

# PPTA NEWS

The magazine of New Zealand secondary teachers

Education policy comparisons, guest columns,  
member resources and more – pages 10 -15

**GENERAL ELECTION  
SPECIAL**



## PPTA News



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# Working with the people who matter most

## Working with communities to build a successful education system



Jack Boyle | President, PPTA

In an election year stories about education tend to get a lot of attention. This is probably unsurprising because everyone accepts that education matters.

Yet despite this, as a society we don't often get the chance to see the big picture of what's happening in our education system.

In fact, somewhat ironically, the proliferation of education stories in the lead up to an election may actually be making our society less informed. We tend to be treated to skirmishes about small details, getting bent out of shape around whether the army should let kids hold guns or whether classrooms should have walls made of glass. But opportunities to focus on the current state of our schools or a context for educational policy directions are usually less visible.

A consequence of such narrow, crisis-oriented stories about education is the bigger issues like teacher shortages, inadequacy of resourcing and impacts of over-assessment on children get about the same amount of attention as whether girls should wear trousers or boys be allowed earrings. On the flipside, precious few stories about the wonderful things happening in our schools and kura make it into election year media.

A connected influence may be that we vote for parties and people these days rather than policies, so we tend to frame our thoughts around almost 'tribal' affiliations. It's typical election year fodder for political parties to juxtapose 'catastrophes' with blue sky narratives about how they'll 'fix' things.

Whatever the root cause, it appears what is happening in our schools and how this affects our tamariki and wider society is increasingly framed by the media and politicians – with little

chance for parents or wider society to access the information they need to play an informed role.

So, how do we move away from a fragmented, politicised soundbite awareness of education to an informed, participatory one?

In an election year this has to start with us: Principals and boards need to tell parents they will have to put non specialist teachers in front of classrooms because there aren't enough teachers. Teachers need to tell parents and students they can't offer multiple assessments to gain the right amount of credits because that's not what learning should be about. Communities need to tell the government a new digital curriculum won't be possible when only one in three families in their region have access to the internet at home.

But it can't all be about crisis. We also need to be aspirational.

A starting point might be trying to build a non-partisan consensus around what we want our education system in Aotearoa to look like.

We should be talking positively about what we want our schools to provide and our children to learn and experience. In short, it's time to take the power back and demand of our politicians that their policies reflect what we want.

A 2017 starting point might be to talk about the purpose of education in New Zealand as a social leveler. There is already a lot of conversation about the interaction between education and poverty, mental health or inequity. Why aren't we making these links when we interrogate education policies?

To put it bluntly, we need to ask ourselves whether we want to live in a country of increased segregation along educational lines, with unequal access to housing, health and job opportunities. Do we accept the well-heeled and the less well-off should go to different schools and not mingle? Do we care that those from our poorest communities differ in health, life expectancies and opportunities?

Education in Aotearoa needs to be funded so every child has a great teacher, resources to provide the services they need and experiences that should be a right of every New Zealand citizen.

Perhaps all of us together should insist this is what we want from education policies in an election year. We won't be alone. Everyone is talking about the interplay of education and social issues.

I may be characterized as being too simplistic – but just maybe this is a conversation we should be having now, rather than waiting another three years.



# Advocating for the next generation of teachers

Albany Senior High School is one of the latest schools to sign up to PPTA's Promise to New Teachers. Branch chair Paul Stevens talks about his school's commitment to beginning staff

Auckland's Albany Senior High School is one of the latest to sign up to a commitment to support the next generation of teachers.

Developed by PPTA's Network of Establishing Teachers, the Promise to New Teachers is a way for boards of trustees, principals and school communities to support the future of the profession through mentoring, support and, most importantly, permanent employment.

In Albany Senior High School's case the commitment to the promise was a way of recognising the good that was already going on in the school, PPTA branch chair Paul Stevens said.

"It's already our way of doing things; helping new teachers and really empowering them early on in their career," he said.

Most new teachers (77%) are employed in a temporary position in their first school and research shows those who do not have supportive and positive experiences in their first teaching jobs are less likely to stay in the profession.

With growing teacher supply concerns and issues with recruitment and retention it was good to support schools that were doing the right thing by their young teachers. "It's happening and it is working well and it should be encouraged," he said.

The school's PPTA branch held a number of meetings to discuss the promise before broaching the idea with the principal and board, who signed off towards the end of last term.

As with every good discussion there wasn't 100% buy in straight away, but when people understood schools were flouting the law by essentially putting young teachers on year-long trials, they were very supportive.

During one of the meetings a member who was in their fifth year of teaching and only on their first permanent contract spoke and gave valuable insight, Paul said.

"He said the experience had been hell. When you end up moving from



Albany Senior High School branch chair Paul Stevens

Greymouth to Taranaki to Wellington before ending up back in Auckland where you are from, you can't settle. As a teacher having a permanent position is huge – it enables you to become part of a community," he said.

"Schools should be hubs for the community but that doesn't happen when teachers are for hire like contractors. An impermanent workforce creates a whole issue that some school leaders don't realise."

After discussions with members Paul approached his principal and board chair and explained the reasons behind the promise.

"It was one of those things where I felt more empowered because our school was already doing these things. I was not asking for something that was over the top. It was something that schools should be doing and something we were doing. I still felt a bit nervous about it though!"

Paul's advice for those wanting to discuss the promise with their senior management is to present it as a way of working together and not surprising them.

"As with teaching, and a lot of things, it comes down to relationships. Don't come at it out of the blue, do it in

consultation with them. Arrange a meeting, email them the material and talk through it in a safe way."

"Emphasise that this is something we are doing around the country to support new teachers and that they are not being picked on or singled out. It's not about shaming, it's about doing what we can to welcome people into a school and into a profession. We should be doing this together in a spirit of collegiality," he said.

Paul thinks the strength of the promise will be when the majority of schools sign up and looking after the next generation of teachers becomes something schools are naturally expected to do.

