

PPTA NEWS

The magazine of New Zealand secondary teachers



The Promise to
New Teachers

Supporting beginning teachers
by ending temporary contracts

PPTA News



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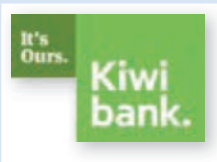
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Raising the status of teachers

Understanding what raising the status of the teaching profession really means



Jack Boyle | President, PPTA

Within the expanded function of the new ministerially appointed Education Council of Aotearoa New Zealand is a focus on 'raising the status of the profession'. Let's help them work out what 'raising the status' of teaching actually means:

raise (verb)

Lift or move to a higher position or level: "The minister raised both arms above her head".

Increase the amount, level, or strength of: "The government raised teacher salaries".

status (noun)

Relative social or professional position; standing: "The new rates reflect the high status of teachers in New Zealand".

Accordingly, 'raising the status of the profession' should mean 'improving the position or level of teachers relative to other professions'. If we assume this is what the Education Council is trying to do then a useful starting point might be the following questions: Who should we be compared to? (Lawyers? accountants? doctors?), and what should we be comparing?

Luckily, measures of job status or prestige have been well established since the 1940s: they include each profession's contribution to society, public perceptions of trustworthiness and their relative rates of remuneration.

So, how do teachers stack up?

Not too badly in two of the three categories: teachers are consistently rated amongst the top five most respected and liked professions in

the country, well above lawyers and accountants. Our contribution to society is obvious: schools are trusted and valued institutions and teachers are seen by almost everyone as being critical to the future of Aotearoa.

Conversely, when we look at remuneration in this country, teachers appear a few rungs lower on the prestige ladder. Accountants in New Zealand can expect salaries between \$46,000 and \$120,000, with an average of \$99,000 after 10 years. For lawyers the range is \$45,000 - \$185,000, with an average around \$87,000 after five years.

Comparisons with doctors are even more stark. They are usually rated alongside teachers in terms of trustworthiness, their contribution to society is on a par with ours and, like teachers, they are expected to constantly learn and develop their practice, but the salary for doctors ranges from \$95,000 - \$220,000, with the average for doctors in district health boards with 10 years' service around \$120,000.

From September this year the top of the basic scale for teachers will be \$78,000.

So, in terms of a comparison with accountants and lawyers (who generally have a level 7 qualification, the same as teachers), raising teachers' status is simple - pay teachers more.

Unfortunately, the Education Council has not yet come to this obvious conclusion.

raise (verb)

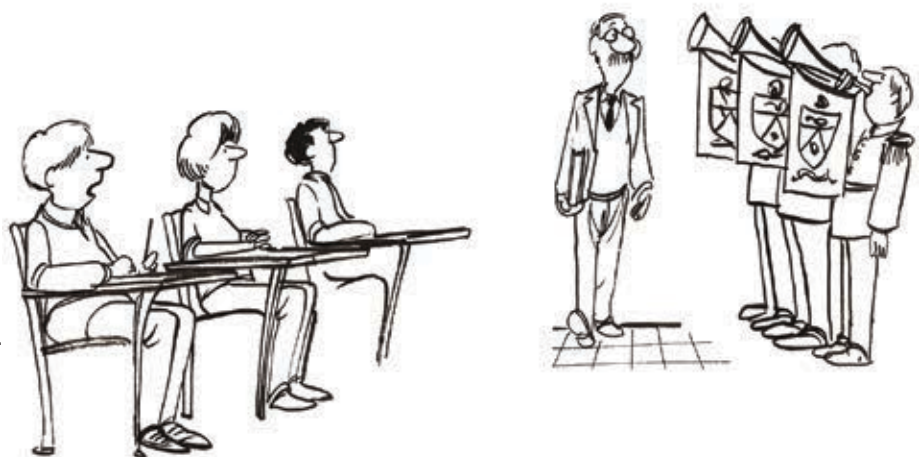
Cause to occur or to be considered: "The alarm was raised when some of his students did not pass level 2 maths."

Perhaps we should be more generous though. Perhaps the council is going to create a way to measure teacher quality which could then be used to assure the public that teachers are of the highest quality? (Of course, we'd argue whether this is needed given international surveys showing our teachers are among the best in the world).

The Education Council has also suggested that teachers should have a higher level of qualification than lawyers and accountants, which teachers would have to pay for without access to student allowances.

This may be all well and good in theory too but sadly the council seems to spend a lot of its time publicising the cases of the tiny minority of teachers (less than 1 percent) who get themselves in trouble (which is probably counterproductive in terms of 'raising the status').

While they do have regulatory functions they must fulfil, we look forward to the council using its position to speak to what will really help raise the status of teaching by advocating for improved pay for teachers.



"It's about time teachers had some recognition."

Teaching teens to take part in political decisions

Exploring the 'personal social action' aspect of NCEA senior social studies in election year

Secondary students have visited parliament to make submissions on everything from healthy homes to climate change as part of their NCEA senior social studies assessment.

With the upcoming election, teaching teens how to participate in political decision-making is particularly relevant and a group of social studies teachers have put together resources to help do it.

The civics education resources (available in a special issue of the New Zealand Council for Educational Research's SET magazine) grew from a workshop of around 50 social studies teachers held at Massey University's Manawatu campus at the end of last year.

Making active and critically informed contributions to society is now part of the formal assessment programme in New Zealand schools through the 'personal social action' component of NCEA senior social studies.

The teachers present discussed their own efforts which included taking students to Wellington to learn about the workings of parliament and visiting the Beehive to make a submission on the Healthy Homes Bill. Others focussed on issues such as climate change, refugee quotas and minimum wages, with year 13 students learning how to access, interview and lobby politicians, organise a petition and write formal submissions on a bill.

Presenters quoted students who became particularly engaged through the social action assessment.

"Political action (level 3) seems more real, it links you to your own life...The fact that someone in a government reads your email and responds to it – you feel you have some impact. You are engaging in the politics of your own country," one student said.

The workshop was part of a two-year Ministry of Education-funded project that aims to find out how teachers and students are implementing the standards.

Massey University Institute of Education researcher Rose Atkins said there had been much discussion in society



Social studies education researchers Caroline Wallis, Jo Wilson, Rose Atkins and Rowena Taylor share their findings.

about the need for some form of civics education to inform and empower young people to become active and critically informed citizens.

The achievement standards provided an opportunity for social studies teachers to address the perceived lack of knowledge of the political system, seen as partially responsible for youth inertia about voting, she said.

"Student participation in senior social studies is rapidly increasing with 61 per cent of schools now offering some senior social studies achievement standards," she said.

