

PPTA NEWS

The magazine of New Zealand secondary teachers



Equal pay special – PPTA
heads to court with part-time
teachers over equal pay pgs 5-9

PPTA News



ISSN 0111-6630 (Print)
ISSN 1178-752X (Online)

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 18,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

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Printed by: Toolbox Imaging

Deadlines

November/December edition: 5pm, 31 Oct for articles and ads

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It's all about the kids... and the teachers

Balance needed for professional learning and development.



Jack Boyle | President, PPTA

Teachers want to do the best for children. That's why we got into the profession in the first place.

It's also why education unions are bucking the trend of decreasing membership: we know that having a professional voice is critical to make sure we have the skills to meet the needs of our young people.

We all know that's not easy. How best to meet the needs of children is often contested, and we often go the extra mile for the kids, even though it may not be in our best interests.

Nowhere is this more pronounced than

in the area of professional learning and development (PLD).

Unlike the highest performing jurisdictions such as Finland and Singapore, where ongoing PLD is guaranteed, New Zealand has either a user pays or a social investment approach which funds a chosen few and leaves the rest. The large majority of teachers have to find and fund the learning they need to meet the needs of the children they teach.

Despite its obvious limitations this model does work. That's because teachers are life-long learners who care about their profession and they just box on with the unacceptable workloads and out of hours work – for the kids.

There needs to be more of a balance.

Sadly, an opportunity to provide such a balance through the Networks of Expertise may have gone begging recently. PPTA engaged in good faith with the PLD review but recently we've learned that what you told us you needed – subject specific PLD – will only be available in one or two 'hand-picked' subject associations and nothing for anyone else.

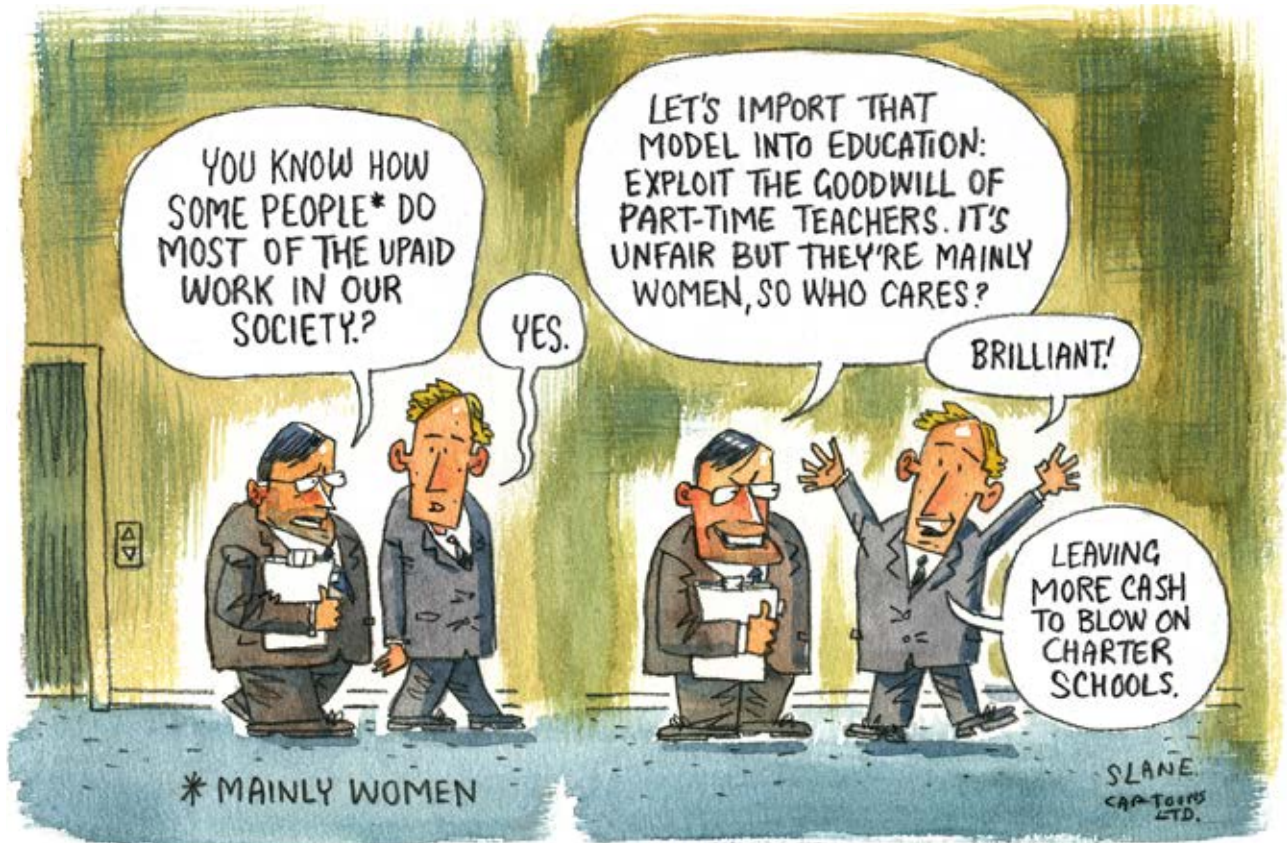
In the short term this may mean we'll have to continue being 'heroes', growing our own PLD in our own time, rallying round to support new teachers on top of our own burgeoning workloads and filling the gaps in provision by propping up subject associations and the fledgling Communities of Learning.

Alternatively (or additionally), we could organise. While most of us simply want to be given the professional autonomy and professional support to get on with doing our best, sometimes we have to stand together to make this happen.

Either way, we won't give up, because we know that a PLD system that is nimble enough to respond to the needs of individuals as well as the system as a whole is possible. Providing teachers with the conditions to grow and improve should be a no brainer really.

In fact, I'm confident we will get there, because PPTA has a history of being proven right, and the more of us who stand together the stronger we get.

After all – being the best we can be is ultimately about the kids.



Charter schools fail to make the grade

Save our Schools' Bill Courtney crunches the numbers on charter school achievement rates.

Recently released NCEA data shows that charter school students are not achieving the outstanding results their supporters have claimed.

Bill Courtney, from Save our Schools NZ has analysed the 'School Leaver Data' published by the Ministry of Education on the Education Counts website.

It shows that in 2016 59.7 percent of the school leavers from charter schools achieved level 2 NCEA or above. This compares unfavourably to 80.3 percent of school leavers overall.

"Given the hype around charter schools, it is disappointing to see that 20.2 percent of students left school in 2016 without even attaining NCEA Level 1," Bill said.

2016 was the third year of being open for two of the three charters.

David Seymour, the Act MP for Epsom and under-secretary responsible for charter schools was defensive about the school's results when approached by PPTA News for comment.

"Focusing on school leaver achievement data is fine for established schools steadily producing leavers who

have reached the end of their Level 2 or 3 study years," he said, but he argued that this is not an effective measure for charter schools in their first few years of operation.

PPTA president Jack Boyle was unimpressed with this, responding, "Seymour has been talking about how excellent the achievement rates at these schools are, but when they're compared directly with other schools on a fair measure, they're clearly well behind. He can either argue it's too early to say, or that they're doing really well, but he can't argue both."

During the development of charter schools former education minister Hekia Parata insisted that their targets be based on system level performance, rather than compared to low decile schools.

Even compared to the lower benchmark, which supporters wanted, charters are still underperforming. Nearly 15 percent more students from decile 3 schools, which are in theory comparable to charters, left with at least NCEA level 2 than from charter schools.

Over the three years of their being open only 7 percent of charter school students have achieved university entrance, and 23 percent left school without even achieving NCEA level 1.

"Clearly, the New Zealand model of charter school is currently not achieving at anywhere near the system-level benchmarks that have been set for it," Bill said.

