanding of the historical injustices inflicted on Waikato iwi and the Kiingitanga.

Visit rangiriri.com

Strengthening teachers' cultural capabilities

Another keynote speaker, Janelle Riki-Waaka (Tainui, Ngāti Hauiti ki Rātā), asked conference participants how do we enable non-Māori who teach our kids to do better?

She says the school system is not designed to cater for some Māori values.

“My whakapapa is important and where I come in my family is important if you're going to teach me.

“It might also pay to know where I come in my family because it comes with different roles and responsibilities.”

When Janelle talks to kura she asks how they are connected to their whenua.

“How do you embody that? What is the pepeha of your kura? It's a mihi to mana whenua as well.”

“If I am a mother why would I leave my babies at your kura? What would I hear, feel and see in your kura that sends me the message that you value and celebrate my culture and heritage?”

“It comes down to mauri effectively, this is a place where it's good to be Māori.”

Parents choosing a school for their tamariki needed to ask akonga Maori what's it like to be Māori at that school?

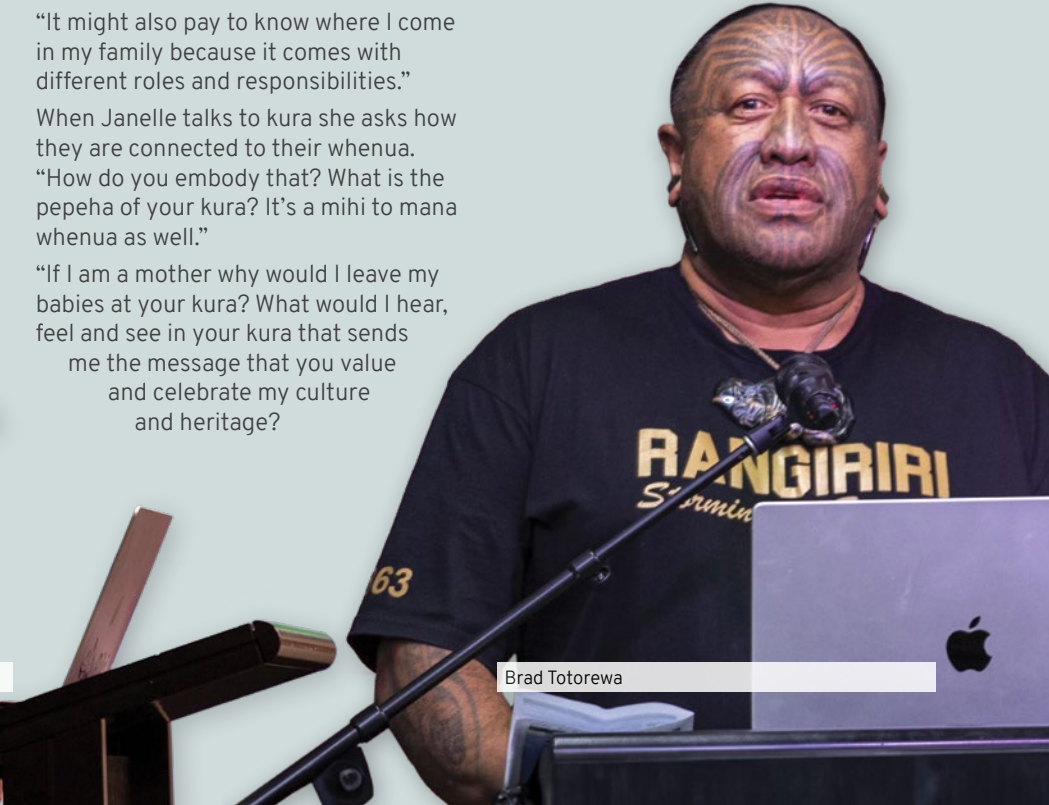
“Conditions need to be created for our ākonga to be re-indigenised.”

Schools needed five re-indigenisation pou: integrating Te Reo Māori into everyday kōrero and teaching and learning; knowing and observing tikanga and kawa; integrating mātauranga Māori into every day learning opportunities; strengthening ākonga knowledge of their tūpuna and tūrangawaewae; and strengthening ākonga understanding of their spiritual connection with the taiao.

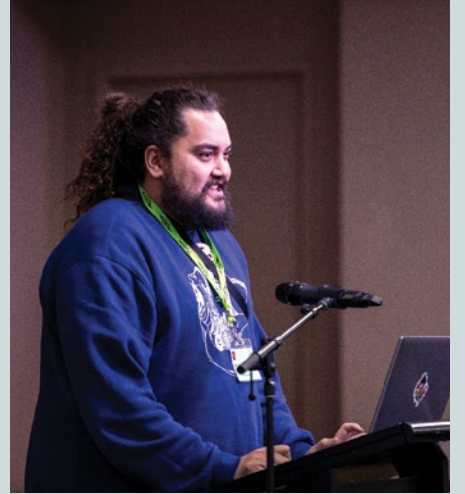
Schools also needed to take the teacher talk out of reports. “Teachers understand E-asTTle reports but why do you think parents would? And let's not call them reports – let's call them success stories. How do we teach kids about their gifts and encourage kura to empower them so they are strengthened?”