"That's when it will really have its effect. We want to change the culture in schools so we don't have young teachers on fixed term contracts, where they don't feel like second class citizens in their schools and where they can actually look at buying a house in their community. I hope this really takes off," he said.

Information about the Promise to New Teachers can be found at [ppta.org.nz](http://ppta.org.nz). For further information and support email [nets@ppta.org.nz](mailto:nets@ppta.org.nz)

## Community support breaks down learning barriers

Support from a teacher, community and social media for a student needing glasses shows the importance of schools as community hubs

The generosity of a school community, social media contacts and a local business has helped a Palmerston North student overcome a serious barrier to her learning.

Palmerston North Girls' High School teacher Scott Milne discovered a year 11 student was having vision problems. She was struggling to read the whiteboard and was being slowed down by having to copy the people around her.

Scott teaches science and digital technology at the school and is also senior manager of e-learning. Every senior leader at the school has responsibility for the year level they work with and for him that was year 11.

The student came from an extended family and money was tight. However they earned enough not to qualify for a Community Services Card, which would have covered glasses.

"Glasses for her were going to be something that really stretched the family budget," Scott said.

"Though we are a decile 8 school, we are not uniformly so. Like a lot of schools, our students come from all walks of life and not all can afford what they need. We have students whose parents both work, but there is not a lot left over for extra things like glasses."

These were the situations where students felt uncomfortable letting their parents know they were having issues because they knew they couldn't afford it, he said.

With no government funding available Scott turned to Twitter for help.

"I was overwhelmed with the responses. There were lots of great ideas and maybe a dozen people offered to help pay. I could have paid for the glasses three times over, just through Twitter."

After finding out Specsavers did free eye testing for under-16s, the student had her eyes tested there. In the meantime a parent of one of the student's friends called to say they would pay.

The offers didn't stop there though. A New Zealand online eyewear store, Clearly NZ, then offered to provide the glasses free of charge.



Scott Milne (@LostArcNZ on Twitter) found support for a student through social media

"All up we could have provided glasses for five students," he said.

"I really want to put in a plug for Clearly NZ for making such an amazing offer."

This student's story was not an isolated incident – at one stage the school had three students in the same position – and is a good example of the wrap around services that need to be funded to support schools.

Palmerston North Girls' High school is now going to start a hardship trust to pay for things for students in difficult circumstances, which have become barriers to their learning.

"There are massive gaps, it's not a level playing field. There are a lot of things that are massively expensive to families – eye care and dental can be really problematic."

PPTA president Jack Boyle said the fact schools and communities had to go to these lengths showed the importance of the association's policy that schools be funded and supported as community hubs.

"This simply means that social, health, leisure and other facilities are situated

at school and that schools become a magnet for and centre of the community. This acknowledges that what happens outside the school gate can't simply be left at the door," he said.

Scott agreed, saying it made sense to have public health services positioned around schools.

"Student health is something that should be focused on. We need to have funding so students' issues get picked up. At the moment it takes eight weeks in our area for a student who needs mental health support to get help. That's not good enough."

In the meantime Scott can't be more thankful for the generosity of his school and online communities.

"I really want to thank all my wonderful Twitter followers who offered to help. I am humbled by your support, your trust and your friendship," he said.

"Lots of my job looking after year 11 deals with the sharp end of things, when things go wrong. I love it when things go right."

# Transforming Māori education

## PPTA Āpiha Māori, Dr. Te Makao Bowkett shares the experience of the 23rd PPTA Māori Teachers' Conference – Transformation in Māori education

“He kākano āhau - I am a seed”

After nearly 25 years of PPTA Māori teachers' conferences now is a good time to take stock, look ahead and plan how we will achieve our aspirations in the decades to come.

It is the role of the hui to provide an authentic forum for Māori teachers and others who are passionate about the role of te ao Māori in education to relax, reinvigorate, inspire each other and put our collective minds together to face the challenges in the education sector head on.

The theme of this year's hui; 'Transformation in Māori education' was

an opportunity for teachers from around the motu to address the question of transformation head on and openly.

The questions to come out of the 2017 hui are: Where do we want to take our teachers over the next 25 years? Where do we want our children to be? What are our collective responsibilities and what are our challenges? What are the transformations we must make?

All the speakers at the hui addressed the theme of Transformation in Māori education in their kōrerō.

Te Kura Kaupapa Motuhake o Tawhiauau principal Pem Bird and MPs Mārama Davidson, Mārama Fox and Nanaia

Mahuta all spoke of transforming society and education by revitalising te reo Māori. There was a shared understanding that making the language compulsory would allow te ao Māori to become an integral part of every community.

Rachel Tuwhangai, Te Mihinga Komene, Dr Tia Neha, Kim Rogers and Renae Rakena shared their kaupapa Māori, strength-based ways of raising student achievement.

Keriana Tāwhiwhirangi, an expert in change management shared tools for how to have hard conversations in order to transform dysfunctional workplaces.

Rev. Te Hira Paenga, talked about the gods/atua and showed how deep and



spiritual knowledge can really inform our learning.

A master of sacred Māori instruments, Jason Phillips connected us to our history and ways of deep healing through the sounds of our ancestors.

The conclusion? One way or another, the seed of educational transformation is within us all and it is our responsibility to leave a legacy for the teaching profession, for tangata whenua and for our children and grandchildren.

We can find, within the membership of the PPTA, everything we need to nurture and grow the future we decide on. Sometimes we need to remind ourselves that the expertise resides with us – not with the government, not with the ministry. It is up to us to operationalise the kind of relationships we want to have under te tiriti o Waitangi.

Our history is full of meaning and it is our language that will unlock the

knowledge of our ancestors. We've got to do this, spread it, 'mainstream' it. We've got to acknowledge, too, that unlocking our past will involve tears, there is mamae to be dealt with.

Our professional identity as Māori teachers flows through many streams – whether we are practitioners, academics, researchers, or holders of our ancient ways - each pathway strengthens the profession.