"It is important that Bill is doing this work analysing how charters are performing", said Jack. "The government is not properly evaluating charter schools, simply sending a few people to talk to the operators about how they're doing. If the public are going to see them for what they are, we need analysis like this."

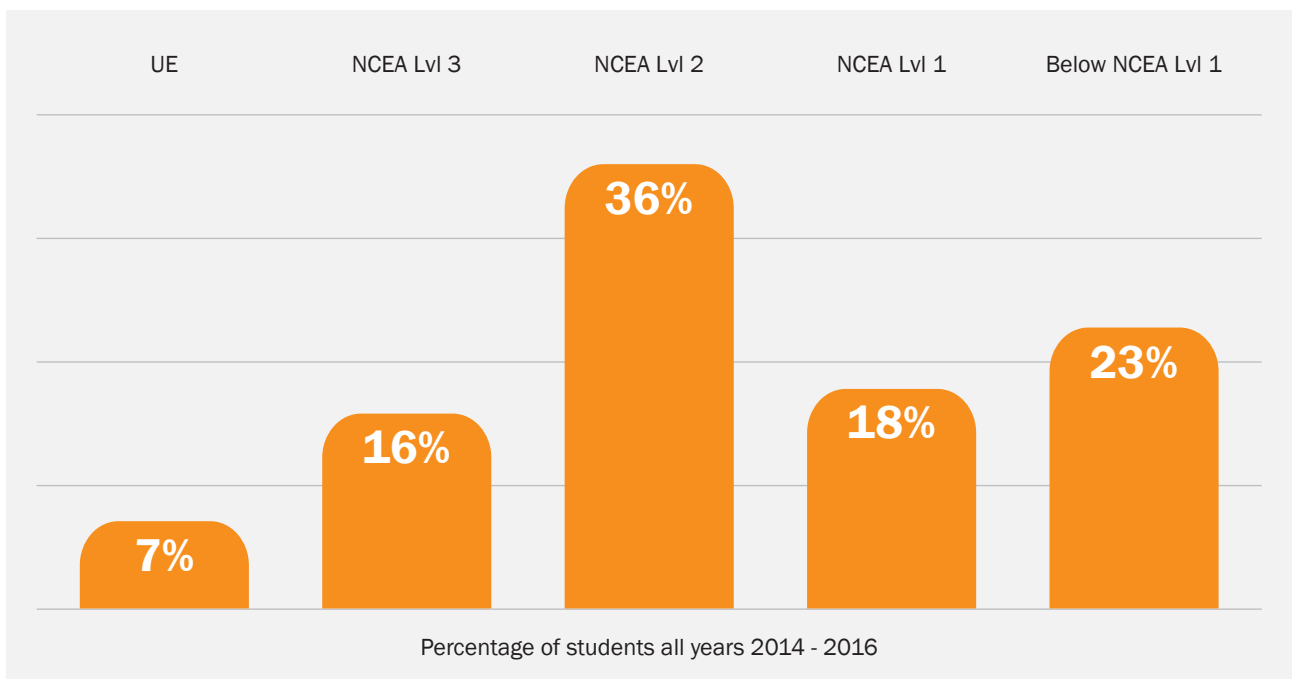
Charter schools are supposed to serve students who fit into the government's definition of priority learners, and on the surface many of the students do fit these categories.

However, it's clear that while a large proportion of the students are Māori and Pasifika, it's not so clear that these are students who wouldn't be doing well in other schools.

"Some of these schools make kids go through onerous enrolment procedures, which would put off all but the most motivated students", said Jack.

"Overall they are performing poorly, and the fact is that we don't really know who these schools are serving."

Highest qualification of school leavers from charter schools



PPTA part-time equal pay claimants ready for court

PPTA and four part-time teachers are taking the fight for equal pay to the employment court.

The preparation has been done, our witnesses are ready and we are waiting for a date to stand up in court for equal pay for part-time teachers.

Four courageous members, with PPTA's support, have lodged a legal case with the Employment Relations Authority to resolve the long-standing equity issue of part-time teachers not receiving the same proportion of (and in many cases, not any) non-contact time as their full-time colleagues.

These members are taking the case, not just for themselves, but because the decision on their situation will apply to all part-time teachers.

Last month, our part-time teacher complainants, Pamela Foyle, Debra Eno, Lisa Hargreaves, Leanne Donovan and witness, full-time teacher, Sarah Robinson (all profiled on pages 6 and 7) had their first mediation session with the Ministry of Education, sadly to no avail.

The ministry appeared to be saying

that, while the situation could be seen as unfair, it was not a gender equality issue. However we, and our legal advisors, are confident that it is.

Both at mediation and after it, in a letter from the Secretary for Education, Iona Holstead, the ministry has invited us to yet another working party to be held over the next year, prior to the next round of Secondary Teachers Collective Agreement (STCA) bargaining.

PPTA president Jack Boyle said that was simply not acceptable.

"The association would be prepared to discuss any possible solutions the ministry may have or any responses to the many options we have provided them to settle the issue over the last 15 years", he said.

"Right up until this hits the courts we are prepared to discuss solutions, but we are not about to waste time and members' money on discussing whether or not it is an issue worth addressing."

"We have spent the last 15 years in bargaining and working parties and

the ministry has simply refused to participate in any meaningful way or to consider any of many suggestions we have put forward to accomplish an equitable solution.

We have had a three year PAEE (pay and employment equity) review (in which the ministry agreed this was a gender equity issue to be resolved in bargaining), two other working parties and six rounds of collective bargaining to address this. With the ministry now having actually reversed their position from what they agreed in the PAEE review, we have no interest in yet another long drawn out talk fest that would accomplish nothing," he said.

The documentation for the case is now all complete and the claimants are ready to go as soon as we receive a date from the employment authority. It is likely then that the case will be progressed to the employment court.

"We are ready to go and waiting for our day in court to support our part-time members," Jack said.



Standing up for part-time teachers. From left: Debra Eno, Lisa Hargreaves, Pamela Foyle and Leanne Donovan are ready for their day in court.

Standing up for part-time teachers – the faces of our equal

Introducing the brave PPTA members lodging a legal case to address inequality for part time teachers.



Leanne Donovan

Leanne Donovan is employed as a permanent part-time secondary teacher at Thames High School.

She is qualified as a teacher with a Bachelor of Teaching and is currently studying towards a graduate diploma in TESSOL (Teaching English in Schools to Speakers of Other Languages). She first became registered as a teacher in 2003 and has been employed at her current school since 2003.

Currently Leanne teaches 16 and a half hours per week with no paid non-contact time. This year she is teaching food technology and social studies. She has also taught fabric, graphics and health. Leanne first started at Thames High School as a student in 1982 and says it has been great coming back as a teacher.

“I love my job at Thames High as the staff is very supportive of each other and we have some great students,” she said.

Pamela Foyle

Pamela Foyle is employed as a permanent part-time secondary teacher at Tauranga Girls’ College.

She is qualified as a teacher with a Bachelor of Teaching degree. She first became registered as a teacher in 1978 and has been employed at her current school since May 1997. She teaches 19 hours a week (only one hour less than full time teachers) but is paid for only one hour of non-contact time. This year Pam is teaching a junior English support programme, early childhood education at years 11 – 13, and a year 11 transition programme.

She is also currently TIC of the early childhood education curriculum area.

In previous years she has also taught remedial reading, art and health classes as well as being a dean for students in years 10 to 13.

pay campaign



Debra Eno

Debra Eno is employed as a permanent part-time secondary teacher at Taita College in Wellington.

She is qualified as a teacher, with a Bachelor of Education. She first became registered as a teacher in 2005 and has been employed at her current school since 2005.

She currently teaches eight hours per week and has no paid non-contact time.

In her position as teacher she teaches social studies and mathematics and has also previously taught literacy, ESOL (English for Speakers of other Languages), English and science.