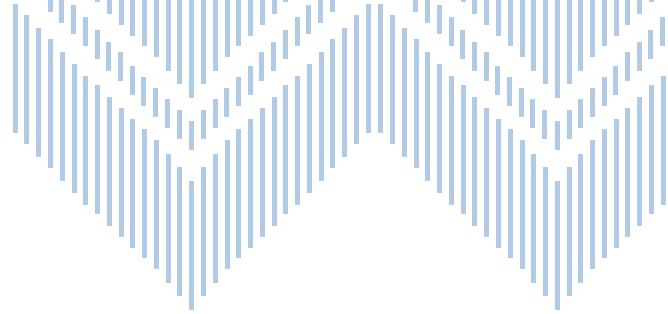


Janelle Riki-Waaka



Brad Totorewa





Your new field officers

Introducing several new field officers who have started with PPTA Te Wehengarua in the last nine months

PPTA Te Wehengarua field officers provide advice and support for regions, branches and individual members. They are based in regional offices located in Auckland, Hamilton, Palmerston North, Christchurch and Dunedin.

Field officers assist members in resolving workplace issues, deliver membership education courses and seminars, and advocate for members with the Teaching Council.

Here are some of the new-ish field officers who have begun working for PPTA Te Wehengarua members since the end of last year.



Andrew Rothville – Palmerston North field office

Kia ora koutou,

I started with PPTA Te Wehengarua at the end of March this year after the esteemed Ahmad left us at the Palmerston North field office. I'm an Auckland boy originally, and truth be told, Palmerston North was not one of the places in Aotearoa I had ever imagined living when I was younger.

My now wife and I moved down to Palmy in 2019 and I soon took up a job in the Ministry of Business, Innovation and Employment (MBIE) with Immigration New Zealand. I have been a proud member of the working class all my life, and when I joined MBIE I jumped at the opportunity to become a delegate for the Public Service Association.

In this role I found my calling. I was soon a lead delegate on site and represented members on a range of issues, and on the

back of this experience was elected to Lower North Island Regional Convenor – supporting more than 50 delegates and about 1000 members.

Through this role I also became active in Unions Manawatū – a local affiliate council of the New Zealand Council of Trade Unions – and became active in the wider union movement.

After finding my purpose in the workers' movement, I began to look for jobs in the unions. I applied for just about every organiser role that came up in Palmerston North and was incredibly lucky to get the opportunity to join PPTA Te Wehengarua as a field officer.

While I do not come from a teaching background, I have a lifelong, deeply held respect for educators and education. Education is a foundation of society, it is one of the most valuable things we can pass on to each successive generation, yet it is constantly undervalued.

I am proud to be able to have the opportunity to support the teaching profession in doing what they do best.



Janette Brown – field service legal officer based in Wellington

Janette grew up in Upper Hutt and attended Heretaunga College. Her early career revolved around science and meteorology.

By the early 2000s family and community dominated her attention, and the network review of schooling in Upper Hutt in 2003 was pivotal in her becoming active on behalf of the schools and teachers in her community. This mahi led her to studying

law and becoming a member of her school board of trustees.

She has been the legal officer at NZEI Te Riu Roa for nearly nine years and has enjoyed representing their members as they navigate some of the more challenging aspects of employment relations and Teaching Council processes.

She is looking forward to joining PPTA Te Wehengarua and representing secondary teachers as they navigate similar processes.

In her spare time, she enjoys travelling around New Zealand, gardening, crafts and spending time with whānau and friends.



Mark Anderson – Auckland field office

I joined the PPTA Te Wehengarua Tāmaki Makaurau office as a field officer in Term 4, 2023. I am the field officer for Tāmaki Ki Te Hauauru western ward.

I was a teacher for 20 years at both primary level and as an English teacher at secondary level, primarily in Auckland but also the UK and USA.

In 2014 I left teaching to accept a post as a field officer for NZEI Te Riu Roa in their Auckland Office.

In 2016 I left New Zealand and moved to the United States. I worked as a substitute teacher in Manhattan, New York during this time. I was delighted to see the strength of unions and union pride in New York and the work they do in ensuring workers get a good deal. On the downside I did work in some charter schools - it was never a pleasant experience.

During Covid I worked for the New York City Department of Education Covid response team. It was quite an experience travelling into City Hall every day past blankets of security to help public schools open and quarantine students, classes and sometimes schools in what was an exceedingly challenging time for the city.

In 2022, once the borders reopened, my wife and I returned to Auckland to be with family and in 2023 I joined PPTA as a Field Officer. I am proud to work for this member-led union and support branches in their mahi on behalf of members.



Susannah Bailey – Auckland field office

Tēnā koutou katoa,
Ko tangata tiriti tōku iwi.
Nō Ingarangi ōku tupuna.
Nō Tāmaki Makaurau ahau.
He Takawaenga ahau ki PPTA-Te Wehengarua.
Ko Susannah Bailey tōku ingoa.
Tēnā koutou katoa.

I started as a field officer at PPTA Te Wehengarua on 1 July. I work from the Tāmaki Makaurau office and cover most branches in the eastern ward.