There are other pathways for Māori education too: Kura kaupapa, kura-ā-iwi, Māori medium and mainstream. We must resist the inclination to label one way as superior to another, especially when over 80 percent of Māori children are taught in English, in mainstream schools.

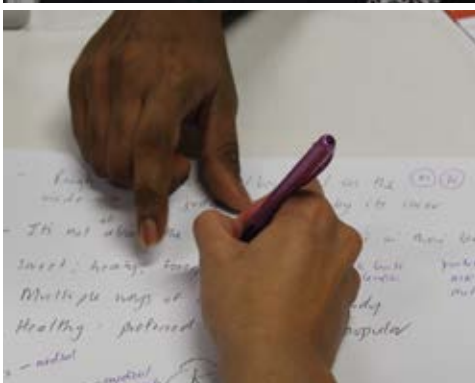
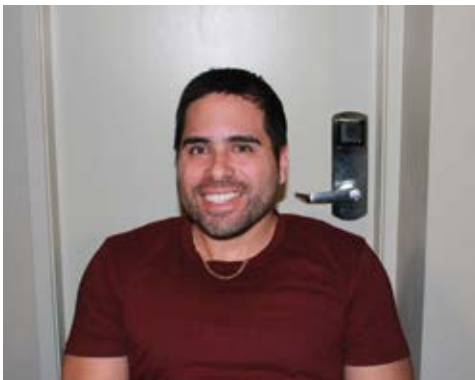
As teachers, we need to ask for what we need and also we need to acknowledge that connecting sometimes means reaching outside of our professional and personal comfort zones.

It happened at the hui and we encourage it to happen in your professional life – embrace tuakana/teina. Just as our students have much to learn from us we have much to learn from them. We can share knowledge, skills and tools for practice with each other and with other experts. The concept and practice of reciprocity is one we must hold if we are to transform education.

The challenge for us all?

Accept the responsibility; acknowledge the privilege of our roles in our communities, be proud you are a driving force for change, and keep transforming, every day, in ways big and small. You are a seed.

.....  
*“He kākano āhau i ruia mai i Rangiatea”*  
.....



## Schools and principals are stronger together

Introducing new NZSPC (New Zealand Secondary Principals' Council) chair James Morris

Darfield High School principal James Morris has taken up the challenge of bringing secondary principals together as chair of the New Zealand Secondary Principals' Council (NZSPC).

"It's clear that by working together we can achieve positive outcomes for schools, rather than independently," he said.

James has been principal at the rural Canterbury school for eight years and appreciates the opportunity NZSPC provides to contribute to the wider education system as well as regionally.

NZSPC represents secondary and area school principals who are members of PPTA. Its independent voice reflects the unique role principals play in the education system – and this voice is often sought by educational bodies, policy makers and the media. The council also negotiates the Secondary Principals' Collective Agreement with the Ministry of Education on behalf of principal members.

Being based in Darfield gives James a rural perspective, but he is close enough to the Christchurch to understand the city's issues.

"One of the strengths of NZSPC is its regional structure. You get experiences from right across the country and different schools types represented. I enjoy the opportunity to engage at a national level. I get a much clearer picture of the intricacies of the different regions and how they work together," he said.

What has been particularly interesting for James is the similarities in the challenges experienced by schools across the sector. "Things like workload – whether you are a teacher, middle leader, principal or support staff, those pressures are there," he said.

Teacher supply and staff and student wellbeing were big issues for principals, James said. Professional learning and development (PLD) for principals was also something that needed fixing, he said.

"Leadership PLD in education in New Zealand is quite disjointed in that



New Zealand Secondary Principals' Council chair James Morris

there isn't a clear programme to meet senior leadership needs. It's very ad hoc and I think we can do a far better job in the way we train our educational leaders," he said.

Another area where work needed to be done was supporting Communities of Learning (CoLs) to reach their potential. The collaborative programme, part of the Investing in Educational Success initiative, was something the council planned to keep a close watch on.

CoLs were also something the council planned to keep a close watch on, James said. "At the moment CoLs are an area of great potential, provided they don't get mired down by a whole range of constraints that were never envisaged at the start."

By representing and feeding in the views of principals to decision making, James believes NZSPC plays an important role in building a better education system. However work needed to be done towards ensuring transparency in Ministry of Education and government decision making processes, he said.

The ministry was generally good at consulting with sector groups but it was often not clear how the feedback was channelled into policy, legislation and regulations. "It often disappears

into the machine and comes out as something quite different."

The reaction to James' new position from his school has been quite positive, he says. "I warned my board that with the new role I might be seen in the media, but that I am commenting as NZSPC chair rather than Darfield High School principal."

The students have found it interesting to see their principal on television too. "It's a good conversation starter, and great getting them talking about education," he said.

James is also particularly supportive of beginning teachers, with Darfield High School being an early adopter of the Promise to New Teachers – a commitment to offer new teachers permanent positions, rather than fixed term ones, and provide the conditions they need to thrive.

"Schools are busy and complex places, but we need to remember the importance of developing new teachers and our commitment to them," he said.

"Schools are at the heart of our communities and the work they do makes a fundamental contribution to the well-being of us all. I hope to be able to keep the momentum going to remove barriers to schools being effective."



## Kicking off the first New Zealand Teachers' Games

PPTA sponsors an event focused on teacher health and wellbeing, engaging with sport in schools and professional learning and development

Do you think you could be New Zealand's fastest teacher? The inaugural Secondary Schools Sports Council (SSSC) New Zealand Teachers' Games could be your chance to find out.

PPTA is a sponsor of this new event, which has a focus on teacher health and wellbeing, engaging with sport in schools and professional development.

The games will be held in Mt Manganui and the Bay of Plenty region during term three, from 1 - 3 October. If you are not attending PPTA's annual conference this year, it could be a great experience for you. Supported by Sport Bay of Plenty, the New Zealand Teachers' Games (NZTG) will be based on the Australian Victorian Teachers' Games, which are now in their 20th year.