Lisa Hargreaves

Lisa Hargreaves is employed as a permanent part-time secondary teacher at Havelock North High School in Hastings.

She is qualified as a teacher, with a Bachelor of Business Studies degree, majoring in accounting and a Graduate Diploma in Secondary Teaching.

She first became registered as a teacher in 2006 and has been employed at her current school since 2009. She currently teaches mathematics for 16 hours a week to year 10, 11 and 12 students, and her specialist area is learning support and numeracy classes.

She has no paid non-contact time. Lisa has two children, now 18 and 22 years old, who she is supporting through their studies, and she also cares for her elderly parents in their three generation household.

When she finds the time Lisa loves to be involved in local theatre and attends jazz and tap classes.



Sarah Robinson

Sarah Robinson is employed as a permanent full-time secondary teacher at Timaru Girls' High School.

She is a qualified secondary school teacher, with a Bachelor of Arts degree and a Graduate Diploma in Teaching. Sarah first became fully registered as a teacher in 2006 and has been employed at her current school since 2006.

She is a full-time teacher and is paid as such with five hours paid non-contact time. In her role Sarah teaches geography, tourism and social studies. She is also the Learning Area Head of the Social Sciences Learning Area at Timaru Girls' High School.

Sarah is a witness not because she is herself disadvantaged, but because, as a full-time teacher with non-contact time, she is representing thousands of full-time members who are in total support of their part-time colleagues.

She will be expressing that support as a witness to illustrate the importance of non-contact time and the level of support she and so many of our full-time members feel at the injustice currently being experienced by part-time teachers.

Equal pay, all the way – support for our part-time teachers

When we announced our equal pay case for our part-time teachers, messages of support for our brave

When we announced our equal pay case for our part-time teachers, messages of support for our brave claimants poured in from members throughout the country.

"I am a part-time physics teacher teaching "15" timetabled hours per week but in reality it does blow out to nearly full-time on some days especially the use of my lunchtime for the sake of my students. This use of extra hours is entirely my choice and not coerced by any way or form by my employer.

I did not even know that there was a pay disparity until today but this has provided me with more enthusiasm since I sincerely believe being part-time for the last 2.5 years has definitely been a factor in which I have obtained 100% pass rates in my Year 12 physics external results.

Furthermore, knowing that there could be a possible remuneration for the justification of the support given to my students, I feel more enthusiastic and would be applying myself with more vigor so I can ascertain that my whole cohort passes this year as well.

I also feel very "balanced" in being part-time since I am juggling being an effective teacher as well as an effective mother to 3 children as well as a being a life partner to my wonderful husband. I also want to be a partner who can contribute to the costs involved in raising a healthy robust family who struggle to meet the rising reality of family expenditures. Please pass on my support for those brave part-timers who are contesting on my behalf and also on behalf of those students that will definitely benefit in the future (abridged)" first time. She works 4 days out of 5 - so is 0.8 and guess what she gets paid? 0.8 of her salary. Where is pay parity now? All the very best for the legal case!"

"Thank you so much for pushing this issue. I'm a part-time teacher and am pretty disgruntled that we get no non-contact time allocated for the lessons we teach and also trying to get time for PD is not easy either. I'm expecting again so will be part-time once again after maternity.

I really hope you get a result worthy of all your efforts!!"

"I would just like to convey a message of support for part-time teachers. Teachers are generally women and many people decide to go part-time for a variety of reasons and take the unfair conditions associated on the chin. Sometimes a part-time position is the only one available.

The 11% loading fee doesn't cover the marking AND PLANNING time associated. Fair would be a 20% loading fee to match the non-contact time that a full-time teacher gets paid for."

"I have been teaching part-time for at my school for the past five years. During the first four years part-timers were paid pro-rata for non-contacts. Then without warning or discussion it was decided from this year we wouldn't, which is effectively a 20% pay cut. After a lot of angst and many discussions it was agreed to meet us half way - effectively a 10% pay cut.

Another problem is that every year I am told I can only be 44% permanent and the rest of my hours are fixed term. This affects my ability to apply for study leave and keeps me in suspense about what my income will be each year. I'm so happy that the PPTA is finally taking action to support part-time teachers."

claimants poured in from members throughout the country. Here is a selection of them.

Full time or part time EQUAL PAY IN EVERY WAY

“Kia ora.

This is my message of support to the PPTA team who have put this case forward on our behalf. Tūmeke! I am one of the 80% of women employed in a permanent part-time capacity in a secondary school.

A huge mihi goes out to the brave women who have put their name to the case, good luck and to them kia kaha, kia maia, kia manawanui! Be brave, be strong, be patient – good will come out of all this mahi.

ngā mihi”

“I am a part-time teacher. For the last 13 years I have been employed as a full-time secondary teacher but chose this year to go part time. My teaching hours have dropped from 20 to 16 hours. I see myself as a 0.8'er although I am treated as a 0.64 (plus the 11% loading on this). No non-contact hours paid.

My partner is a primary teacher. She too has gone part-time this year for the first time. She works 4 days out of 5 - so is 0.8 and guess what she gets paid? 0.8 of her salary. Where is pay parity now? All the very best for the legal case!”

“Please add my support to the members who are taking an equal pay case to the ERA on behalf of all part-time teachers, myself included. Thank you for your courage, your commitment and your willingness to stand up for what is fair and right.

My gratitude and respect to you all, from one of those you are representing.

Kia kaha!”

“Dear PPTA

I am delighted to read in the Herald this morning that the PPTA has lodged a pay equity claim surrounding the unfair pro-rata calculation of part-time teachers' pay.

I have worked part-time and full-time over the last 10 years and have always felt resentment toward the 'system' for paying me 66% (15/22.5) of the salary for teaching 15 hours with no non-contact time rather than the 75% (15/20) principles of equity would seem to require.

I call the differential the “MUMMY TAX” on part-time teachers.

To be honest, I have no idea how this system was EVER justified in the first place. Why was pro-rata pay not calculated with a denominator of 20 hours? It is clear cut example of how employment agreements can discriminate against women, most likely working mothers.

I feel like my union dues are particularly well spent this morning.

Go PPTA.

– part-time teacher currently working 25% of the hours of a full-time teacher and getting paid 22% of the pay – 3% mummy tax is levied on her for the privilege of coming in four days per week still and filling a very difficult to fill hole in staffing.”

Teachers and te reo

PPTA members share their experiences of learning te reo Māori.

See the PPTA News page at ppta.org.nz for more teachers' te reo stories.

PPTA is one of many groups and organisations committed to improving access for students to learn te reo. One of the major barriers to this however is a shortage of staff with the skills to teach it.

To understand and help find solutions to this issue, PPTA conducted a survey of secondary school members about their ability, attitudes to and experiences of learning te reo Māori.

John Paul College English teacher Kelly Douglas is part of a group of 10 staff taking part in a te reo course after school. The group includes the school's principal and the lessons are paid for as part of the staff's professional development.

She sees learning te reo as extremely important.

"Language is the backbone of any culture and without it cultures wither up and die. I think a better understanding of language and culture will help bridge many gaps between all of us," she said.

While there are a number of government strategies to increase the amount of teachers entering the profession with the capacity to teach te reo, there is no plan to develop the already existing workforce. With around 24,000 secondary teachers working in Aotearoa and only 1000 or fewer new teachers joining the workforce each year, this will make for very slow change.

According to the survey a majority of secondary teachers know at least several phrases in te reo Māori and only 2% said they had no knowledge. The percentage who said they could hold a conversation or were fluent in te reo was higher than the general population.

"I know little bits and pieces but not enough and I have a genuine love and interest in learning more. My subject has a lot of te reo in it due to our strong focus on New Zealand Literature. I don't want to offend anyone with rubbish pronunciation but also it helps in the understanding of both content and context for many of the texts," Kelly said.