While I'm new at the PPTA, I come with 14 years of union experience. This includes many years as an organiser at the Public Service Association - Te Pūkenga Here Tikanga (PSA) where I organised union members across the public, state and community sectors.

My last role was as lead organiser at NZEI Te Riu Roa. I've also worked in the

not-for-profit sector on fair trade and climate change.

I come from a family of teachers including both of my parents and I'm passionate about quality public education. Other interests include cooking and sharing kai, learning te reo Māori, and attending arts, music and film festivals.

I look forward to working with you to advance members' interests and stand up for public education.



Emir Hodzic – Dunedin field office

Since my arrival in Aotearoa New Zealand as a refugee from Bosnia, I have had an interest in and been involved in social justice and human rights work.

I had lived in Tāmaki Makaurau Auckland, and went to Aorere College, where some teachers recognised my struggles in adjusting, and went out of their way to offer me support and understanding. That was my first realisation of the importance of the work teachers do. And that work that goes beyond the curriculum is often not recognised enough.

After studying Social Sciences at Auckland University of Technology, I began my union movement journey. I had volunteered with Unite Union and worked on organising fast food workers.

With my Aotearoa experience I went overseas for six years. After living in New York, I moved to Bosnia again, where I participated in transitional justice and worker rights movements. I was one of the initiators of The International White Armband Day, under the "Stop Genocide Denial" campaign.

Upon my return to Aotearoa in 2016, I started working for FIRST Union in their Transport, Logistics and Manufacturing sector. At FIRST Union over the last seven years, I have been a National Oil & Gas Coordinator, Transport and Logistics organiser, and a Growth Organiser.

I was also on the Governance Board of ARCC (Auckland Resettled Community Coalition). ARCC is run by former refugees assisting resettled community in adjusting to their new life in Aotearoa.

I moved to Dunedin in 2021 with my family, where I continued working for FIRST Union as an Otago regional organiser until last year. It is an absolute privilege to now work for PPTA representing unionised teachers and principals.

I feel I've come full circle in my union work, where I can finally represent education sector workers, who have helped me so much get to where I am today.



Be bold, clear and urgent

A British teacher and unionist shares some critical advice as the next round of charter schools looms in Aotearoa New Zealand

Action against charter schools must happen immediately – waiting until there is a specific charter school proposal is too late.

That was one of the key messages from National Education Union (NEU) executive member, James Kerr, in Aotearoa New Zealand recently to share the UK experience of privatisation.

Charter schools, known as academies or free schools, have been in place in the United Kingdom for about 25 years. Eighty percent of secondary schools in the UK are now academies, and most of them are part of large, monolithic, multi-academy trusts.

“There needs to be a level of urgency and willingness (in New Zealand) to head this off before it takes any root.”

James shared five key pieces of advice, based on the NEU’s privatisation experience.

Raise consciousness of members on the political economy of education

While most teachers know the ‘local’ reasons that schools might want to convert to charters, e.g. ambitious principals, more funding and staffing flexibility, they are often less able to identify the global process that is going on.

“This is a global movement particularly the money pouring out of Silicon Valley into the US charter school movement and also with Sal Khan, from the Khan academy.

Some of the players in New Zealand have these international connections because this is part of an international project to try and reset the post war consensus that valued social democratic institutions and the public service.

“Raising consciousness about the importance of education for the capitalist class internationally is extremely important.”

Build a vision for an alternative

Teacher unions have made the error of being perceived, particularly by parents,



James Kerr

as just defending the status quo.

“Compare this with privatisers coming in with new, dynamic ideas versus the supposed ‘stagnation’. In the UK, this new vision has ended up being far from dynamic and has actually driven things back, and it’s very difficult for any of them to make a compelling argument that there has been a great leap forward.

“But building that vision of an alternative is extremely important – it must not be abstract. Build that sense of collectivism and solidarity, then use that to show energy, urgency and dynamism around the key issues. That will be a pole of attraction away from the people who are saying the only way out of stagnation is through the charter school movement.”

Speed matters

Once you hear about a conversion proposal, you are often six to 24 months behind and that time is very hard to make up.

“It’s a bit like finding one mouse in a house, you know there will be a whole family down below who have been there for quite a while.”

Resolutions against charter schools are crucial. “You need to aim for 90 percent of staff and 75 percent of parents stating their opposition. Be bold, put up audacious banners, get parents to sign pledges, create charter-free zones.

“Privatisers rely on low turnouts in the consultation, they rely on people feeling a sense of confusion and a lack of clarity around it so they can push it through. You need to work now on getting the message to parents that this is about privatisation of your children’s education, it is about some people profiting from your kids’ education and it’s about removing your democratic ability to have a say in your children’s education.

“Get that debate going now because once you’re in the consultation phase it feels like there’s more heat than light.”

James also urged teachers who had worked in charter schools to provide testimonies. “It’s quite good that the New Zealand government refers to UK, US and Sweden as the charter school models they are following, because these three systems are total basket cases.”

Don’t split the difference

Call out those people who are drawn in to charter schools. “Show them they are being naive and there are much bigger powerful forces behind this at play.”

James gave an example of a small progressive school in his neighbourhood which joined two other like-minded schools as part of a small multi-academy trust. “Three years on they’re now part of a much bigger multi-academy with 10 schools from different boroughs in a very different environment. Any innovation they had is now eroded.