Of the 22,000 students who attempted social studies achievement standards in 2015, 21 percent did a personal social action.

A team of five teacher researchers; Mary Greenland (Nayland College), Amy Perkins (Bishop Viard), Caroline Wallis (Paraparaumu College), Kathy Grey, (Horowhenua College), Joanne Wilson (Palmerston North Girls' High) worked with Rose, Dr Rowena Taylor (Massey University), Michael Johnson and team leader Bronwyn Wood (Victoria University) on a Teaching and Learning Research Initiative (TLRI) research project, titled 'Creating Active Citizens: Interpreting, implementing and assessing 'personal social action' in NCEA social studies (2015-2016)'.

They shared their findings at the conference and gave a preview of an article based on the research.

They identified three strategies: affective engagement, critical cognitive knowledge and practical democratic skills.

Emotional engagement and empathy was the key to social action, they said.

It was important to connect pupils emotionally to a social justice issue in order to develop empathy with others and motivate them to want to take action, they said.

Their findings also showed young people responded best when given some autonomy to select a social issue for the assessment, and tended to be more motivated to explore social issues they had personally or democratically selected as a group.

The article also identified the importance of young people developing strong critical thinking and cognitive skills in assessing the nature of a social justice issue before deciding on the appropriate action to take.

Resources:

NZCER SET No 3 – Special issue: Civics, Citizenship and Political Literacy is now available online at nzcer.org.nz

The Electoral Commission's Your Voice, Your Choice teaching units are aligned with levels 3 to 5 of the New Zealand Curriculum. You can find these at elections.org.nz under School Resources.

An education wish-list for election 2017

PPTA president Jack Boyle introduces the association's election priorities

E te whānau, ngā kaiako o Aotearoa, tēnā koutou katoa

Over the last few years, huge shifts have been occurring in education. These changes continue to impact teaching and learning today. Some changes are positive, leading to improved achievement rates and narrowing achievement gaps.

At the same time some changes are less positive, such as burgeoning assessment and compliance that both takes teachers away from teaching and increases pressure and stress for children.

Of course, we know that all types of change - particularly those that have the potential to yield the most positive outcomes - can be challenging. Change requires that we confront the status quo. It demands new ways of approaching our work, and it takes resolve to see new beginnings through to their end.

On the flipside, change in the sector is not always evidence-based. Or, if it is, the opportunities for positive outcomes are not effectively communicated. Ideas such as online schools, individualised learning programmes and flipped classrooms may resonate with some teachers, community groups or other stakeholders - but not for others. Ironically, what may be missing in the constantly evolving landscape of education is what is the most important: the voice of the profession.

It is with these complexities in mind that PPTA has developed a set of key priorities for 2017 that are based on established membership policy and reflect the voice of teachers. Accordingly, throughout the year PPTA Te Wehengarua will be talking about three main goals we believe will create the equitable well-resourced education system New Zealand needs.

1. A long term plan to advance public education

- Empower students, teachers and parents to lead educational change
- Review the outdated 'Tomorrow's Schools' model and come up with a plan with children at its heart



- Make education about children, not money. Reverse the privatisation of education, including charter schools
- ## 2. Fairness and equality for students
- Give children and families all the services they need in one place by making schools the hub of the community
 - Enable children to reap the benefit of small class sizes and more one-on-one teaching by increasing the number of teachers
 - Increase and apportion funding so every child gets the quality education they deserve
- ## 3. Making teaching a desirable career
- Raise salaries so graduates see teaching as a great career
 - Provide high quality professional development for all teachers to

maximise their effectiveness in the classroom

- Ensure teachers have more time to spend with each child by reducing over-assessment, unproductive box-ticking, and red tape

We have already sent these priorities to education spokespeople of all the major political parties, education agencies and other key stakeholders and over the next few months we'll be focusing on these areas in our communications with you - the profession, as well.

Now, at a time when teachers are courageously raising the bar for student achievement higher than ever before, the job of the teacher has never been more critical to the success of our children and to the prosperity of our nation - it is therefore critical that our voices are heard.

Looking Forward, Looking Back – sharing experiences

Highlights from the 2017 Network of Establishing Teachers conference

No matter their location or circumstances, experiences for beginning teachers are remarkably similar.

This was one of the many things attendees of the 2017 Network of Establishing Teachers conference discovered.

The 'Looking Forward, Looking Back' conference was held in Canterbury this year, at Kaiapoi's Blue Skies Conference and Training Centre. It ran for three days from April 18 to 20. Around 60 people took part in workshops covering everything from the code of professional responsibility to learning with digital technologies and making schools inclusive for LGBTIQ+ students and staff.

Coming together as a collective

Coming together as a group of beginning teachers highlighted the similarities in the issues participants faced, Hutt Valley High School teacher Chris Carr said.

"One thing which always strikes me when establishing teachers get together is how, despite the massive differences in our circumstances

created by geography, roll numbers and student socio-economic realities, the issues we face as teachers are remarkably similar," he said.

Worry about their positions as the least experienced, most easily replaced members of their profession was almost universal, he said.

"We know all too well that our positions are precarious; either through the almost ubiquitous fixed-term contracts or, more informally, through the potential to be passed over for promotion," he said.

It was great to see so many beginning teachers willing to take time out from their hard-earned holidays to come together and talk about the issues facing the profession as a whole, he said.

"It's only when we come together like this that we realise that many of the problems we have aren't just about a poorly managed school or inconsiderate co-workers, but systemic issues that require a collective effort to change.

"This is why gatherings like this are so important, it's only when we come together as a collective that we can

see the forest for the trees and begin to take activity to make our whole education system better."

Innovative environments and hardworking teachers

As part of the conference programme participants were treated to a tour of one of Canterbury's newest schools.

Haeata Community Campus is the year 1 to 13 school that has recently opened after the closure of Aranui High School, Aranui primary, Wainoni and Avondale schools following the 2011 Canterbury quakes. (Keep an eye on future issues of the PPTA News for a more in-depth look at the school).

James Hargest College teacher Chris Abercrombie described it as a beautiful campus.

"You can see a lot of money was spent on it when it was built."

It is a modern learning environment with an innovative approach to teaching and learning. While Chris found the approach interesting, he didn't think it was the environment for him.

"It's very free-form – lots of student choice and not a lot of structure to it."



There was a lot of student agency but he wasn't entirely sure the students understood what that agency meant. He felt the approach could take quite a bit of bedding in.

The school had a dedicated staff who were "working their arses off" to support the students, Chris said.

"They were working very, very hard."

The school had proved more popular than anticipated with a lot more students turning up at the beginning of the year than expected. This had led to the school being short-staffed and a number of staff had agreed to forgo their non-contact time until things had settled, he said.