James Hargest College history teacher and Southland PPTA executive member

Chris Abercrombie decided to learn te reo after teaching Māori history became a larger part of his job. "After being involved in the Māori History Project I wanted to improve my understanding.

"My students help me out with it. They get to see me sometimes struggle but keep working on it. It has been fantastic," he said.

Secondary teachers see great value in understanding and speaking basic te reo, with 68% of those surveyed saying they believed it was rather or extremely important.

"It opens up a new world and is helping me to be a better teacher," Chris said.

Wairoa College teacher Conan Doyle would like to see it become a core subject in our schools.

"It's a tāonga, it has its own unique beauty and will make us all richer in terms of understanding and identity," he said.

Northland PPTA executive member Terry Robson has taught in the far north for 30 years.

"I began to realize a fascination for te reo, spoken by fluent users, both casually (in the supermarket in Kaikohe) or at Marae.

"I have spoken in te reo Māori to people in public forum, PUMs, sporting events and to parents and I accept the challenge of offering karakia for meetings. My experience in these situations is that te reo speakers in the audience appreciate the effort I make to korero. It creates within me a sense of pride, achievement and mana," he said.

Three quarters of the survey sample had done some formal learning of te reo Māori. The most common ways were through professional learning and development (PLD) opportunities provided at school (28%), while they were at school themselves as students (23.5%) and during initial teacher education (23%). Just under 20% had learned te reo from community-based or other courses in their own time while working as a teacher.

Undertaking PLD opportunities at school seemed to make little difference in regards to the level of skill of te reo. On the other hand undertaking community-based

courses in one's own time correlated with much greater level of skill in te reo.

Chris has been taking a course through the Southern Institute of Technology, which he says has been fantastic.

Conan has also found learning online through Te Wānanga o Raukawa a very positive experience.

"I know there is some concern at present about online learning, and the possibility of it being used as a substitute to classroom (kanohi ki te kanohi) learning. I think many of our concerns are well founded, particularly in relation to young people. But for those of us with good literacy levels and self-motivation there are learning opportunities via the internet," he said.

The conclusion from the survey would be that one-off, or even a series of one-off, opportunities provided by schools makes very little difference to the confidence of teachers in te reo Māori – a finding that would be consistent with research showing teacher professional learning needs to be in-depth, sustained and challenging.

The majority of teachers (60%) have not had support from their school to develop their te reo Māori, such as time away from class or support with study costs.

This was the case with Chris and Conan, but Kelly found herself "super fortunate" that her principal had paid for a tutor to come to the school one afternoon a week.

"My school is the reason I am doing it," she said.

There was a strong message from survey respondents that lack of time was a major barrier to developing competence in te reo Māori.

Members spoken to by PPTA News agreed.

"The biggest challenge is time. Finding the time to practice, to do the homework, to focus on it. We are already under the pump in so many ways," Chris said.

"Time. Definitely time...Making the time to attend and then learn and reinforce new learning is difficult when you are tired, have paper coming out the wazoo and then have to go home to tend to your own whanau. That is one of the reasons I am so grateful for the initiative here immediately after school.

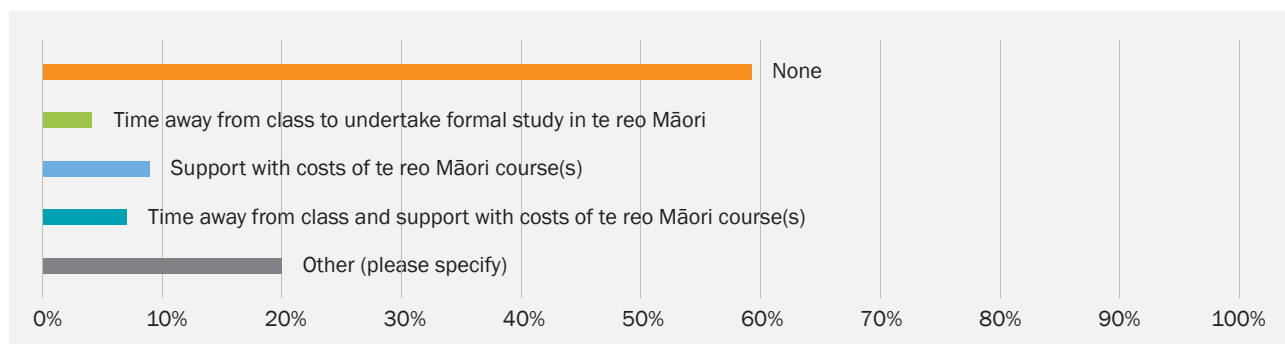
What opportunities have you had from your school to learn / improve your te reo Māori since becoming a teacher?

Answered: 453 Skipped: 0



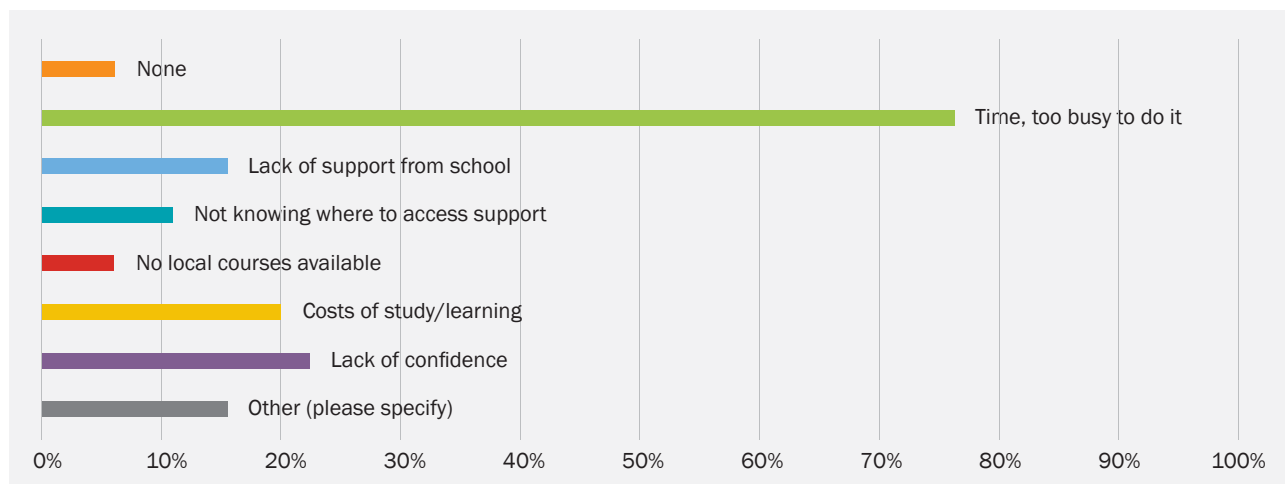
If you have had support, which of the following have you had from your school to learn / improve your te reo Māori since becoming a teacher?

Answered: 402 Skipped: 51



What are the main barriers to improving your Te Reo Māori ability? (Tick all that apply)

Answered: 451 Skipped: 2



Like a meeting BUT you want to go because you are gaining so much from it," Kelly said.

"It is challenging trying to learn a second language and teach. Given our workloads as teachers it is difficult making progress, but it is happening. If we want more teachers using te reo Māori and teaching others how to kōrero Māori then they need tautoko in terms of PD, and lots more scholarships

to learn while they earn. I believe there are plenty of good teachers just yearning for an opportunity to grow themselves in this area," Conan said.

Terry's advice to aspiring te reo learners and is to take up any opportunities that come their way. "Overcome the emotions of fear and embarrassment (at making a mistake) and keep using your te reo at any opportunity... it's an amazing feeling.

Conan encourages all his colleagues in education to keep being part of growing te reo Māori.