“You need to be sharp and strong with well meaning people. Their decisions will have a knock on effect on other schools.”

Talk about privatisation rather than charter

Charter schools are fundamentally about a public service being privatised. When you say that, people get it.

“The language element is really important. Messages needs to be clear and accessible for parents. Get clarity now and you’ll be in a stronger position when it comes to consultation.”

Making our voice heard

PPTA Te Wehengarua members ensured Parliament's education and workforce select committee heard their concerns about the proposed charter school legislation

A huge shout out to all the amazing regional chairs, branch chairs, and individual PPTA Te Wehengarua members who made submissions on the proposed charter schools legislation in July.

Despite the rushed process, and the very limited time for select committee hearings of submissions, PPTA Te Wehengarua submitters turned out in force. Here are just a few snippets from the impressive line up.



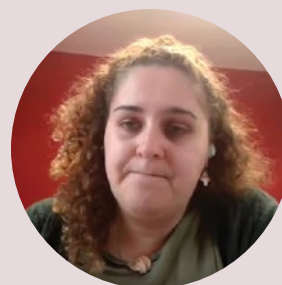
Te Aomihia Taua-Glassie, PPTA Te Wehengarua Māori vice president

"So whose tino rangatiratanga are you talking about? You can't have tino rangatiratanga in a charter school when they are not required to uphold te Tiriti o Waitangi."



Bill Hiku, E Tū member and caretaker at Porirua College

"It really worries me that if the school I'm employed at were to somehow become a charter school, the range of choices I have available to me today would be taken away."



Chloe Wilshaw-Sparkes, Waikato regional chair

"Research shows that charter schools are not supposed to reject students based on skill level, behaviour or learning needs, but they in fact do an excellent job of making it clear to families who is and is not welcome."



Paul Stevens, Tāmaki Makaurau Auckland regional chair

"I've been a teacher long enough to know that if there's one way to get through to our students, it's to repeat ourselves. So I hope that by repeating ourselves as we are, that we're able to get through to this government and the coalition that the direction they are taking education in is not what we want for Aotearoa.

"It's not what the community wants. It's not what teachers want."



Kieran Gainsford, PPTA Te Wehengarua junior vice president

"The notion that school leaders getting further into the minutiae of individual employment agreements is the magic sauce that will improve student achievement in this country, sounds preposterous because it is preposterous.

"A good agreed employment process across many schools isn't something to fear. Instead it creates certainty and safety for all, allowing innovation to occur where it is actually needed - in teaching and learning."



Lisa Murphy, Epsom Girls' Grammar School branch chair

"With no regulations required for 'teachers' at charter schools, this implies that the teaching standards and code of practice are superfluous, which is insulting to the teaching profession. It's insulting to think that anyone can do this job without any training or expertise."

Peace is union business

As educators, unionists and people of conscience PPTA Te Wehengarua must be committed to doing all we can to never again see the repetition of some of history's greatest atrocities, argues a conference paper

Members of the PPTA Te Wehengarua Wellington region are calling for the union to produce public communications opposing mass violence, and communicating clearly to the New Zealand Government the absolute necessity of taking diplomatic action that contributes to its end and does not reinforce it.

In a paper to annual conference the region says that PPTA Te Wehengarua, as an association that adheres strongly to Te Tiriti o Waitangi in our constitution, has a responsibility to condemn violent actions similar to the imperial violations of Te Tiriti o Waitangi. Those violations are now widely acknowledged to have been wrong.

NZ war crimes

"Aotearoa New Zealand is a nation that is founded on Te Tiriti o Waitangi and its obligations to the people - Tangata Whenua - who were here at the time of the arrival of British government officials and then later, settlers. The succession of events that took place after the signing of Te Tiriti is a painful one, that we know did not meet the expectations of the agreement - and that is putting it lightly. Tangata Whenua were subject to violent imperial forces, which for many of us as teachers of Aotearoa Histories, and as tangata whenua who have heard the stories passed down from their tīpuna - are familiar.

"War crimes took place on this whenua, an uncomfortable but irrefutable truth.

"At the time of writing, violence in Israel/Palestine has resulted in at least 1,200 Israeli citizens killed on October 7, 2023, and at least 37,000 Palestinians killed in the last eight months. While this outbreak of violence has been one of the most dominant across the media landscape, it is far from the only episode of mass killings in the last year, with military violence also taking place in the Democratic Republic of the Congo, New Caledonia, West Papua, as well as in Ukraine and Sudan.

The paper says PPTA Te Wehengarua members should oppose any government action or inaction that creates an increasingly uncertain world for our ākonga. "Climate change is one such issue, on which our union has taken a stand. We must oppose government action that contributes to the instability of international relations.

Connections to core business

The connections between peace as union business and PPTA Te Wehengarua 'core business' are many, the paper says.

"Working people need welfare not warfare. Investment in the latter can divert funds away from children's education towards military participation that contributes to an uncertain world for those very children's future.

"This is not just a matter of 'wars in other countries' - the inconvenient truth is that as members of the international community we are all implicated, and we do not have to look far back in history to find case studies for this very scenario. The quest for peace should not be controversial."