Open to anyone on the payroll of early childhood, primary and secondary schools, the games will include beach volleyball, bowls, badminton, adventure running, relays, squash, basketball, touch rugby, Ultimate Frisbee, golf, netball, futsal, hockey and dodgeball.

*"The games will be an opportunity for teachers and support staff to have fun with their colleagues, compete seriously or socially and take part in professional learning and development"*

For those who are quick on their feet there will be a King/Queen of the Mount race for the serious runner, a Round the Mount relay for teams of four and the New Zealand's Fastest Teacher competition - a 50m dash in age groups with medals for every division.

NZSSSC CEO Garry Carnachan said the games would be an opportunity for teachers and support staff to have fun with their colleagues, compete seriously or socially and take part in professional learning and development (PLD).

"Sport offers huge opportunities for delivering the key competencies of the



New Zealand Curriculum, in particular the social competencies of Relating to Others, Managing Self and Participating and Contributing," he said.

There will also be Try-a-Sport options, which could include Waka Ama, archery and Ultimate Frisbee. "Sports that are trending with young people but are essentially new to most teachers will be offered on a non-competition basis to provide teachers with experience and confidence in working with students."

One of the drivers behind the games was the fact that the involvement of teachers providing leadership in sport through coaching, managing and officiating is steadily declining, while participation of students has remained stable, Garry said.

"In secondary schools we are growing a gap between students wanting to be involved in sport and teachers providing the leadership required for them to access an increasing range of opportunities," he said.

There were a number of reasons for this, including increased teacher workloads, lack of teacher pre-training in sport and physical education, the removal of physical education advisors

by the Ministry of Education and an aging teaching force.

A lack of confidence in delivering and leading sporting opportunities and lack of understanding of sport's relationship to key competencies in the New Zealand Curriculum were also issues, Garry said. It was the latter two reasons that the games hoped to address, he said.

*"Sport can contribute to academic and social outcomes with clear links to key curriculum competencies"*

"Sport can contribute to academic and social outcomes with clear links to key curriculum competencies. The NZTG aims to encourage teachers to be part of providing quality school sport opportunities for their students so that students, teachers and communities can reap these rewards," he said.

For more information and registration details visit the New Zealand Teachers Games website [sporty.co.nz/nztg](http://sporty.co.nz/nztg)

## The big issues - housing, job security and education

Hutt Valley-Wairarapa PPTA executive representative and CTU youth union Stand Up organising committee member Chris Carr explores the election issues for young workers

Generalising about the wishes of young working people is a bit of a fool's errand. There's as much diversity of political belief and priorities among young workers as there is in any other section of the community.



Chris Carr

In writing this then, I'm speaking from my own experience of working with Stand Up, the Council of Trade Unions (CTU) young workers network.

Stand Up is the voice young workers. It consists of members representing each union affiliated to the CTU, including PPTA. As a body representing young unionists, Stand Up frequently asks affiliates about what matters to them. Although these issues aren't universal, they are young worker specific and do represent a broad section of the views of the young workers we've talked to. For the sake of brevity, I've stuck to three major issues which seem to crop up every time we talk to young workers about what matters to them.

### Housing

It's not just a media beat up and it's not just about buying your first house. Our housing market is in a dismal state and the young are bearing much of the cost. We need a government that's willing to sort it out. That means making sure there are sufficient homes to accommodate everyone and that those homes are fit for purpose: big enough; warm enough; dry enough. Government needs to step in to increase the supply



of a variety of homes; both private and rental accommodation. In particular, we've heard young workers talk about the bad state of our rental market and the relative lack of attention this gets. We're still stuck in a mindset which sees renting as a temporary measure while people study or save for their own home. Unfortunately, for a huge number of young workers, renting is going to be a life-long situation and as such we need to make sure that rentals are up to scratch. Young workers have told us that they want to see minimum standards for rentals and stronger protections for renters. Alongside this we need government to help increase the supply of rentals so that landlords can't use competition for scarce rentals to constantly hike rents without improving properties.

### Job security

It's become a truism that "young people want job flexibility." Unfortunately, a lot of employers have taken that to mean they want arbitrary hours, no ability to plan their own lives, and to live in constant fear of getting fired. As many young teachers will know first-hand, the prevalence of fixed term, casual, and insecure work has increased exponentially over the last decade. Young workers have said our employment laws need to respect the fact the employer-employee relationship

isn't equal and that in order for workers to get their entitlements they need support; either through strong, empowered unions or through a restored labour inspectorate. In particular, young workers want to see the 90-day trials gone along with secondary tax. In a general sense we need better protections for casual and part-time workers as well as a fair go for low income workers.

### Education

As a teacher, I'd like think that my students' learning doesn't finish the day they leave high school. I hope that most of them are able to take part in further study in a specialist field (be that through university, an Industry Training Organisation or an apprenticeship) so that they can work in a field that uses their skills and leaves them feeling fulfilled. Unfortunately, the costs of study have climbed over the last decade as has the cost of living. New Zealand needs a fairer way to spread both the cost of study and its benefits over the whole of society. We need to re-examine the student loan scheme so that it better takes into account the different needs of students and is more fair and reasoned. Young workers want tertiary study to be seen as an investment in the future, much as secondary study is, and to be supported accordingly.

# PPTA members quiz candidates

Politicians are being quizzed on their parties' education policies by PPTA members up and down the country in the lead up to the 2017 election

PPTA members throughout the country are getting political, quizzing their local representatives about education issues in the lead up to the election.

They have been busy organising local meet-the-candidate meetings and political debates to put the hard questions to the people asking for their votes.

At the time of printing The 2017 Election Education Debate was due to be held in at Auckland's Western Springs College, with representatives from National, Labour, New Zealand First and the Green and Māori parties debating education in New Zealand and taking questions.