Chris said he found the visit particularly interesting following a conference session on innovative learning environments led by Wellington Girls' College.

"It was great to go along (to Haeata) and see how things worked for them," he said.

Holding the politicians to account

A group of politicians saw exactly how well new teachers understand the issues facing their profession during a panel held as part of the conference.

Tracey Martin (New Zealand First), Catherine Delahunty (Greens) Chris Hipiks (Labour), Todd Barclay (National) and Geoff Simmons (The Opportunities

Party) were all asked to share their vision for education and then answer questions from the floor.

It was many NETs first experience of a political panel and some expressed frustration with what they perceived as answers that lacked depth.

There were many insightful questions from the floor, which showed establishing teachers understood the issues facing their profession very well.

Chris Abercrombie said he enjoyed the panel and was pleased to see the politicians interested and engaged. He was particularly impressed with Todd Barclay from National.

"He did really well for what it was, especially since education wasn't his portfolio. I disagreed with what he was saying, but it was great he was prepared to come to a PPTA event and have those discussions."

Chris saw huge value in the conference and in particular meeting new establishing teachers and sharing experiences.

"Letting them know what's normal and what's not normal. Having those conversations is what it means to be a member of a union."

Chris took two new NETs from Invercargill with him and felt it was a good experience for all involved.

"It's great to meet the next generation of activists," he said.

Handling potentially awkward conversations

PPTA general secretary Michael Stevenson, a former NET, ran an Alternative Dispute Resolution workshop on titled Candid Conversations and Desktop Mediation.

"I wanted to give delegates a small taste of what I learnt during my negotiation and mediation Graduate Diploma at Massey University, he said.

Candid Conversations are a structured way of being able to have a potentially awkward conversation with a colleague. The main idea is quite simple – you give your colleague a heads-up that you want to have a chat and ask them when an appropriate time would be, instead of catching someone off-guard and unprepared.

Desktop Mediation is a very basic process-driven form of dispute resolution that can be used if Candid Conversations fail, he said. "The main components are: understand when it's appropriate to use this from of quasi-mediation, having an uninterrupted opportunity to speak, sticking to the template process, ensuring both parties consent to using mediation and being solution focussed." Many delegates drew links between Desktop Mediation and their experiences with restorative practises and Positive Behaviour for Learning (PB4L) in their schools, he said.



Supporting new teachers by ending temp contracts

The Promise to New Teachers – schools commit to end use of illegal temporary contracts

Schools throughout the country are being asked to pledge their support to the next generation of teachers by not using illegal temporary contracts.

Schools routinely use temporary 'fixed term' teaching contracts to manage their funding and, in some cases, illegally hire new teachers.

To help combat this PPTA has launched the Promise to New Teachers – a way for principals, boards of trustees and school communities to show their commitment to the future of the profession.

A number of schools have already taken up the challenge – signing up to a promise demonstrating their community's shared commitment to their new teachers, and PPTA hopes many more will follow suit.

Most new teachers (77%) are employed in a temporary position in their first school. This alarming statistic is creating a generation of teachers who have to start from scratch on a yearly basis. It creates uncertainty around housing, issues with registration and removes the opportunity to build relationships with students.

Over the last few years PPTA field officers have been kept busy with a growing number of members finding themselves in temporary positions outside the terms of the Secondary Teachers Collective Agreement and the Employment Relations Act 2000. Former teachers have also spoken of leaving the profession after struggling to achieve secure employment.

This ties in with research showing that teachers who do not have supportive and positive experiences in their first teaching jobs are less likely to stay in the profession.

By signing the Promise to New Teachers a school community commits to offering permanent positions to new graduates, giving them the working conditions they need to thrive.

They commit to supporting new secondary teachers at the start of

their careers by offering permanent employment (outside of exceptions outlined in the Employment Relations Act), making sure they receive their collective agreement entitlements, providing high quality induction and mentoring and the resources they need to develop and reach full certification.

"We believe new teachers should only teach subjects they are trained to teach and become established in their practice by having a home teaching space," the promise reads.

PPTA president Jack Boyle is pleased with the number of schools already prepared to take responsibility for the future of the profession and encouraged all schools to do the same.

"Considering the growing prevalence of teacher supply concerns and issues of recruitment and retention we believe it is time that real action is taken to ensure the best start to new teachers' careers," he said.

According to the Employment Relations Act, there must be 'genuine reasons based on reasonable grounds' for offering temporary contracts. These have been identified as maternity, sabbatical and sick leave cover, or for a specific project.

Teachers are not subject to 90 day trial periods and the act prohibits temporary employment as a form of judging a new hire's suitability for permanent employment.

"You would be forgiven for thinking this was not the case with the number of new teachers being employed on temporary contracts," Boyle said.

The Promise to New Teachers was officially launched in April at the 2017 Network of Establishing Teachers (NETs) conference, held in Kaiapoi, North Canterbury.

Beginning teachers present spoke of moving from temporary contract to temporary contract, and sometimes region to region, over a period of years.

Some had been illegally let go after school rolls had dropped and others

struggled to meet registration criteria, which requires two years full time work.

Darfield High School principal and New Zealand Secondary Principals' Council chair James Morris was an early adopter of the promise.

He told those present that he and the school's board of trustees signed the promise to show their commitment to the importance of developing new teachers.

Temporary contracts created uncertainty around professional support and development and made it difficult for new teachers to become part of the community.

"If you're not in a permanent position it means it can be hard to get a mortgage. You're never sure whether, if that contract is over, you will have to pursue another place," he told the Christchurch Press who attended the conference.

"Schools are busy and complex places but we need to remember the importance of developing new teachers. What we would hope is that other schools take it up and that people who are applying for jobs see that (commitment)," he told them.

Schools supporting new teachers

These schools have signed The Promise to New Teachers:

Bay of Islands College
Darfield High School
Edgewater College
Fiordland College
Western Springs College

If you want your school to sign up the Promise to New Teachers, there is information on the PPTA website to help you make it happen.

A PowerPoint presentation, letter template and steps to go through with your branch can be found on the PPTA website.

Email nets@ppta.org.nz for further information and let us know when your school has signed so we can share the good news too.

13 Reasons Why - conversations around suicide

Advice from New Zealand Association of Counsellors spokesperson Sarah Maindonald

The series '13 Reasons Why' released by Netflix has become one of the most watched and talked about series on social media.

It has captured a largely teenage audience and caused considerable concern about young people's safety due to its graphic portrayal of suicide and sexual assault. The programme has been reclassified as RP18 by the censor, an indication of the level of public concern about the impact of this programme on vulnerable young people.