Of course, this stance is political, as unions and the resistance of warfare inherently are, says the paper.

"What must be emphasised is that in our movement for peace we do not align with any political party or nation state other than our own. But resisting any system, whether it is one that undervalues students, teachers, and working people, or that maintains violence on an industrial scale - is a political act.

Learning from history

"We do not take sides, though in calling for an end to violence we bear witness to the plight of the oppressed. We must resist being quashed into silence by any institutions who are invested in warfare, we must use the skills or critical analysis we so keenly want for our students to not fall prey to manufactured consent.

"As educators, unionists and people of conscience we must be committed to doing all we can to never again see the repetition of some of history's greatest atrocities. 'Those who do not learn history are doomed to repeat it'. And those who do, must commit to not repeating it or using its knowledge as justification for repeated atrocities.

"Many of us have spent large parts of our teaching career ensuring our ākonga understand the holocaust and how it was enabled. We cannot allow anything even close to it to occur again."





Protecting curriculum from political interference

Call for clear principles to guard against undue political influence on the development of school curricula

Teachers in Aotearoa New Zealand are experiencing an unprecedented incidence of direct political interference in the curriculum, says a paper to the upcoming PPTA Te Wehengarua annual conference.

Up until now, compared with other countries, Aotearoa New Zealand has had a history of curriculum development that is largely free from direct political party interference. The most recent approach taken in Aotearoa New Zealand, with the Curriculum Refresh and the development of Te Mātaiaho, was more akin to the collaborative and participatory approach of Finland's education reforms.

However, education policy commitments in the current government's coalition agreements constitute unprecedented political interference in the curriculum. Examples include refocusing the curriculum on academic achievement and not ideology, removal and replacement of the gender, sexuality, and relationship-based education guidelines, restoring balance to the Aotearoa New Zealand's Histories curriculum, and a more prescriptive approach to how teachers should deliver their craft such as the introduction of structured literacy up to year 8.

"We have also seen all consultation and sector reference groups put on hold, and replaced, in the case of English and Mathematics and Statistics learning areas, with hand-picked curriculum writing group members that include only Ministerial appointments to the exclusion of subject association experts and indeed excluding Ministry of Education leaders in curriculum development.

"We need only to look to the United States to the recent decision of an elected official from a political party that requires teachers to teach the Bible and the Ten Commandments, which could be interpreted as disregard of the first amendment, to see where political interference in the curriculum can lead.

"PPTA Te Wehengarua members have a diverse range of views on the substance of curriculum in different learning areas;



Teachers need to be valued as curriculum designers

the purpose is not for us to 'take a side' on these questions, but to set out principles that empower teachers to control the direction of the curriculum for the benefit of our young people."

The paper recommends four principles to provide a strong professional direction for PPTA Te Wehengarua and those acting on its behalf, as we navigate through changes associated with curriculum development and reform, regardless of who is in government. These principles are:

Te Tiriti is valued and is visible

Under this principle PPTA Te Wehengarua would, for example, encourage Māori member representation on sector advisory groups, and protect and enhance the mana and dignity of Mātauranga Māori as it relates to curriculum development.

Learners are at the centre so the curriculum is inclusive and equitable

Curriculum should hold a broad view of ākonga success. Value should be placed on both wellbeing and excellence as connected and important outcomes of schooling. A good curriculum makes space for the recognition of each learner's personal, social and cognitive capacities, and respects differences in the ways in which children prefer to learn. It will support teachers in leading, assisting and encouraging each student to achieve his or her potential.

The curriculum is manageable, well-resourced, coherent and well communicated

A clear and coherent curriculum should be grounded in the disciplines from which it derives and should promote students' ascent from novice to expert in that discipline. This ranges from the natural science disciplines, through to the social sciences, and includes the arts, and indigenous knowledge – including especially Mātauranga Māori in the New Zealand context.

Teachers are valued as curriculum designers and their expertise and specialisation are recognised and valued

Secondary teachers possess specialist knowledge in their disciplines, but this alone is not the reason that subject associations and teacher voices must be included in the curriculum design phase. It is because within the teaching profession expert knowledge exists about the translation of the pure discipline into appropriate material for teaching in schools – the 'recontextualisation' of a body of expert knowledge into a school subject.

Check out the annual conference papers at members.ppta.org.nz/news/annual-conference-papers-2024

Pasifika Fono 2024

PPTA Te Wehengarua Pasifika Fono returned this year to the largest Pacific Island city in the world – Tāmaki Makaurau Auckland

When Maria Lemalie went to the SPANZ (Secondary Principals' Association of NZ) conference for the first time this year, she was struck by the absence of women who looked like her.

In contrast, at Te Aratai College in Christchurch, where Maria has been tumuaki / principal since the start of the year, "it's great to see so many people who look like me."

Te Aratai College was built several years ago on the site of the former Linwood College, where Maria attended. "I was deputy head girl there, I was in the debating club and I played tennis - it's a privilege to return to my old stomping ground."

Speaking to participants at the Pasifika Fono, Maria said her parents emigrated to New Zealand from Samoa in the late 1960s. "Mum gutted fish for a living and my Dad put soles on shoes, their hard work and commitment enabled me and my brothers to have a great education."