"No reira, ki ōku pouako hoa o te motu, nau mai piki mai ki tēnei kaupapa nui.

Ahakoā ngā uaua, kia kaha, kia toa, kia manawanui!

Despite the difficulties, be strong, be brave, and be persistent!"

Flexible timetables work well with consultation

The timetable policy in PPTA’s collective agreements allows schools and staff to collaborate over flexible school hours.

Early mornings, late starts, longer or shorter periods –state school timetables can be as unique and flexible as their students.

Provided this is done as part of a consultative timetable policy – a requirement of our collective agreements - it can, and is, working well.

The timetabling policy in the PPTA collective agreements provides a way for schools to be flexible for their communities and students while getting valuable input from staff. Under it schools must have a timetable policy and are required to consult with their teaching staff over its implementation. Consultation should happen whenever changes are considered – big or small.

Any school or PPTA branch can initiate a review of the school’s timetable, which can be a useful collaborative exercise in looking at how things are done.

An example of how communication with staff is important is Mount Albert Grammar School, which is introducing early starts for a small number of classes in a bid to address increasing roll growth and provide more options for its students.

‘Period zero’ will start at 7.45am, with three classes being held before school, in addition to the school timetable.

Mount Albert Grammar PPTA branch chair Malcolm Nuttall said, though initial media coverage made it appear that the entire school would be starting at 7.45am, the early starts would only be for three classes.

Next year the school would be introducing a new subject, psychology, which would start at 7.45am, along with a scholarship science programme which would run alongside a scholarship maths programme that already ran as an early morning class.

“It’s a way of offering students more. Sometimes they can’t take all the subjects they want. Physics and calculus might be timetabled at the same time for example. This gives the kids more options,” he said.

Another change to the timetable was that previously year 13 students had no classes after 2.10pm and could leave school early. Now there is more

flexibility in subjects and students can stay until 3.10pm.

If students were taking one of the three early morning classes they were not expected to stay later however.

Malcolm doesn’t think this is the start of phasing in early starts for the entire school. “It is just a way of trying to rejig things, to make it more flexible to have more subjects.”

No staff would be forced to take early morning classes and those that will be taking them had volunteered, he said.

Unfortunately this was where communication and consultation could have been better. Staff from the maths and science departments were aware of the planned early starts, but for much of the rest of the staff it came as a surprise when they read about it in the Saturday Herald, he said.

“It was a bad process from that side of things. The staff that were involved knew about it, but it wasn’t well known

across the whole school, and the Herald article gave the impression that a lot more classes would be starting early. The staff representative on the board of trustees didn’t even know,” he said.

The staff asked a lot of questions and as soon as they realised it was not going to be a pilot for all classes starting at 7.45am and that it was volunteer only, they were okay with the situation and interested in how and why it was happening, he said.

Communication has since improved, he said.

“Staff are okay with it provided it really is voluntary and that people don’t feel pressured into it because they teach a certain subject. It is a good way of giving students flexibility, but we will keep an eye on things,” he said.

Is your school doing something different with its timetable? How is it working for you? Let us know by emailing news@ppta.org.nz



Out in the Field – the timetabling edition

Information and advice on PPTA's timetabling policy from our intrepid field officers.

A timetable policy should cover non-contact time, class size, multi-level classes, compensation, part time considerations, beginning teachers, units, and matters such as assemblies and duties.

A full consultation process can allow for a full discussion of all aspects that might impact on timetable and teacher workload.

What is contact time?

Contact time is defined as total period of time when teachers are teaching or supervising timetabled learning activities. A full time teacher has 20 hours of contact and five hours of non-contact in a standard 25 hour week.

Is form-time contact time?

Where teachers are performing administrative duties such as taking the roll and reading the notices in

form-time, this doesn't count as contact time or non-contact time but as "other duties". Where teachers are being required to deliver or supervise some form of learning programme, including mentoring, during form-time then it counts as contact time whenever it is scheduled, and whatever those times are called.

Resolving contact time issues:

Kiwi High School runs a standard five day, five period (one hour) timetable. All permanent full-time teachers receive their five guaranteed non-contact hours and do not have more than 20 contact hours. Teachers who work part-time also receive pro-rata non-contact time.

A new student mentoring school-wide initiative is introduced and is to occur during form-time on a Monday for 30 minutes. The mentoring programme constitutes contact time. This had not been factored into the timetable. The branch draws this to management's

attention. After some discussion a timetable audit is performed where mentoring is included in the teacher's contact time.

Adjustments are made as necessary to the timetable to ensure that no full-time teacher has more than 20 hours contact time and teachers who work part-time maintain their non-contact ratio.

Timetable resources

Please note: PPTA has produced a contact time audit tool in the form of a booklet entitled '*It's about time*' that you can find in the 'hours of work' section of www.ppta.org.nz. There are also sample timetable policies, FAQ's, and calculators available. We encourage you to take some time and review your branch's timetable and its policy to ensure that your entitlements are being maintained and if you have any questions to contact your field officer.



Contact time is defined as the total period of time teachers are teaching or supervising timetabled learning activities.

Bay of Islands College's 'got it made' with trade award

A small Northland college has taken on the big schools to win the Got a Trade? Got it made! school of the year award.

Every morning a van leaves Bay of Islands College taking its students from Kawakawa all around the bay to help them transition from school to the workforce.

They travel to Kerikeri, Waitangi, Paihia and as far as Whangarei to gain experience with tourism operators, farms, hairdressers and bakeries.

It is this commitment to supporting students through job opportunities that has netted the small Northland school the inaugural 'Got a Trade' School of the Year award.

Principal John Paitai was "blown away" by the recognition.

"It's such good news for our school. It shows the transformative nature of what we are doing and our students achieving good things," he said.

With a roll of 343 students the school beat 23 shortlisted secondary schools to receive the top award.

"Not bad for a little school like us. To take it out like that was really fabulous," he said.

Bay of Islands College was one of the earliest adopters of the Gateway workplace learning programme, back in 2001. It is also involved with farming and automotive trade academies and helps guide students with the NCEA course choices so they reflect the career pathways they are interested in.

"Almost half our students don't go to university, often because families can't afford it. This is why we have such a strong focus on our Gateway and trades academy pathways," John said.

The theme for the award was Got a Trade? Got it Made! and part of that was recognising the schools that were helping to raise the profile of vocational options, John said.

One of the college's winning traits was its involvement with local businesses, which were happy to take on, and often employ, their students.

"We have an excellent relationship with our business community all around the bay," he said.

The school has sent some students further afield with one, who wanted to be a pilot, put on a placement at Hamilton airport. The student made such an impact there he was offered a job. He also made quite an impression on his peers during a flight for a school trip when he was called up over the intercom to join the pilots in the cockpit.

"If there's a willing employer we will find a way to get them there," John said.

John was particularly rapt with the school's result as it was competing with all the other schools in the country that had a Gateway programme.

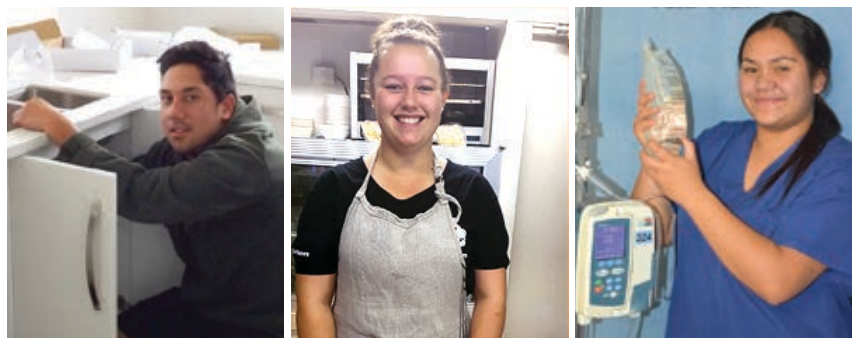
John felt being smaller and closer to the community was an asset for the school. It also meant they could provide close attention to individual students.