From a teenager's point of view the programme and the issues it raises are relevant; the teenagers it portrays have a glamour factor and encourage identification with the characters. This potentially increases risk of suicide contagion (also known as 'copycat suicide') if the viewer is an at-risk teen with insufficient support around them. For an older teen with a well-developed critical awareness and supportive adults to talk to the risk may be lesser but is also individual as it is dependent on the particular life experiences of that young person and their exposure to suicide and sexual assault. There are some published concerns that the graphic portrayal of the suicide in 13 Reasons Why verges on being instructional.

The Mental Health Foundation has gone as far as to say the release of this series is unethical. Given that many of our students have already viewed this programme and it is topical we need to be prepared to respond appropriately. Shaun Robinson, head of the NZ Mental Health Foundation says, in his article on the Spinoff website, *13 conversations to have about 13 Reasons Why*, that it is important to be having conversations about slut-shaming, bullying, sexual violence and suicide because these are the issues facing many young people.

He says, "...conversations and stories that oversimplify the causes of suicide, present suicide as a reasonable response to difficult circumstances, explicitly discuss methods of suicide and fail to explore any solutions or avenues of help aren't safe conversations and put vulnerable people at risk of taking their own lives.



We need to have open, honest and informed conversations about these really challenging topics and be prepared to keep talking about them. We need conversations that help people to understand that suicide is preventable, that we each have the power to help those in need and that most people who feel suicidal will go on to recover and lead great lives."

Although we may all have our adult concerns about the programme and the issues it shows so graphically, it has captured young people's attention and offers parents and whānau an opportunity to talk with them about their world.

This is not to be confused with providing wholesale conversations about suicide at school which would be contravening the Updated Suicide Prevention Guidelines for Schools about who is appropriate to facilitate and manage these conversations.

It is important to have trained professionals facilitate these conversations because they have the specialist skills to identify mental illness and assess suicidal risk.

Where to get help:

Lifeline 0800 543 354

Suicide Crisis Helpline
0508 828 865 (0508 TAUTOKO)
Open 24/7

Depression Helpline 0800 111 757
Open 24/7 – this service is staffed by trained counsellors

Samaritans 0800 726 666

Youthline 0800 376 633
Open 24/7 – Text 234 for free between 8am and midnight, or email talk@youthline.co.nz

0800 WHATSUP 0800 9428 787
Open between 1pm and 10pm on weekdays and from 3pm to 10pm on weekends. Online chat is available from 7pm to 10pm every day at www.whatsup.co.nz.

Healthline 0800 611 116

For more information about support and services available to you, contact the Mental Health Foundation's free Resource and Information Service on 09 623 4812 during office hours or email info@mentalhealth.org.nz

Infectious love of science leads to student success

Physics teacher Kent Hogan on competitions, prize-winning students and 'eureka moments.'

Questions fly, graphs are drawn and scribbled out, tubes measured and laptops passed around.

This could be any busy science lesson, but it's lunch time and students from Onslow College's International Young Physicists Tournament (IYPT) team are bouncing around ideas between bites of food.

In the centre of this is physics teacher Kent Hogan, whose infectious love of science has inspired them to compete. This is the background that led to two of his students winning the Prime Minister's Future Scientist prize.

Kent's most recent prize-winner, Catherine Pot, had actually popped in to visit her former physics teacher just before his PPTA News interview.

"It doesn't stop when they leave the school," Kent said. "They just keep turning up. We have three or four students at university in Wellington coming in quite regularly."

Catherine received the 2016 Prime Minister's Future Scientist prize for her work investigating the van der Pauw method, used to determine the electrical conductivity of a sample. The method is used in experimental semi-conductor physics in many university labs and her work has improved the technique so it can be more widely applied.

Kent's first prize-winner, Stanley Roach, picked up the inaugural future scientist prize, with ground breaking discoveries about the physics of light. His findings are believed to be a world first and have potential applications for getting more accurate pictures in areas like medical imaging.

Both students received \$50,000 to go towards their tertiary studies and both of their discoveries came about through the IYPT.

Preparing for the tournament took a huge amount of time and dedication on behalf of the students and their teacher.

"It's a lot of time – interval, lunch time, after school – every day we are spending time in the lab working on stuff."

Preparing for the tournaments goes on all year and it does have an impact on work/life balance, Kent said.

"I have a very understanding partner. I wouldn't be able to do this without the

support from home. She's fantastic."

In terms of school workload expectations the tournaments could produce a conflict. "It comes down to prioritising what's really important.

"This isn't technically part of my job – it's something that I do because I see the huge benefit of it and love doing it. It's extra-curricular but is in my curriculum area, so it's unusual in that respect."

"It's more closely related to a sport, that's how it sits within the school."

Less administration work would be a huge help, Kent said. "That would help just about any teacher."

When asked whether it was worth all the extra time and effort, Kent looks a bit incredulous. "I wouldn't do it if it wasn't," he says.

"The stuff these students achieve is amazing.

Two reached the pinnacle, and that they were two of my pupils is great, but all of them have achieved great things on multiple levels.

"It's more closely related to a sport, that's how it sits within the school."

"I wouldn't even say they were two of the best. It was just a perfect storm of the perfect problem for that particular student. Like Catherine, who loves electronic problems, which everyone else hates," he said.

Kent says his involvement with the competition has changed how he looks at classroom work. "It's what I think teaching should be."

While the New Zealand Curriculum did focus a lot on problem solving, Kent also spoke of the content focus of NCEA and the drivers toward covering exam material.

"NCEA is a huge driver of what happens in the classroom and it's impossible to get away from that. Teaching NCEA is very content based for science – but that's not what science is. Science is a process," he said.

"What we teach in class is how to pass NCEA, what we do here is science."

Kent has experienced three or four "genuine eureka moments" in his career where a student has found out something new.

"Not that moment when they make sense of something themselves, but the next step – discovering something completely new. Stanley and Catherine were two of those."

Onslow College had been incredibly supportive of the Kent and his students' efforts. "We have support from departments throughout the school from technology to art.

Getting students interested was a natural process, starting with Kent asking the junior science teachers to shoulder tap or point out students who should be getting involved.

"They all start off as what we call 'minions', helping the older students. Then they start competing in junior competitions and the seniors help them prepare. Eventually the juniors become seniors supported by minions of their own. It's a really organic process."

Kent is in his 17th year at Onslow College and his 10th year of helping the students prepare for the IYPT.

Over that period of time he has seen a growth of interest in studying physics and science in general. When he started there were two physics teachers – now they have five.

"Things like competitions and the science prizes have acted as a lightning rod for this. Students going off to international competitions raises the profile within the school and the community."