West Coast PPTA members teamed up with their local Grey Power, attending a meet the candidates forum of West Coast-Tasman MPs organised by the

association. It was a successful event with more than 70 attendees, PPTA West Coast regional chair Nathan Bergin said. "Six MPs addressed the crowd and then answered questions from them about a wide range of topics," he said.

PPTA's upper Northland region will present Politics in Kaikohe at 6.30pm on August 24 at the Kaikohe Memorial Hall with speakers from the New Zealand First, Labour, Mana, Green and Māori parties. Also on August 24 will be an education panel hosted by PPTA's Hutt Valley region, where all are welcome to question political leaders from Labour, New Zealand First, National and the Greens on education. It will be held at the Angus Inn from 5pm and drinks and nibbles will be provided. Those interested should RSVP to Hutt Valley regional secretary Emma Wallis by 3pm 21 August at [ewallis@sbc.school.nz](mailto:ewallis@sbc.school.nz)

(See page 15 for posters of these events.)



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# Education policies – we asked, they answered

PPTA News asked political parties how they would respond to the big issues in education as part of a government.

This table contains PPTA’s summaries of longer answers provided by each party. Extended responses are available the Focus on education in the general election 2017 section of the PPTA website, [ppta.org.nz/focus](http://ppta.org.nz/focus)

			
<b>Real community engagement?</b>	Believes it's happening now	Yes	Yes
<b>Review Tomorrow's Schools?</b>	No	Yes	Yes
<b>Close charter schools?</b>	No	Abolish model, schools close or integrate	Yes
<b>Schools as community hubs</b>	Some pilots of this approach	Yes	Unsure
<b>Decrease class sizes</b>	No	Yes (over time)	No commitment but 'will work with the sector'
<b>Real increases in per-student funding?</b>	Believes it's happening now	Yes	Yes, probably
<b>Increase funding for students with greatest need?</b>	Unclear, but will use 'social investment' approach	Yes	Yes, probably
<b>Real increases to secondary teacher salaries?</b>	Believes it's already happening	A matter for bargaining, not policy	Happy to talk with sector about it
<b>Access to professional learning and development for all teachers?</b>	Maybe	Yes	Yes
<b>Reduce unproductive workload?</b>	Yes	Yes	Yes

				
Yes	Not really	Yes	Unclear	Yes
Yes	No policy on this	Yes	No	Yes
Abolish model, integrate charters	Will review	Integrate charters	No	No
"Yes	No policy on this	Up to regions, not govt	Yes	If communities want it
Yes	Unclear	No	Possibly, through bulk funding	Yes
Yes	Yes, with a caveat	No	Unclear	Yes
Unclear. Wants strong universal provision first	Yes	Up to regions, not govt	Open to it	Yes
Yes	Yes (where necessary?!)	Yes, over time	Possibly, through bulk funding and site-agreements with performance pay	Will support discussions
Yes	Yes	Yes	PLD should be "cashed up"	Yes
Yes	Yes	Yes	Not in terms of assessment	Yes

# Social investment and education funding models

## CTU policy director and economist Bill Rosenberg examines the latest policy buzzword “social investment”

The phrase “social investment” is now almost a magical incantation in government policy making.

Suddenly all government agencies are looking to take a social investment approach to their spending. Ministers no longer spend money – they “invest” it. Big Data is in there somewhere, making it all “evidence-based”. But what is social investment, is it really something new, and how might it work in education?

The idea that social spending could be thought of as an investment has been around since at least the 1930s: the concept that spending now, if done in the right way, can bring future social and economic benefits. New Zealand’s ground-breaking welfare state brought in by the first Labour government from 1935 could be regarded as social investment.

There are really two different approaches under the government’s “social investment” banner. The “investment approach” used in the Ministry of Social Development (MSD) is based on estimating the total “future fiscal liability” of every current welfare beneficiary: their probable future cost to MSD’s budget. The estimate uses actuarial modelling (from the insurance industry) on MSD’s huge administrative database.

Policies are designed to minimise “future liability”. If helping a beneficiary reduces the liability it is good, otherwise it is bad. It does not take into account the impact on the wellbeing of families relying on benefits, or possible benefits to the economy of supporting people to retrain, have more time to search for a job that suits their skills, or move to find a job. It assumes that a benefit cancellation is the same as finding a job and that all jobs are better than being on a benefit.

Even their own evaluation finds that is frequently not the case. This approach should be scrapped. The administrative database is useful for research purposes, but the “fiscal liability” approach is a means to cut government expenditure, not make better lives and a better society.

The government’s broader “social investment” is not as narrow, but a true future-looking investment approach has only a small part in it. Most of it



Bill Rosenberg

is about much tighter targeting and tougher criteria for social initiatives to get funding. It is heavily based on analysis of the big administrative data sources available to the government. This is a procurement strategy rather than an investment strategy.

Unlike the usual conceptions of social investment, there is little room in this approach for addressing underlying causes of disadvantage, which are frequently poverty, inadequate incomes, poor housing and other basics which confront power and income inequalities in society.

*...the concept that spending now, if done in the right way, can bring future social and economic benefits. New Zealand’s ground-breaking welfare state brought in by the first Labour government from 1935 could be regarded as social investment.*

With constant financial pressures placed on all public services, highly targeted spending gradually pushes out broader population-based public services and social support, increasingly forcing people to pay for health, education and other services themselves or through private insurance.

Rigorous statistical analysis of administrative data has great potential but can also compromise privacy and can be misused, such as when correlation is confused with causation. For example, being in a family receiving a benefit does not in itself harm educational achievement – but poverty, poor health, insecure housing and lack of resources to give children new experiences may well do so.

So how might this apply to school education?

The MSD’s fiscal liability “investment approach” would be disastrous if applied to education. It would discourage longer time at school and tertiary education simply because it costs more.

One approach being taken is to analyse administrative data to find a set of indicators for targeting funding better than the decile system. It is not clear yet where it will end up. At this stage I can only ask some pertinent questions.