"It helps being smaller because we can hunt the students down and stalk them to make sure they get the course work done. We never give up on kids, even if it means making sure they get out of bed some days," he said.

"The judges looked at our efforts and the proportion of students who have achieved through Gateway, the trades academies, vocational pathways and NCEA. They looked back at our last five years of results and talked to our local businesses and trades academies."

John was so proud of his students and the staff that made it all possible. He even managed to wrangle some extra invitations to the awards dinner in Wellington so he could bring more members of staff.

"We're just buzzing," he said.



Above (from left): Bay of Islands College principal John Paitai, vocational pathways and trade academies facilitator Darryl Work and Gateway facilitators Shirley Reti and Paul Cochrane receive the Got a Trade school of the year award. Below: Bay of Island College students on Gateway placements.

Principals concerned pay not attracting HS teachers

Secondary principals' council chair, James Morris discusses the elephant in the room – how pay is affecting the teacher shortage.

Earlier this term PPTA's Secondary Principals' Council, in collaboration with the Secondary Principal's Association (SPANZ), surveyed school principals about secondary teacher supply.

We were asked to rank the actions government should take to address our secondary teacher supply crisis. Our top two needs were to increase base scale rates and to increase middle leadership payments.

When asked what we thought base scale rates should be our median responses from secondary principals were a starting salary of \$55,000 and an \$88,000 top of scale. The average rates we suggested were even higher.

My colleagues are indicating that we need to be offering at least \$10,000 more at the top of the scale to be able to recruit and retain qualified staff.

"It is clear to me that staff are significantly underpaid to the tune of 20 percent less than what they

ought to be. We need to recruit young educators. An 18 year old police cadet begins on a rate comparable to a degree and diploma qualified teacher. Something is very wrong here. We are under-promoting our profession."

We also feel middle leadership is underpaid and most suggest at least \$5000 per unit and \$2000 per management allowance. That would mean that a middle leadership position with two units and a middle management allowance should be paid at least \$13,000 more than it currently is – comparable to an Across Community Teacher in a Community of Learning.

"Increasing teacher salaries makes the job more attractive to appoint and retain teachers. Increasing management units/allowances is critical. The current value provides little or no incentive for the additional responsibilities and workloads."

We also want the hard to staff incentive payment at least doubled to \$5000.

These numbers should not be dismissed by the government or the ministry

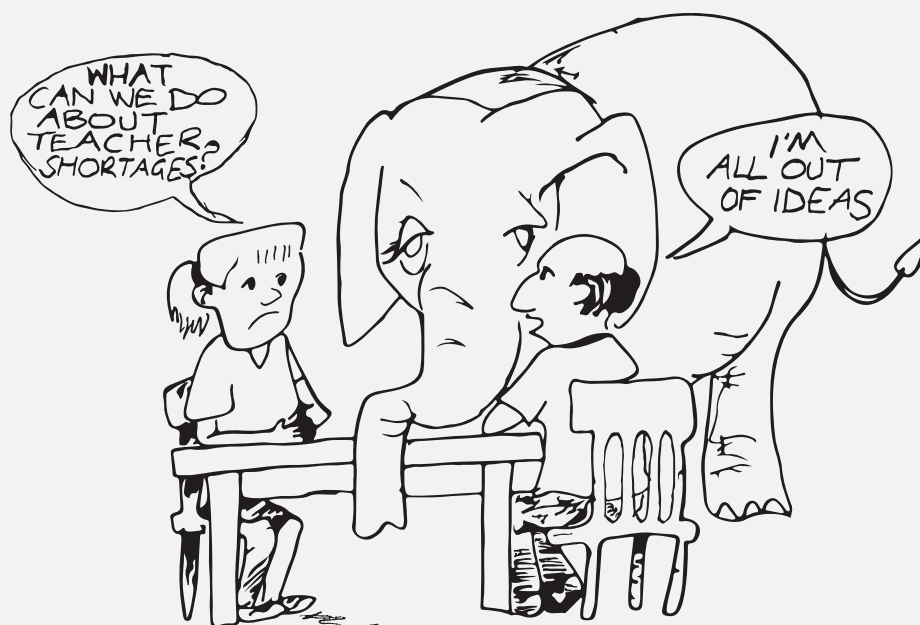
as self-interest. Principals were not proposing more pay for ourselves, but in our role as the day to day employers of other teachers we are saying that these rates are what we need be paying to actually be able to recruit and retain good teachers.

"We will struggle to get quality teachers if the pay rates are so low and the workload so high."

The lack of financial attractions to teaching, the very high demands of the job, the growing availability of jobs outside teaching, an aging teaching workforce with booming retirements, housing affordability issues and a decade of roll growth ahead form a perfect storm that will ultimately undermine quality education delivery to students. Principals broadly agree that pay is the most urgent issue to address.

Footnote

PPTA president Jack Boyle said that the amounts principals were proposing aligned with other measures of what teacher salaries should be to be competitive.



Cartoon: Jack Boyle

Hobbies, remuneration and middle leadership

Share your views with us - letters to the editor can be sent to news@ppta.org.nz

Do teachers still have hobbies?

I'd like to say a big thank you to you and the team at PPTA who do the PPTA News. There are now a lot more articles about teaching and teachers, as well as keeping us up to date with what's happening on the political front.

Obituaries are interesting, and I really liked the article 'When Teaching is in the Blood'. How refreshing to hear what's happening in a rural state co-ed with a community behind it. There are a LOT of great kiwi teachers out there putting in the hard yards and they don't all teach in the big cities.

Good idea to open a few windows on what happens in rural schools as they often have difficulty recruiting teachers in Maths/Science etc. Let's hope that when some of them read that article they get a bit adventurous and want to 'get out there' and give a rural school a go.

Another big attraction for teachers who live in more rural areas can be the tourist activities available eg skiing, sailing etc not to mention owning a lifestyle block to go home to and very little traffic to contend with going back and forth to school.

I've also been wondering for a while if you would like to feature an article on teachers' hobbies. Do teachers still have out of school hobbies? I suspect most of them don't have time for much more than school and family, but it might be an idea to do the article to indirectly suggest that bringing back hobbies, however small, is not a bad idea.

The article on dyslexic teachers was an eye opener and inspiring stuff. Keep up the good work!

Regards,
Janis Cusack, Wanganui.

.....
Thanks Janis, we really appreciate the feedback! We think your idea about exploring whether teachers still have hobbies is a great one and would love to hear from members that do or would like to if they had the time.

If readers have hobbies they would like to share they can email news@ppta.org.nz
- ed.



Teacher remuneration

Dear editor

Something drastic needs to happen to sort this major issue out, the same old approach towards the negotiation strategy (or lack thereof) in our collective agreement is pointless.

The pathetic historical increases like we have had in the past (E.g. 3.1% over 3 years) will not address this issue. In addition to an annual pay rise we need the addition of at least 4 new steps (E.g. U 14 - U17) increasing by \$5,000 or thereabouts per step.

This will actually be meaningful and will provide a realistic income ceiling for teachers at the top of the scale. We need to get serious about this if we want to attract and retain teachers.

Unfortunately teaching is no longer a sustainable career option for those people who want a secure future for themselves and their families.

Frustrated PPTA member
Derek Fenton, WGHS

.....
Thanks Derek, I think you're right about a lot of this. While teacher pay has kept up with inflation in recent years, relative to the median wage we're falling behind and that has a significant impact on recruitment and retention.

Claims for the 2018 round will be based on the industrial strategy paper being presented to this year's conference.

The issue of the crisis in teacher supply

will be a major factor influencing our industrial strategy and our claims.