Kent definitely encourages other teachers to get involved with the IYPT and says not to let the hours he puts into it put them off.

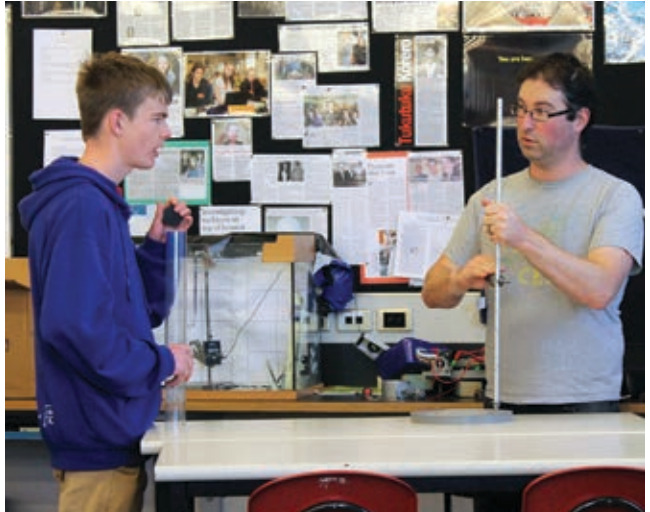
"You can make it work in so many ways. I do this because I love it."

One of the concerns Kent often hears from teachers is 'what if I don't know the answer?'

That, he says, isn't a problem at all.

"Don't worry, a lot of the time you won't and that's okay. It's not about knowing the answer it's about thinking 'how can we go about finding it out?'

"It's a learning moment for the kids, that the teacher doesn't know everything and that they have to work something out themselves."



Hungry to learn – Onslow College physics teacher Kent Hogan helps students prepare for the IYPT contest during their lunchbreak

Collaboration breaks down barriers to university

A partnership between Tokoroa High School and Waikato University is helping young people in the community access tertiary education

Going to university can be a daunting prospect for any student - when there isn't one in the town they live in it can be even more so.

A collaboration between Tokoroa High School and Waikato University however aims to break down those barriers.

Scholarships, transport and school-based learning hubs are all part of the project, which includes the Tokoroa High School based Te Ara Hou university pathway programme and the Te Ara Ki Angitū: Pathways to Excellence Waikato University cooperative programme.

The Te Ara Hou year 14 programme aims to support students who may not be ready to go to university straight after leaving school.

Project coordinator Latisha Kelly said, while Tokoroa High School's achievement at NCEA level 3 had skyrocketed in the past few years, there was a need for more support around the transition to tertiary study, particularly around University Entrance.

"Some students aren't emotionally ready for university," she said.

"You often have to leave home to go from here and some aren't ready to do that. They want to stay a little bit more protected. It's a big bad world when you go to university. You have to look after yourself."

At the moment Latisha has four students who are in that situation. They had the qualifications needed to get in to university, but weren't ready to make the transition yet.

To build up that confidence the students take up university study through online learning. They do two papers a semester and are not charged for this.

During this time they are enrolled as Tokoroa High School students.

"They have Tokoroa High School support around them but they are doing university level study," she said.

Another group of students the online papers work for are those who have level 3 NCEA but only have one or two subject domains to finish.

"They have to be here for the year to do to the exams but they start on the university pathways while they are finishing those domains - so the year's not wasted for them."

Other year 14 students return because they haven't managed to get level 3 NCEA. They are enrolled and treated as adult students and their programmes are individually designed.

"We look at what they need to get and their programme reflects that. It's not a one size fits all system," Latisha said.

The transition programme is in its first year and so far the results have been good. Latisha has received her students' first assessment results and they have all done well.

"The kids are really engaged, they enjoy being treated as adults."

"The kids are really engaged, they enjoy being treated as adults."

Through the Te Ara Ki Angitū programme the school also has a learning hub in its library with computers supplied by the University of Waikato. The university students can use these and the school's year 13 students share the facilities.

"They are all mingling together, it's really good for them."

The project has attracted leavers from other schools in the region as well (to be part of the programme they have to enrol at Tokoroa High School).

"There has been a really positive response from the community," she said.

The Te Ara Ki Angitū: Pathways to Excellence programme, which runs in conjunction with Te Ara Hou, was developed following discussions between the University of Waikato and four secondary school principals from Tokoroa and Putaruru. It aims to alleviate the barriers of affordability and distance facing year 13 students wanting to access university.

It does this through subsidised bus

travel, scholarships and learning hubs in secondary schools.

With no public transport between the towns and the university on a daily basis, the bus was definitely appreciated.

It was available to all students heading to the university, with first year students given priority and was full every time, Latisha said.

Latisha's job has changed quite substantially since the programme started running. She used to be a full time visual arts teacher but now only teaches one class, spending the rest of her time working with the year 14 students.

"I fell into it really. I was asked to do some of the careers advisory at school and through that became the liaison officer between the school and the university. I talked about the needs of a group of year 13 students who needed a really individual programme and the Te Ara Hou programme grew from that relationship," she said.

There had been a really positive reaction from the school community and staff, Latisha said.

"It's a real change in role for staff members in a school I guess. I've always pushed the envelope a bit, but people have responded really well."

The school's principal Willie Ford and board of trustees were also on board 100%, joining Latisha in meetings with the university to discuss what was needed.

And there definitely was a need, she said.

"We don't want our kids on the couch at home doing nothing. It's great that the school and university are prepared to put the time and money in."

Her advice to other teachers and schools who would like to do something similar was to spend time developing relationships with other organisations.

"Have that relationship, develop the ability to listen and be flexible. Something that may come across as a crazy idea could actually make sense.

"It's made a real difference for these students and it all grew out of networking."



Pathway to university: Tokoroa High School teacher Latisha Kelly works with year 14 students in the school's learning hub

Phoenix from the ashes – Worksafe reps rise again

How PPTA became involved in health and safety training

In 2015 it looked as though union-run health and safety training would be a thing of the past – two years later it is thriving thanks to a new charitable trust.

When PPTA's executive heard the Council of Trade Unions (CTU) was winding down its health and safety arm, it decided something had to be done to keep the service going.

Ending the health and safety training was a strategic decision on the part of the CTU, but not one that PPTA agreed with, PPTA general secretary Michael Stevenson said.

“However the decision had been made so executive wanted to find a way to continue to do the important union work that is health and safety,” he said.

“We felt that when unions and union members run health and safety courses it is more relevant to working people than when big corporates put themselves in the picture.”

All the other health and safety training in New Zealand was for-profit, he said.