- How broad will be the indicators of educational outcomes used to define “success”?
- Is the policy targeting only the most disadvantaged? If so, what effect will it have on the resources available to other students and their educational outcomes?
- Do the indicators include collective factors or only the characteristics of individual students?
- Do the indicators encourage consideration of the deeper causes that affect educational achievement?
- Are there risks to privacy, of stigmatisation or selecting the wrong students for interventions in the way data is being used?
- Does it encourage outsourcing or privatisation of education or services to schools?

In the final analysis, the most important question is: Does this genuinely invest in our children’s future?

*(Abridged – the full article can be found on the PPTA News page at [ppta.org.nz](http://ppta.org.nz))*

# Focus on education – PPTA election resources

The Focus on education in the general election 2017 section of the PPTA website provides resources for members who wish to get politically active in their regions

PPTA has created a one-stop-shop for members looking for information on education issues and approaching politicians during the 2017 general election.

The Focus on education in the general election banner on the front page of [ppta.org.nz](http://ppta.org.nz) hosts a collection of resources, from an education wish-list for election 2017 to tips on how to organise a meeting or event.

The Focus section has five tabs – Get active, Be informed, Beyond the school gate, Events and Civics education.

These sections give advice on asking questions of candidates, how to lobby an MP and how to organise a meeting. They share PPTA's election wishes, messages from the president and election related media, promote political events and provide resources around engaging young people in democracy.



PPTA's wish list for the election has three main asks – a long term plan to advance public education, fairness and equality for students and making teaching a desirable career. We hope these resources will go some way in supporting our members to make this happen.

Each child is different and it is our role as teachers to bring out those unique strengths. We want all students to leave school equipped with the skills, confidence, values and knowledge that will allow them to make the most of every opportunity. That's why we

need teaching to be a meaningful and respected career that people are proud to pursue. For New Zealand to have the equitable and well-resourced education system it deserves we need to take political point scoring out and put the voices of students, teachers and communities in.

Focus on education in 2017 can be accessed through the home page of [ppta.org.nz](http://ppta.org.nz) or directly through [ppta.org.nz/focus/](http://ppta.org.nz/focus/)

If you have any queries please email [news@ppta.org.nz](mailto:news@ppta.org.nz)

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RSVP TO REGIONAL SECRETARY EMMA WALLIS BY 17/08 AT [EWALLIS@SBC.SCHOOL.NZ](mailto:ewallis@sbc.school.nz)

**Politics in Kaikohe**  
Brought to you by PPTA's Upper Northland region

Don't let this happen to us!

6,30pm  
Thursday 24 August 2017  
Kaikohe Memorial Hall

NZ First - Rt Hon Winston Peters  
Mana - Hone Harawira  
Labour - Kelvin Davis  
Māori - Hinurewa Te Hau  
Green - Catherine Delahunty

**PPTA**  
NEW ZEALAND POST PRIMARY TEACHERS' ASSOCIATION  
TE WHĀNGARILLI

## Part time teachers take a case for equality

PPTA and four members lodge a legal case to address inequality for part-time teachers

PPTA is supporting four courageous members who have lodged a legal case with the Employment Relations Authority to resolve the long-standing issue of part-time secondary teachers not receiving the same rate of non-contact time as their full-time counterparts.

At time of printing Pamela Foyle, Debra Eno, Lisa Hargreaves, Leanne Donovan and witness Sarah Robinson were due to have their first mediation on August 7.

We will have an update, along with profiles of these brave women in the September/October issue of the PPTA News.

PPTA president Jack Boyle said the association had been trying to resolve this injustice for more than 16 years.

“We have developed and offered numerous solutions, with different and



flexible options. We have tried righting the discrimination through six rounds of collective bargaining of the Secondary Teachers Collective Agreement. There has been a long term workstream with the Ministry of Education, facilitation with the Department of Labour and a four year pay and employment equity

review – and still we have had no justice,” he said.

“We’re tired of waiting for the government to get a conscience; this time we are taking to the courts. The case is simple. Every teacher should earn equal pay for equal work. We believe we have a very strong case and that we will win,” he said.

## NZCTU’s Mana Wāhine women’s conference

PPTA women from throughout the country hear inspiring speakers and learn practical skills at the 2017 NZCTU Women’s Conference

PPTA women from all over New Zealand headed to Wellington as part of the association’s biggest delegation yet to the New Zealand Council of Trade Unions (NZCTU) Women’s Conference.

Held from 14-15 July at the Michael Fowler Centre it was co-chaired by outgoing PPTA women’s officer Eva Hartshorn-Sanders, who also helped design the programme.

The conference theme was Mana Wāhine and there was a mix of strong women key note speakers, panellists, workshops and equal pay campaign activity.

This year the programme was designed to focus on skills-based workshops including Working with our Allies, Living in the Decolonised Society, campaigning skills, craft activism, submissions and lobbying and working with social media.

“Two of our women who are taking the part-time non-contact case with



PPTA attended the (submissions and lobbying) workshop and shared their personal thoughts on how not receiving equal pay impacts negatively on them. It was a good chance to raise the profile with other unions,” Eva said.

Speakers included NZCTU vice president Rachel Mackintosh, Harvard University academic and trade union organiser Jane MacAlevey (via Skype), a Māori women leaders’ panel of Kerry Nuku, Laures Parkes, Whaea Ka and Muriel Tunoho, introduced by PPTA’s

Whaea Gazala and Victoria University sociology academic and political activist Cybéle Locke.

A young women leaders’ panel of Kiri Allan, Yvette Taylor and Kaisa Beech spoke about organising young people in campaigns. This session was chaired by PPTA vice president Melanie Webber, who used her media background to good effect, asking probing questions of the panellists.

Feedback on the conference had been overwhelmingly positive, Eva said.