We have huge shortages in teacher supply, both in recruiting new teachers and in retaining teachers past their first five years. This, coupled with the high number of baby boomer teachers leaving the workforce and projected increases in student rolls, will worsen this crisis unless serious measures are agreed by the ministry to keep teachers teaching and make teaching a desired option.

The reality is of course, no union wins increases of this magnitude only at the table. PPTA's strength is in the collective, and we have to be willing to demonstrate that.

- PPTA president Jack Boyle

Middle leadership

I read the report on staffing in the latest newsletter. It's interesting to see that principals are quoting dates prior to the pre-2003 settlement, when we were given a tremendous boost to rectify teacher shortage. So we slip back again.

The lack of applications for middle leaders interests me too. 1.3 is the statistic reported for there being no choice of candidates. What about when there are only two or three candidates applying?

Perhaps you might consider running some profiles in PPTA News on those who refuse to seek promotion and their reasons. We can guess at them and we all know able friends and colleagues who eschew promotion. It would be useful having their views discussed.

Supporting workers and women

Raffles – the gift that gives.

I suspect the answer is first of all workload and secondly remuneration. Workload however has increased because of initiatives that we have not scrutinised carefully enough in terms of impact on everyone but in particular, middle leaders – such as, moderation and assessment protocols under NCEA, most of which have been dumped on middle leaders with the decrease in external assessment; peer coaching and observation; local professional development either whole school, departmental or in some cases national.

Remuneration is a pittance. I'm guessing that the mode for middle leaders is two MUs [that would be useful to know for a fact], and for \$8,000 less tax at the higher end, what's the point?

Trevor Williams

Thanks Trevor, the middle leadership issue is one we are definitely working on and there will be another report from PPTA's Middle Leadership Taskforce at this year's annual conference.

The 2016 conference paper The Middle Leadership Problem is available in the publications library of ppta.org.nz under 'annual conference papers'. The 2017 Secondary Teacher Workload Working Group Report begins to address a lot of these issues and is also available on our website.

We would love to hear from middle leaders and those who decided not to take up the position. Those who are interested in sharing their stories can email news@ppta.org.nz – ed.

PPTA members and staff donated more than \$3000 to help lift Dalit workers in southern India from poverty through the UnionAID raffle.

The New Zealand Women's Refuge also benefited thanks to the generosity of PPTA's Otago region, which donated its prize to the group.

Pauline McNeill, Otago regional PPTA chair said, "We loved winning the raffle but to be honest the joy of giving the tickets to someone more deserving has been the real prize."

Wellington Women's Refuge were delighted to accept the gift, which was handed over by PPTA executive rep, Ellen Curnow, who was in Wellington for a meeting that day. She reflected later that it was lovely to finish the day doing something on behalf of other members that was going to make someone who needed a lift really happy.

UnionAID is a New Zealand charitable trust that helps alleviate poverty and achieve social justice by supporting overseas workers to form unions and worker collectives.

Thanks to the generous support of PPTA members, Dalit workers in southern India will be able to upskill and organise so they can get decent pay and a life free of poverty.

PPTA branches and staff purchased \$3,240 worth of raffle tickets last month as part of a nationwide fundraiser for UnionAID's overseas development projects, UnionAID executive officer Michael Naylor said.

"That's enough to provide 70 members of the Quarry Workers Union in southern India with labour rights training and help them organise mass public rallies in demand of decent pay and fair access to healthcare, housing and other social programmes.

"On behalf of our partners in Tamil Nadu, India I'd like to say a huge thanks to all PPTA members. Your support for the raffle means more Dalit men and women will have the resources they need to get organised and demand the decent work and dignity they deserve," he said.

More information about UnionAID can be found at www.unionaid.org.nz

Correction
In the July PPTA News obituary for Western Springs College principal and long-time PPTA supporter Ken Havill (Committed to valuing education and young people – Pg 14, July 2017 PPTA News, volume 38, No. 4) Ken's birth date was recorded incorrectly.
Ken Havill was born on 8.12.1949 not 1929 as reported. We apologise for the error.



Ellen Curnow, executive representative for West Coast and Nelson, Philippa McAtee, Manager, Wellington Women's Refuge and Ani Piper-Beckett, Community advocate, Wellington Women's Refuge.

Farewell to a principled, caring and collaborative leader

Peter Allen played a big part in New Zealand's educational landscape as a teacher, principal and PPTA president – fellow past-president Shona Smith writes.

Kua hinga te totara i te wao nui a Tane

The totara has fallen in the forest of Tane

Former PPTA president Peter Allen died on Wednesday 30 August, only a few short months after being diagnosed with motor neurone disease. His premature death is a devastating loss not only for his wife Helen, his three children, Catherine, Stephen and Michael and their families, but for the Waimakariri district, which he has served as a local councillor since 2010, and the whole education community of Aotearoa and indeed, the Pacific.

Peter was universally respected in his role as PPTA president as a principled, strong and articulate leader. He maintained a relentless focus on the need for positive changes in teaching and learning in ways which would benefit students while raising the quality and mana of the teaching profession.

Peter had a long history in PPTA, beginning as secretary and chairperson of the Dargaville branch and Northland regional chair in 1977-78. Between 1979 and 1982 he represented Northland on national executive, becoming junior vice-president in 1984-85, president in 1986-87 and senior vice-president in 1988-89.

Over the years Peter was at the frontier of major changes in curriculum, assessment and professional standards for teachers. In the early 1980s Peter was a member of curriculum working parties which in many ways were forerunners to today's far-sighted NZ Curriculum. He was also an early champion of the need for changes in secondary school assessment and qualifications. My own first memory of Peter is a passionate speech at the 1979 conference advocating the removal of the old University Entrance examination. Between 1988-1990 he was on the Secondary Board of Studies and between 1993-1998 chaired the Teaching Council of NZ/Aotearoa. Between 1998 and 2001 he was a member of the Ministry of Education's advisory council in NCEA and more recently on NZQA's Learning and Qualifications Advisory Committee. He was also active in the Canterbury-



Peter Allen with one of his classes at Taupouui-a-tia College before taking up the leadership of PPTA.

West Coast-North Otago Principals' Association as a much-respected principal of Rangiora High School.

His time on PPTA executive coincided with significant changes in New Zealand society and education, including moves towards gender equality and recognition of New Zealand as a multi-cultural society. Helen Pearce, PPTA's first women's officer, remembers Peter as being totally supportive about gender equality in a time when this was not the norm. "I went on to the PPTA executive in the same year as Peter, 1979. He was very supportive of the issues I was trying to get progress on and would always speak up with genuine commitment. Later when I was the women's officer, a position not supported by the whole membership, and he was president, he was completely supportive and would take to task those who opposed the promotion of women."

Peter was equally committed to recognition of Māori within PPTA structures and the wider education system with significant changes occurring during his presidency, including the appointment of the first Apiha Māori, Ken Mair, and moves which led to the adoption of Te Tiriti o Waitangi in the PPTA constitution. In his later role as Director of the School of Professional Development at Christchurch College of Education he worked with Tufulasi Taleni to establish the Pasifika Education initiative, leading trips of teachers and leaders to Samoa and Vanuatu to experience directly the Pasifika culture of their students.

Former principal Peter Garelja recalls Peter as his associate teacher for a practicum at Dargaville High School in 1976. "I remember being impressed, not only with his curriculum knowledge, but also with the quality of Peter's teaching and the high regard he was held in by students, staff and the community at large. Peter was the HOD geography and exercised collaborative leadership. Peter trusted me as a trainee teacher, provided constructive feedback and his calm respectful classroom management style affirmed my belief in relational pedagogy. Later, when I became a principal, I admired Peter for the integrity he displayed in the various leadership roles he played within the Secondary Principals' Council. Principled principals are a rare breed."