PPTA's executive decided to play a leadership role in saving union health and safety training in New Zealand. The question was asked 'could we take over the CTU health and safety arm lock, stock and barrel?' – A big ask indeed.

“We felt that when unions and union members run health and safety courses it is more relevant to working people than when big corporates put themselves in the picture.”

Fortunately PPTA discovered we were not alone. The Public Service Association (PSA), the Rail and Maritime Transport Union (RMTU), the Dairy Workers Union (DWU) and the New Zealand Nurses Organisation (NZNO) all wanted to keep the 'WorksafeReps' health and safety representative training.

To enable this to happen the unions banded together to create a new charitable trust, The Workers Education Trust, to take over the CTU's work. RMTU general secretary Wayne Butson is the chair of the trust and Michael is the secretary and treasurer.

There has been quite a transitional period but on the 1 April this year the new trust formally took over, with an official handover at the WorksafeReps new premises at PSA House.

Most staff have moved over to the new trust with the staffing structure unchanged, Michael said.

“We are hoping for growth and indeed expect it, with over 270 courses booked for 2017. That is a strong message that we're on track.”

Under the Health and Safety Act a health and safety representative in a workplace is able to choose their own training provider.

“That's great and means we can be first cab off the rank to provide training because union members know that union training is going to be the most relevant to them.”



PPTA general secretary Michael Stevenson signs the Workers Education Trust document



WorksafeReps training in action

Level 2 health and safety training run by advisory officer Doug Clark and field officer Bill Harris

Working through scenarios that actually happened in New Zealand workplaces helped put health and safety into a realistic context for participants of a stage 2 WorksafeRep course.

PPTA News joined 16 workers during the second day of their training at the Brentwood Hotel in Kilbirnie Wellington.

We witnessed a group of professionals deeply engaged in the scenarios they were working through. Examining events that had occurred in forestry, mental health and the transport industry, among other examples, gave a real sense that what they were doing was important.

Onslow College health and safety representative Stephen Knibbs (below, right) said it was good to look at the scenarios in light of the new Health and Safety act.

Participants acted out a scenario, role played what an investigation might look like, then made recommendations for actions to take under the act.

“Stage 2 was really good because it looked at heaps of scenarios of the

kinds of things that can go wrong in workplaces and analysed why they happened. Then, in groups, we made recommendations about how to deal with the incident and how to address the problems in future,” he said.

Stephen appreciated that the course was run by PPTA.

“Without the PPTA (and supportive principals) we wouldn’t be trained like this.”

Stephen thought the partnership between PPTA and WorksafeReps was great and said he was proud that PPTA was instrumental in shaping health and safety policy and legislation.

Onslow College has an expanded health and safety committee with members spanning the areas most affected by health and safety issues, he said.

“For example we have representatives from the PE department, technology and science, plus a guidance counsellor and a first-aider.”

The school’s principal, deputy principal and property manager were also involved, with eight people on the committee all up.

They meet as a group before every meeting to discuss any issues that come up.

Onslow has an email system where health and safety issues are logged and dealt with quickly, Stephen says.

“It might be something as simple as a carpet tile creating a tripping hazard or as complex as ongoing leaky buildings or earthquake damage. It works really well,” he said.

During the training the importance to participants of working together as groups of workers became apparent. Being able to change things by the strength of being in a union gave the scenarios power. We suspect health and safety training run by private corporations would miss this.

WorksafeReps contract PPTA staff to provide the training for members and Doug and Bill’s skilled tutoring was appreciated by participants. There are several PPTA field officers who are qualified to run the training.

It was great to see all the people in the room take their roles as health and safety representatives so seriously, knowing they were gaining the knowledge to keep their colleagues and students safe.



Women's Network campaigns see success

PPTA women's officer Eva Hartshorn-Sanders gives an update on the work carried out by the PPTA Women's Network

It has been a busy couple of months for the PPTA Women's Network.

We have been campaigning on equal pay and paid leave for victims of domestic violence and we are seeing considerable success!

All political parties supported Green Party MP Jan Logie's Domestic Violence – Victims' Protection Bill going to select committee so that the public could have a say on why it is important to have a minimum entitlement to domestic violence leave. The landmark Kristine Bartlett equal pay case taken by E Tū union has now resulted in a significant and well-deserved pay-rise for care workers, and the government has accepted the proposed principles for working out equal pay that have been developed through the tripartite working group process. We would also

like to thank outgoing Labour MP Sue Moroney for all her work promoting and achieving more paid parental leave.

But there is still a lot of mahi to go. We have been busy writing submissions on why domestic violence leave is important so victims have a pathway to safety for this to become a reality. We have also been analysing and writing a submission on how the proposed changes in the draft Employment (Pay Equity and Equal Pay) Bill (including analysing how the bill may impact on our part-time members' equal pay case for pro-rata non-contact time).

The big event coming up in the next holidays (14-15 July) is the CTU Women's Conference in Wellington (see details on the back cover.) A PPTA delegation is planning to attend and information about the programme and how to register can be found on the 'Events' section of the PPTA website.

The PPTA Women's Network also has fresh new email newsletter to keep you up to date with what is going on. You can read the first issue on the Women's Network community page of the PPTA website. If you would like it delivered to your inbox email Wendy Daniell, wdaniell@ppta.org.nz and ask to be added to the list.



Area Schools

Ministry inaction prompts paid union meetings

Consultation has been held with PPTA members throughout the country to address issues around their collective agreement

Paid union meetings (PUMs) have been held for area school teacher members over the last two months to discuss issues about the bargaining of their wages and conditions.

As many as possible of the meetings were face to face, and members in remote areas had the opportunity to attend video-conference meetings.

The consultation with members was called by PPTA executive and was prompted by the Ministry of Education's refusal to backdate pay increases for area school members or even to align the end dates of their collective agreement (ASTCA) over the whole term of this National lead government. This has resulted in the expiry dates of the ASTCA falling further and further



behind the STCA's and in area school members' pay increases coming into effect a full six months after their secondary colleagues every year, meaning they have received an average total of \$3000 less than members covered by the STCA since 2011.

The PUMs were well received by our members and the power-point presentation and hand-outs are now all on the members' only pages of the

PPTA website, so that all members who could not attend their meetings can access them and become informed of the options that they will be balloted on. All members can also access these resources for their information.

Following the ballot, the results will be collated, analysed and referred back to the executive who will decide the next steps the union will take to address this issue.

The bathroom battle is a front for intolerance

Guest columnist Lizzie Marvely on how educational institutions have an opportunity to create a more accepting society

Every now and then, I'm afforded the dubious honour of being summoned into the bowels of YouTube by conservative lobby group Family First.