# Technology, plagiarism software and school libraries

PPTA's digital advisory committee considers ICT issues members and schools bring to its attention and prepares advice for teachers

Talking digital technologies, plagiarism detection, the TELA teacher laptop scheme and the importance of school libraries is all in a day's work for PPTA's ICT advisory committee.

During its last meeting on 16 June at PPTA national office in Wellington, Ministry of education staff Kirsty Farquharson and Ian MacDonald gave an update on the TELA teacher laptop scheme. The current contract for the scheme ends in February 2018 and the ministry has put out a request for proposals including information on different types of devices and how the system could work better. The ministry is setting up a group of stakeholders to look at proposals and has invited representatives from the PPTA ICT committee to take part.

Plagiarism detection software has been a hot topic for the committee, with

some schools able to afford to pay for software while others have to resort to using free online tools. The committee believes it is essential every school uses the same plagiarism detection software to even the playing field, especially as detecting plagiarism is required by NZQA. The committee also observed the secure and safe back-up of school data is essential and another service where central provision should be considered.

School Library Association of New Zealand Aotearoa (SLANZA) executive member Clair Forrest spoke to the committee about some of the association's current concerns. This included the fact there is no government or education mandate that there must be a library in a school, so when money or space is tight the school library is often used as a classroom. This is despite evidence that the school library is a valuable resource for teaching and learning,

PPTA representatives on the Digital Technologies curriculum review working groups, John Crieghton and Judie Alison gave an overview of the work being done. Timelines are tight, the workload is high and there are issues with language, which varies from the language teachers are familiar with and the language of the New Zealand curriculum. Concern was also expressed that the large amount of professional learning and development that will be required to implement the changes might not be understood. The draft curriculum – called Strengthening Digital Technologies Hangarau Matihiko in the curriculum – is now available for submissions/comment (see below).

For more information on these issues and a list of contacts for your regional committee member the ICT advisory committee community page on [ppta.org.nz](http://ppta.org.nz) or email [ict@ppta.org.nz](mailto:ict@ppta.org.nz)

# Digital Technologies Hangarau Matihiko

What **teachers, leaders & Communities of Learning** need to know

Technology is changing fast and our education system needs to grow and adapt with it. We are changing how we equip our children and young people to participate, create, and thrive in this fast-evolving digital world.

Timeline: DT & HM curriculum content, from consultation to implementation



**How can you have your say and find out more?**

You are welcome to give us your feedback on the draft curriculum at the survey link below or attend a workshop near you.

**Find out more**  
<http://education.govt.nz/digital-technology-consultation>

**If you'd like to get in touch email:**  
[digi.tech@educationgovt.nz](mailto:digi.tech@educationgovt.nz)

# New Zealand secondary schools and your child

A new book by Bali Haque helps parents navigate challenges at New Zealand schools

Former NZQA deputy chief executive and past PPTA executive member Bali Haque has written a new book to help parents navigate the challenges of New Zealand secondary schools. PPTA News asks a few questions.

**Would you mind giving us a brief update of what you are doing now?**

Currently I am living in New Plymouth and working as a consultant. This has included a six month stint as emergency principal at Waitara High school, working with the Education Council on the development of new teacher standards and Massey University on principal professional development. I am just about to begin a contract as a change manager in the development of a North Taranaki wide Community of Learning.

**What prompted you to write this book?**

Parents were meant to be a key part of the whole Tomorrow's schools environment. It was meant to be about parents and boards having meaningful involvement in local schools, and yet parents, particularly of secondary aged children, seem to be a bit intimidated by the whole set up. This is not helped by students also appearing to discourage the involvement of their parents! Yet my experience has been that teachers and schools generally welcome parental interest and involvement. This book aims to support parents to get involved, take responsibility and partner with teachers.

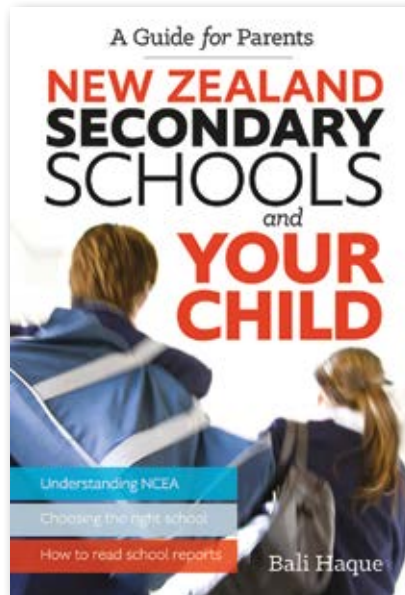
Importantly this is not about parents "taking control". It is much more about encouraging partnership.

**Can you give us a brief summary of what it is all about?**

I have picked what I think are the main concerns many parents have and provided a jargon free explanation and advice.

**Where did you draw your information from?**

Most of the factual information is easily available on the various MoE/NZQA/EC/ERO web sites. I also drew from my personal experience as a teacher, principal and parent.



**The primary audience for this book is obviously parents, what do you think secondary teachers would get out of it?**

It is for parents, but I hope teachers will read it and feel validated in their work. It will also maybe help teachers understand the parent perspective. Sometimes teachers and schools can become too focused on what they require and not remember that each one of their students has a caring and interested and sometime nervous parent/caregiver at home.

**Doesn't a book like this encourage middle class parents to 'shop' for schools? Isn't that part of the problems inherent in our competitive Tomorrow's Schools system?**

I hope it encourages parents to think about their choices more sensibly. I did not set out to write a book about the problems in the system as such. Ideally, children should attend their local high school. I say that in the book. However, many parents in the current environment do look at options. Given this, I think it is important that they are not making decisions based on inappropriate or poor evidence.

**In your experience, how well do you think parents judge the effectiveness of a school?**

I think that there is a bit of a fog here. Too many choices are made based on poor evidence or information that has been misunderstood or perhaps even manipulated by the school or the media.