Maria began her teaching career at Shirley Boys' High School. On her second day she was told by a colleague there was no place for a woman in an all boys' school. She stayed there for 10 years. Positions she held there progressively included dean, head of house, then assistant principal. "The unity of the Pacific community enabled me to do what I did there."

After Shirley Boys', Maria worked as deputy principal at Christchurch Girls' High School. "I was the only brown person on the senior leadership team. Parents were surprised when I came out to meet with them."

Maria said her purpose at Christchurch Girls' was to be there for the amazing young Pasifika girls at the school. "There were only a handful of them. They would shorten their name to make it much easier for other students and teachers to pronounce, but I instructed them to change their name back as that was the name their parents had gifted them with."



Alvin Chand

Maria is about to end her 21-year connection with Polyfest, where she was known as "aunty" or "the lady with the clipboard" to the 3000 children who take part each year. However, she continues to coach a little league team. "They are my Year 9 heartbeats. I encourage everyone to have a leg or arm in another community space."

Get to know your Pasifika learners

Fono participants were strongly encouraged by another keynote speaker, Alvin Chand, to get to know their Pasifika learners.

"Get to know your learners in every lesson, not just at the start of the year. Try to understand where your Pacific students come from and how long they have been here. Pacific students in Aotearoa, New Zealand, come from a range of cultural and ethnic backgrounds, and you will see the differences emerge as you delve deeper."

Alvin, deputy principal at Avondale College, was formerly Head of Science and Director of the Health Academy at James Cook High School, with his core teaching subject being Physics. Earlier this year he submitted his PhD thesis, which researched enablers and barriers for Pacific learners in accessing science education.



Maria Lemalie

"We often make assumptions about how Pacific students learn but we don't regard them as individuals. Many teachers think group work works for Pasifika students but at different times students want to learn differently. Don't just assume students want to learn in a particular way, ask them how they want to learn, hear from them how they want to approach particular topics. Your job as teachers is to navigate them through.

For Maori and Pacific Islanders a sense of belonging was really important. The feeling of being accepted in class gave students the confidence to participate in class discussions. Students perceived that when the teachers and their peers know about their culture, their views will be better accepted, and they will want to share their ideas during class discussions.

Making connections with the subject content was also important. "Science and Maths are areas where you need to work really hard. Often the content can be foreign, abstract and not familiar to Pacific learners. We need to talk about things and use contexts that are familiar to them. The kitchen, for example, is your biggest science laboratory."





Physical restraint rules

Schools should be supporting new teachers to ensure they are complying with rules around physical restraint

Matthew started his first teaching job at Generic High School in Term 2 this year. His first two terms of teaching have gone well, but there has been an uptick in behavioural issues and violence with a new cohort of Year 9s this year.

One Friday afternoon, Matthew is on lunch duty near the rugby field when a fight breaks out. Students flock to watch and Matthew joins them. Once he gets past the hordes, he can see that the fight has ended because one of the students is being held back by friends. Matthew holds the other student by the shoulders and turns him away from the field, continuing to hold his shoulders while they walk to the office. Once the student is safely in a Deputy Principal's office, Matthew asks the principal if someone can cover his Period 5 class because he is feeling shaken by the incident. He then goes home for the weekend.

A few days later, Matthew sees that the principal has sent him an email explaining that the parent of the student who Matthew restrained has brought in cellphone footage from one of the onlookers. The parent is claiming that Matthew used unjustified physical restraint, because his child had already disengaged from the fight by the time Matthew arrived.

The principal tells Matthew that he will need to write a response to this verbal complaint and it would be a good idea to use the words of the 'Education (Physical Restraint) Rules 2023' – the principal is surprised that the parent has found these rules online and quoted them. Matthew tells the principal that he has never seen the rules and the principal explains that it's the PCT co-ordinator's fault that he didn't do the online module as part of his induction. The principal tries to console Matthew by saying that the Board is working on a new physical restraint policy to be put in place soon.

What should have happened?

The new physical restraint rules have been in place since 7th February 2023. They replace the 2017 guidelines and

clarify that physical restraint must not be used unless "it is necessary to prevent imminent harm" and the teacher "reasonably believes that there is no other option available" (Education and Training Act 2020, s99 (2)).

Online training: Every teacher must have completed this as of 7th February 2024. Although Matthew took up his teaching job after this date, he should have completed this module as soon as possible.

School policy: Every school was required to have a policy in place about the use of physical restraint as of 7th May 2023. Generic High School should not still be working on this policy. The Board should have gone through a consultation process, including with staff, before this policy was adopted. It should be available to the school community and ideally should be talked through as part of induction.

Reporting: The school must keep a written record every time physical restraint is used. These records must be retained for 10 years and analysed for trends. Matthew should have been consulted about what was kept as part of this record and ideally Matthew should keep his own confidential record as well to aid in his response to the complaint.

Debrief: A debrief must be held within 3 working days of the use of physical restraint and the parent must be invited. Matthew should have been able to provide his account in this debrief, either in writing or in-person with a support person. The principal signs off on this debrief, and there is a sample form attached to the new guidelines.