Lizzie Marvely

Recently, Bob McCoskrie's lot sent me a video about AUT's decision to make a number of their bathrooms gender neutral. Naturally, they're incensed about it.

I've never quite understood the kerfuffle around toilets. Like death and taxes, bathrooms are a fact of life, and as people of all genders have to, ahem, excrete, we all need to use them.

I'm not sure what kind of toileting procedures the members of Family First subscribe to, but I've never spent more time in a bathroom than is necessary. The idea that gender segregated toilets are some kind of hallowed haven is news to me.

Especially in a school context. I can remember a handful of embarrassing occasions in school toilets, usually involving girls peering over the top of a toilet cubicle or, in primary school, shoving their heads through the gap beneath the door. Yes. Girls. Not transgender students. Not boys. Girls. Who are quite capable of being inappropriately curious, or cruel.

Which seems to me to be pertinent in this discussion. Any student who violates another student's personal space through voyeurism, abuse or purposeful intimidation, regardless

of their gender, deserves to face the consequences of their actions.

But no student deserves to be singled out as a potential 'threat' simply because of their gender identity.

To my mind, the bathroom debate has become something of a straw man argument – a diversion intended to distract from the larger issue of LGBTQ+ acceptance and the barriers people in the rainbow community still face. The simple fact of the matter is that there is no bathroom sign in the world that is going to prevent a determined sex offender from entering a bathroom for the purpose of committing a crime. That sad reality has absolutely nothing to do with LGBTQ+ rights.

The question must be asked: What is lurking behind the notion that cisgender people would feel 'unsafe' around a transgender person? What's at the root of this 'fear'? Is it ignorance? Bias? The influence of a transphobic relative or friend?

Just as no child is born racist, it's highly likely that nurture trumps nature when it comes to anti-LGBTQ+ attitudes. It's important that we call a spade a spade. Believing that a trans student poses some kind of danger to cisgender students simply

because of their gender identity is an irrational and discriminative attitude that needs to be examined and challenged. It's also one that has the completely opposite effect of creating an environment in which transgender students may feel very unsafe.

Educational institutions have an opportunity to be leaders in creating a more accepting society, and a number of schools are already doing great work. The world is a complicated place, made up of diverse and unique people, and schools are no different.

If young Kiwis are given the chance to grow up in an environment where diversity is welcomed, where they're encouraged to scrutinise their own biases and openly discuss issues that they may find confusing, the Aotearoa of the future will be in great hands. Indeed, I sometimes wonder whether it's a tougher task educating some of the adults in extended school communities than the kids.

So let's not get bogged down in the bathroom battle – being, as it is, a proxy war for good old-fashioned bigotry.

Fear and ignorance have passed their use-by date. It's time for us to work together to build a more open-minded future.



Image by Artaxerxes CC BY-SA 3.0

Gold for New Zealand Educators

A review of the much-discussed book *Disobedient Teaching* by Professor Welby Ings

Reviewed by Catherine Johnson

This book is gold for New Zealand educators, and I am so thrilled and relieved this much needed support is now available.

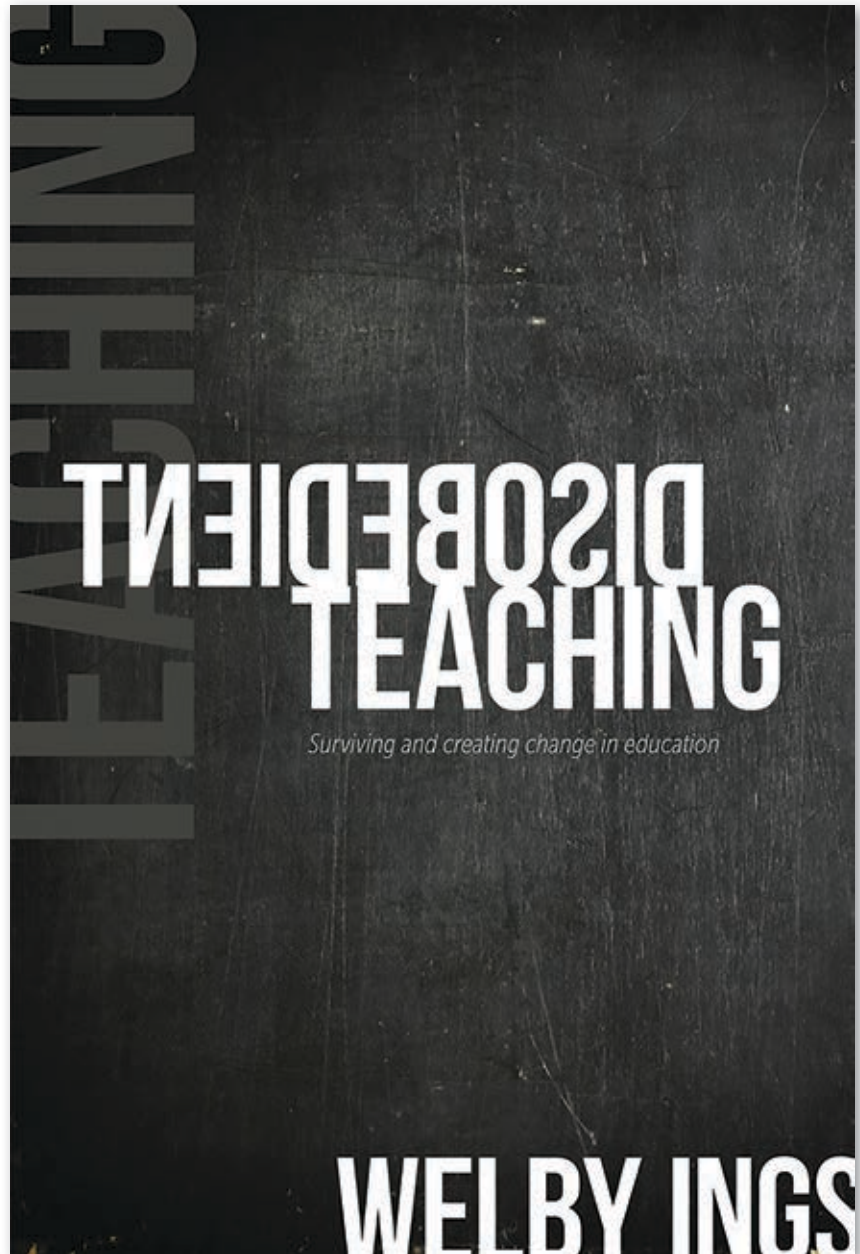
Whatever stage of career or personal development the reader is, this book contains clear and supported advice and anecdotes to open up an increased awareness of educational methods, both required and disputed. If the reader is a 'trailblazer' or 'early adopter' they will find this book does provide an arm of genuine support and advice for their often lonely existence. If they are a colleague or leader of this type of educator, this book will provide insight into their plight, their reasons for behaviours which may seem at best odd, and at worst can be perceived as unprofessional or uncooperative.