**What sort of things do they base their decisions on? Someone like (education researcher) John Hattie would say most of the reasons for parental school choice are educationally unsound, do you agree?**

NCEA results are still used to compare schools and this is a real problem. Media stories can mislead and victimise schools or alternatively make them look much better than they are.

**To what extent do you think parent misunderstanding of NCEA is a problem? Does it undermine the qualification as a whole?**

NCEA was never designed to allow school comparisons. It may be a starting point for thinking about a school but there are so many variables, as the book explains, that using NCEA results alone is a mistake. Schools are much more complex than that, and parents need to take account of multiple variables and match them with their own priorities and values.

This does not undermine the qualification. We need to understand that it was never designed for school comparison. The government-imposed NCEA targets have not helped and certainly have contributed to the undermining of the qualification.

**You do talk about comparing schools by NCEA results though. Isn't this always going to be problematic because of the different intakes of schools and the different ways that schools use NCEA?**

Yes, I cover this in detail in the book. In the book I suggest that comparing NCEA results is not a good idea.

**Is there anything else you would like to share with our members about your book?**

I hope that the parts of the book in which I talk about teachers comes across as supportive. They were meant to. Teaching is a very tough job and parents need to understand that teachers by and large do it very well. However, I do not shy away from suggesting that parents need to be active in the case of teachers who are not performing.

Keep an eye on future issues of PPTA News for a member review of New Zealand secondary schools and your child.

## Always check your payslip

Information and advice from PPTA's intrepid field officers

Payslips should always be checked. Even if the money going into your bank account seems correct it may be that all is not well with your payslip and it is best to address any issues sooner than later. We highlight some common problems;

### Novopay overpayments

Jane was distressed to receive a letter from Novopay saying she was required to pay back \$2980 dollars (net) due to having being paid too much holiday pay when she moved from Kiwi High School at the end of term one from a fixed term position and moved to Dallington College to a permanent position. While Jane thought her pay was a bit more at the time of finishing at Kiwi High School she didn't think too much of it at the time and she hadn't realised the extra was as much as Novopay was claiming. After talking this

issue through with her branch chair, Jane wrote to Novopay. She asked them to provide details of exactly what was overpaid and when. In due course Jane received this information and matched it up with what she had actually received in her salary. Jane shared her payslips with her field officer. It looked like Jane had received her normal holiday and only one additional week of holiday pay. This worked out to be \$993 (net) of overpayment. Jane raised this with Novopay who amended the amount required for repayment to \$993 (net). Jane then was able to negotiate fortnightly repayments of \$38.19 over a six month period which she found manageable.

*Always check and where necessary challenge any amount where overpayment is sought.*

### Sick leave balance

When checking her payslip for the overpayment Jane noticed her sick

leave balance seemed low. Jane was in her fourth year of teaching and had accrued 46 days sick leave. Her balance showed she only had 29 days of sick leave available. Jane could not remember having had this many sick days and was curious about where it had all gone. She went onto the Novopay website, downloaded a form called NOVO 9t and requested a printout of her sick leave usage. Jane received this in due course. There were a few intermittent days during Jane's first two years of teaching where she recalled having some days off with colds. There was also a nine day period of sick leave usage showing which Jane actually had as bereavement leave when she had to travel to the UK. Jane queried this with Kiwi High who agreed it was an oversight and should have been recorded as bereavement leave. Kiwi High School informed Novopay and Jane's sick leave balance was restored to 38 days.

## New survey tool starts conversations

NZCER has developed a new survey tool to evaluate school teaching and leadership practices

A new online survey tool from The New Zealand Council for Educational Research (NZCER) aims to start conversations about the teaching and leadership practices being used in schools.

PPTA junior vice president Melanie Webber was part of the advisory group for the development of the tool, which asks about teaching, school and leadership practices at schools or Community of Learning | Kāhui Ako.

"Working through the items made me really think about what I do and don't do in the classroom," Melanie said. "The items felt relevant at a classroom level."

The tool is designed to inform school inquiry, review, and development. The items come out of research on effective teaching, school practices and principal leadership.



Melanie said the tool needs to be set up in way that gives teachers information about how it will benefit the school. "The reports show what practices are really being used in a school. That removes assumptions and can help with decisions about allocating resources for development," she said.

Teachers need to know participation is voluntary and that any responses are anonymous, she said. Principals and leaders of Kāhui Ako get the anonymous reports, and teachers who

take part can print their own responses for themselves.

"I liked that I could print my own responses and reflect on them as part of my appraisal," Melanie said.

The survey is open in Terms 2 and 3 each year. It takes between 10 and 20 minutes to complete. The tool is free for schools and is funded by the Ministry of Education.

You can find out more about the tool on the Teaching and School Practices website [www.tsp surveys.org.nz](http://www.tsp surveys.org.nz)

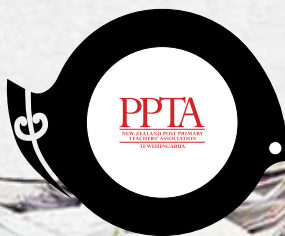


**PPTA ANNUAL CONFERENCE  
3-5 OCTOBER 2017**

PPTA's industrial strategy, the 2018 NCEA review and Communities of Learning are just some of the issues members will discuss and vote on at this year's annual conference.

The PPTA team in your region is selecting delegates now. Let them know you're interested. For information for conference delegates keep watching [ppta.org.nz](http://ppta.org.nz).

PPTA's annual conference is the decision making authority for the association. Live web-streamed coverage of all speeches, debates and decisions will be provided.



# SEEK POLITICAL OFFICE AT PPTA

All PPTA members are eligible to run as candidates for PPTA president, junior vice president and positions on the executive for the year 1 Feb 2018 to 31 Jan 2019.

If this sounds like you, have a chat with your branch chair or download information and application forms from [ppta.org.nz](http://ppta.org.nz). Nominations close 5pm Friday 15 September.

If you don't want to run for office but want to get in on the vote, keep an eye out for candidate information in the September/October PPTA News.