Monitoring: The principal was right to make sure that Matthew was safe in the short term, but both Matthew and the students involved should have their wellbeing monitored. Matthew may have chosen not to speak further about this incident on the Friday or over the weekend, but the school has a responsibility to check in on him in the working days following the incident.

Questions that the branch may want to ask the school:

- Is the duty roster prepared in consultation with teachers? Should Matthew have had another teacher with him?
- Who is responsible for this part of induction? Who can new teachers get their Education Sector Logon details from in order to complete the online module?
- Who keeps the record of physical restraint use and do these records comply with the Privacy Act?
- How should cellphone footage from students be treated? Should the school be asking students for this footage to inform their follow-up?
- Is there any ongoing professional development that can be provided to teachers to refresh this knowledge and learn from previous incidents? Can staff be given the time to complete the (non-compulsory) subsequent online modules?
- Aside from the requirement of a debrief, did the school follow their complaints policy by requiring a written response to a verbal complaint?

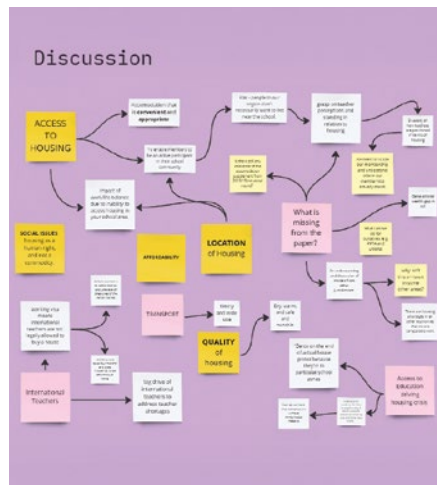
A place to call home

Ensuring teachers have access to affordable, appropriate and quality housing is the aim of PPTA's housing taskforce

As the housing crisis in Aotearoa New Zealand deepens, PPTA Te Wehengarua's housing taskforce is gathering data and research that will inform the development of a national campaign to bring about lasting and meaningful solutions.

The housing taskforce was set up by Annual Conference in 2022 to investigate the impact of housing affordability on teacher supply and retention, school communities and student outcomes.

Paul Stevens, taskforce member and PPTA Te Wehengarua Tāmaki Makaurau Auckland regional chair, said during



the original conference debate that house prices and market rents were putting homes, especially conveniently located homes, out of reach of teachers. “We have abandoned what makes communities when we have abandoned the capacity for young teachers to create a life where they live and work.”

Areas of research that the taskforce members are currently exploring, include the state of school housing stock, the correlation between the teaching workforce and home ownership, and how teachers in other countries are faring with housing.



New PPTA app

Get full and easy access to all the PPTA information you need, wherever you are, with the new app

Enjoy seamless access to the entire range of PPTA member benefits, find PPTA Te Wehengarua members-only information easily, and manage your PPTA account on the go, with the new PPTA Te Wehengarua app.

The PPTA app can be used to claim all membership benefits (the app will replace the physical cards we normally send out). You can access the member benefits through the “News” tab at the bottom of the app screen. Just go into the retail outlet and show, on the app, the benefit you wish to use or shop online using the redemption code.

You can also update your membership details and join communities/ electoral rolls on the app or My Page. Members can also see who their branch officers are.

If you don't have a smartphone, you can arrange for a membership card to be sent to you by emailing membership@ppta.org.nz

We're committed to making your experience better and look forward to hearing your feedback. Download the app today to take full advantage of all the exciting new features!



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Or visit ppta.org.nz/advice-and-issues/my-page-rollout-faqs/

Teaching is about human relationships

Human interaction is at the heart of good teaching and learning, PPTA president tells an international summit

President, Chris Abercrombie, and Māori vice president, Te Aomihia Taua-Glassie, represented PPTA Te Wehengarua at the International Summit of the Teaching Profession in Singapore earlier this year.

Speaking to the summit session on the role of technology in transforming education and vocational training, Chris Abercrombie said Artificial Intelligence (AI) could not be seen as a replacement for teachers.

“Teaching is about human relationships. Human interaction is at the heart of good teaching and learning and AI and other technologies must only be a tool that enhances that interaction and not replaces it.”

He said the rights and privacy of the student need to be protected.” Data breaches are becoming more and more common and if we increase the amount of information stored about students, these breaches will have more of a negative

impact. Alongside this, we need to be working with the students to help them navigate this new world.”

“All of us - governments, teacher unions, industry, and communities - are responsible for creating a system where technology can be the best transformative force it can be. All of us need to work together to create a future where we can all flourish.”