The book's sections/chapters are laid out in 'parts'. They are titled simply, create interest and draw in the reader with strong hints at what the parts could contain.

The graphics of the book are clever. It is gloomy, grey and dark, often the feeling these educators may represent to the 'outsiders'. The title being backward is genius, and speaks volumes about the book's contents. The tagline "surviving and creating change in education" further explains the voice this work provides.

This book is needed to enable the best of our educators to remain where they are needed; in front of the children guiding and fostering the questioning and resilient confidence they need to be successful future citizens. I suspect that this book could be regarded in the future, as the book that possibly saved NZ education, through the people that are most needed. Not the politicians, not the Ministry/Minister of Education, but the people who deliver and are the experienced professionals.

I have witnessed a world leading curriculum present potential, and split a profession. Those who adapt, thrive and excite learners celebrated and 'worshipped' this document. Those who didn't, transformed into the dinosaurs their methodologies represent. This 'invisible' but very real battle goes on in most schools in NZ, and results in too many teachers of excellent quality, leaving; flattened, disheartened,



crushed by the system they are to support. I agree and support the messages in this book entirely.

This book is written with passion, compassion, care and a genuine desire to reassure, comfort, empathise and provide an objective confidence to continue their deep felt need to behave in this way. The system has taught them to be obedient, and this book gives them permission to be effective as they know is true and be disobedient.

The concepts are well defined, discussed and explored. Even better,

they are evidence-based, and have strong clarifying notes to further support, affirm and 'hug' the reader.

I hope this book is widely read. By teachers, policy makers, the corporate world, and politicians. I hope this challenges the status quo of still being in an industrial world model, and supports those who are moving our learners in the correct direction to enable a future that is positive and sustainable.

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Oxford University Press 207 pages

Timetabling changes

Consultation with staff required by law

Judy, a new PPTA branch chairperson, has learnt the principal at her school is considering moving to 100 minute periods from next year.

Judy plans to put this issue on the agenda for the next branch meeting and calls the field officer to check on what STCA provisions are applicable to this situation.

The field officer advised that STCA (cl 5.1A) requires every school to have a timetabling policy covering non-contact time, class size, the process applying when (for genuine reason) non-contact entitlements cannot be met, and any other matters related to the organisation of the school day (e.g. breaks).

This policy must be developed in consultation with staff. The Employment Relations Act requires the employer to consult in good faith about workplace matters including changes to work place practices.

This is not a one off event. Consultation must occur whenever changes in practice are proposed in the school. Timetable policies should contain a reference to reviews at regular intervals as well as when the STCA changes or when the employer or branch propose changes.

Judy was uncertain whether the school even had such a policy. After some digging she unearthed a document dated 2007 which it appeared nobody

had referred to for years. It was significantly out of date:

- Lunchtimes were now a lot later and a lot shorter.
- The school had moved from a 5 day to a 6 day timetable.
- 1 hour periods had been partly replaced by 45 and 55 minute periods.
- The structure of form times had significantly changed and expanded. This didn't directly impact on the 25 hour weekly teaching timetable but did create very real workload implications for teachers.

Judy realised that the policy did not comply with the STCA. She met with the principal to request a consultation process to update the policy and also to consider the 100 minute periods' proposal.

At first the principal refused, saying the collective agreement only required the employer to develop a policy on timetabling in consultation with the teaching staff, addressing some specific matters, and they had done that. The principal went on to say they would only consult again if they were considering changing the policy.

Judy pointed out the school's obligations under the STCA and the Employment Relations Act. She argued that the way the timetable operated had changed radically over those years

and the policy had not changed with it, so meaningful consultation was required now.

The principal didn't accept Judy's argument straight away, but after thinking about it and getting some advice that confirmed what Judy had told him, he agreed to undertake a formal consultation with the teaching staff about the 100 minute periods proposal, and about updating the policy itself.

Judy proceeded with her branch meeting and the branch undertook to engage in redrafting the policy to address a range of concerns from the members.

It took a while, but the branch and the principal have finally agreed to a policy that works for all parties.

Resources:

Advice on developing and updating timetable policies, and on good faith consultation, can be found in the Advice and Issues section of the PPTA website under 'Teacher workload (hours of work).'

When a significant change to school operation is proposed the PPTA Education Change Management Toolkit should also form part of the discussion. This can also be found under Advice and Issues on the website.

Finally, don't hesitate to call on your field officer to assist if you are facing reluctance to engage in consultation in good faith.





PPTA Te Wehengarua has spaces for a total of 16 women members to attend. Preference will be given to regional women's coordinators and executive members, but all PPTA women members are welcome to apply.

The conference theme is Mana Wahine. Workshops will be based on skills-building, there will also be guest speakers, a women's political panel and a youth panel chaired by PPTA junior vice president Melanie Webber.

For more information and registration forms see the Events section of the PPTA website or email Eva Hartshorn-Sanders, **EHartshorn-Sanders@ppta.org.nz**. Registration forms must be returned to PPTA national office by **Friday 26 June**.

NZPPTA Auckland Office Field Officer Vacancy

A field officer position has become available in the Auckland field office of the New Zealand Post Primary Teachers' Association Te Wehengarua. The appointment will commence in early September 2017.

The appointee will work as part of a team of six Auckland-based field staff and will have responsibility for organising and providing services to members and branches in the areas served by that office. Skill or experience in one or more of the following is sought: dispute resolution, advocacy, union organising, or adult education. Experience in secondary teaching or employment law would also be an advantage. Applicants should list their strengths in their application.

The association is committed to partnership in accordance with Te Tiriti o Waitangi. A commitment to union goals

and a high quality public secondary education service is essential.

Salary will be within the range of salaries paid to secondary teachers. A staff collective agreement covers conditions of employment. The association is an equal opportunities employer.

Applicants must be legally entitled to work in New Zealand. If you are not a New Zealand citizen, you must have the right of permanent residence or a work permit.

Applications must be received by 5:00pm Thursday 15 June 2017 and should be marked Confidential and addressed to:

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

PPTA
NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TE WEHENGARUA
www.ppta.org.nz

A job description may
be obtained from Julie
by phone:

(04) 913 4228

or email:

jelliott@ppta.org.nz

Queries about this position
should be addressed to Yvonne
Oldfield, Deputy General
Secretary, Ph (04) 913 4225,
email **yoldfield@ppta.org.nz**