Those of us who knew Peter were not surprised by Peter's final Facebook message posted by his son Michael, where he urged us to change the government focusing, as always, on the future and the need to make Aotearoa and the world a better place for his grandchildren and all the generations to come. To paraphrase the words of Tufulasi:

Peter, you entered our lives with respect and spent your days in service; now you leave this world with mana, integrity and respect.

You have done the service; you leave a wonderful legacy here for us in education to remember. Now rest in aroha/aloha/ love and peace, our friend and leader, Peter Allen.

The power of a collective agreement

Making sure you get what you are entitled to at work.

One of the most important parts of PPTA's mahi is the collective approach we take to wages and employment conditions.

PPTA staff and members negotiate collective agreements with the Ministry of Education which sets the rates of pay and conditions of employment in the workplace. These agreements are legally binding documents that underpin and support teachers' industrial and professional aspirations

Once a collective agreement has been ratified, we work to make sure members receive their entitlements. Field and advisory officers provide advice to members about issues they're having at work, and if it's necessary we'll take cases to court when schools aren't interpreting collective agreements correctly.

There are five PPTA collective agreements; Secondary Teachers' Collective Agreement (STCA), Area School Teachers' Collective Agreement (ASTCA), Secondary Principals' Collective Agreement (SPCA), Area School Principals' Collective Agreement (ASPCA)

and Adult and Community Education (ACE) Staff in Schools' Collective Agreement

PPTA field staff and advisory officers get calls daily from members wanting to know what their entitlements are.

The most common enquiries are about leave. There are a multitude of leave provisions in the collective agreements – sick leave, bereavement leave, holiday leave, parental leave, leave to support a sick family member, special leave, and the list goes on. It's sometimes difficult to know where to start.

Sometime the answer is simple but at other times the PPTA staff member may need to know a lot of detail before they can help.

Your collective agreement is your best friend at school. It's worthwhile taking the time to get to know it. When an issue comes up you may be able to find the appropriate clause easily, and if you can't, your local field officer is only a call away.

Clause of the month award

This month's little-known clause comes from the Secondary Teachers' Collective

Agreement, the agreement that covers most of PPTA's 17,500 members.

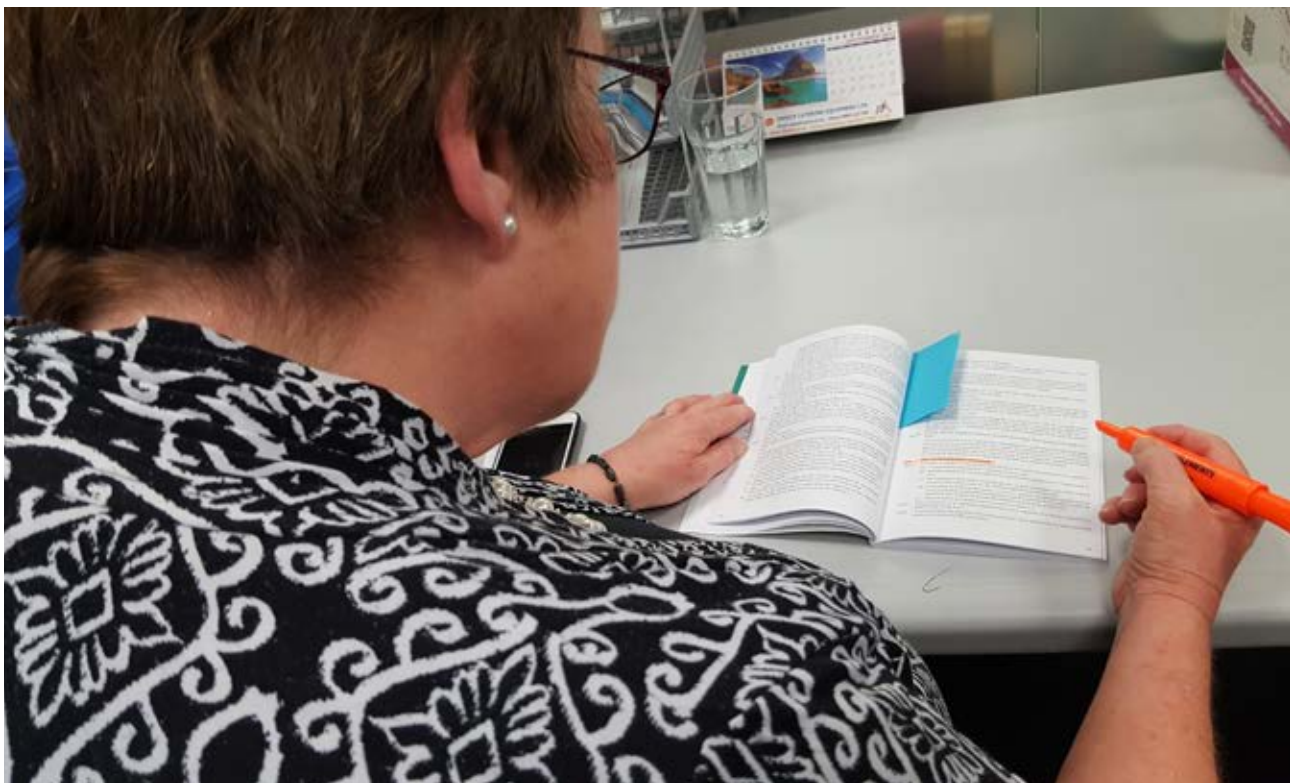
3.10 Return from a Period of Childcare

3.10.1 Any teacher who has resigned from her/his position to care for pre-school children and not more than four years have elapsed since such resignation (or five years in the case of a resignation because of pregnancy) who applies for a position of equal or lower status for which the teacher is suitable at the school from which they resigned shall be appointed to that position.

3.10.2 The teacher shall provide a birth certificate for the child and sign a statutory declaration to the effect that absence has been due to the care of a pre-school child.

3.10.3 If an applicant under these provisions is not appointed to any position in the school from which the applicant resigned within six months after the expiry of the period in this clause the benefits of these provisions will lapse.

In the Area School Teachers' Collective Agreement, it is Clause 2.7.2 *Re-Entry after Absence Due to Childcare*.



Your collective agreement is your best friend at school.

Induction and mentoring support – secure your place!

Calling all provisionally certified part-time, itinerant and relief teachers and their principals.

Fully-funded induction and mentoring support places are available for 2017. Don't miss out on this opportunity

The Education Council, with support from the Ministry of Education, has designed a scheme to support provisionally certificated part-time and relief teachers, working across multiple settings in early childhood services, primary and secondary settings and Communities of Learning | Kāhui Ako to gain full certification.

This scheme is for experienced teachers who have participated in some induction and mentoring but have been unable to gain a position of at least 0.5 FTE in one setting for the required period because they are part-time or relief teachers.



Part-time, itinerant and relief teachers

Are you keen to move from provisional to a full practising certificate but are struggling to get the hours and support you need? Act now and avoid the need to fund and undertake a Teacher Education Refresh (TER) later.

Principals

Do you have part-time and relief teachers you want to see fully certificated? Help retain teachers in the profession by supporting them at no cost to your school.

Upon agreement and signing, the Education Council will reimburse a host setting for mentor release time. The host setting may claim mentor fees up to the amount of \$650 + GST per term for up to four terms from the Education Council.

A travel grant ranging from \$3,123 to \$5,466, depending on the isolation index of the centre/school/Kāhui Ako, can also be claimed.

Find out more about this support at educationcouncil.org.nz

Leaving teaching?
Please fill in our survey

PPTA has started an ongoing survey to provide annual information from secondary teachers and school leaders on why they leave teaching in New Zealand schools. This information is not collected by the New Zealand Ministry of Education or any other organisation from those who leave. We believe this information is essential in planning for the future.

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

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

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