The three commitments made by the summit are:

- **Develop a framework in partnership with stakeholders for the responsible and ethical use of generative AI in education.**
- **All partners work together to create a long-term policy on aspiring and in-service principal development.**
- **All partners work together to strengthen the provision of ITE to address barriers to the attraction and retention of teachers.**

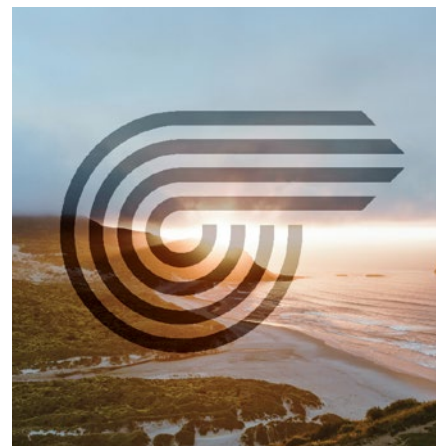


PPTA Te Wehengarua president Chris Abercrombie and Minister of Education Hon. Erica Stanford at the ISTP conference

Be the change

Be part of Reimagining Aotearoa Together, a comprehensive vision for change to build an Aotearoa that works for the many

Reimagining Aotearoa Together is a response, led by the NZ Council of Trade Unions, to the continued failure of government to deal with the inequality and unfairness at heart of Aotearoa New Zealand's society and economy.



We need to set out a comprehensive vision for change that can't be ignored by those in power. With all of us working together, we can build an Aotearoa that works for the many.

By honouring Te Tiriti o Waitangi and concentrating on four key areas, we can secure a vibrant, aspirational future that works for everyone in Aotearoa New Zealand.

Ensuring everyone has good work, rebuilding Aotearoa's broken economy, ending inequality, and securing a prosperous and sustainable future in an increasingly volatile world, will transform the lives of working people.

That is our vision, and with all of us working together, we can make it real.

All workers, tangata whenua, community allies, and interested New Zealanders are invited to contribute to the development of transformative policies, and to grow a movement of people who are ready to go out and lobby political parties while building broad public support for the policy changes in the lead up to the next election.

Find out more at reimagineaotearoa.nz/



A salary anomaly

As PPTA Te Wehengarua members think about priorities for the next collective agreement round, they may like to consider a surprising anomaly that exists in the current salary scales, writes Trevor Williams

A comparison of secondary teachers' salaries against qualifications shows that it does not seem to pay to gain higher qualifications with full-time study after initial graduation. In fact, it pays to be out and working as soon as the prospective teacher has gained a bachelor's degree.

No matter how much lip-service is paid to gaining higher qualifications, a graduate deciding to advance to honours or master's level can never, on our present salary scales, make up the loss of earnings incurred by doing that extra study. Instead the salary scales reveal a disincentive for those opting to gain higher qualifications, an accompanying higher burden of debt and the probability of greater difficulty in accessing a mortgage.

Student loan costs in the table are based on an observation from the Ministry of Business, Innovation and Employment as reported in *The Post* 22nd April, 2023. According to the MBIE a 3-year degree in Information Tech. results in a \$20,500 debt. However, it doesn't really matter what the actual figure is; the point remains that a G4 qualification carries with it an extra year of debt and a G5 qualification an extra two years.

If we are serious about wanting to attract the brightest and the best to teaching, something needs to be done about our current salary scales, to ensure, at the very least, that an advanced degree does not result in an overall deficit in earnings at the top of the scales in comparison to a three-year degree.

How do we make this adjustment? First, we can introduce a further step after the top of the scale for graduates with an honours degree and a further two steps for someone with a master's degree. The problem with this approach is that after 13 years of study, training, and reaching the top of the basic scale, the teacher is likely to be 30-31 years old. It's going to take another 12-14 years to make up the shortfall in earnings and student loan relative to the bachelor's degree. The



Trevor Williams

difficulty of securing home finance still remains, as well as starting a family and providing for it.

A neater approach would be to pay teachers to advance their degrees. There

is precedence for this, when trainees were once paid to attend training college or while receiving a studentship allowance. In a similar fashion, graduates advancing their first degree could be paid, for example, 80% of a first-year graduate teacher's salary over the further years of study, all graduates [G3, G4, G5] could be paid to train and bonding by service introduced to compensate for the payments.

While this adjustment would not completely cancel the difference in total earnings by the time the top of each salary scale is reached, it would go a long way to reduce the shortfall, as well as provide a tangible incentive for teachers to train, and to become better qualified, more knowledgeable and more valuable as a future resource to their students

** Trevor Williams is an honorary PPTA Te Wehengarua member and a former national executive member.*

A comparison of secondary teachers' salaries based on years of study/training /earnings against qualifications gained.

Rates as at 3 April 2024

Qualification	G3+E	G4E	G5E
Year 1 study	Student Loan	Student Loan	Student Loan
Year 2 study	SL	SL	SL
Year 3 study	SL	SL	SL
Year 4	SL T/Training	SL	SL
Year 5	61,678	SL T/T	SL
Year 6	64,086	64,086	SL T/T
Year 7	68,122	68,122	68,122
Year 8	72,512	72,512	72,512
Year 9	77,213	77,213	77,213
Year 10	82,890	82,890	82,890
Year 11	87,545	87,545	87,545
Year 12	94,245	94,245	94,245
Year 13	99,216	99,216	99,216
Total Earnings	\$707,507	\$645,829	\$581,743
Shortfall compared to G3+		\$61,678	\$125,764
Likely debt based on \$6,250 per SL year	\$25,000	\$31,250	\$37,500




Leaving teaching? Please fill in our survey

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

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

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

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



PPTA Membership Alert

Have your details changed?

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

You can update your details online!

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

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

Have any PPTA membership questions?

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

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