

PPTA NEWS

The magazine of New Zealand secondary teachers



Solving the shortage –
teachers speak out at PPTA
annual conference (pgs 12-13)

PPTA News



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Time for teachers to secure their own oxygen masks

The importance of teachers prioritising their own well-being.



Jack Boyle | President, PPTA

During the safety briefing on every plane journey adults are reminded that, in case of an emergency, they are to secure their own oxygen masks before they help children fit theirs. Why? Because it helps you look after children more effectively.

I'm convinced that the same is true of teacher mental health and wellbeing.

Various factors contribute to stress in the workplace; teacher burnout, not feeling supported as a professional, continual change, increasing workload, feeling like we have no say in the direction education is taking – it all adds up.

As the end of year oxygen masks drop from the ceiling it's important we prioritise our own well-being.

Taking a break

Teachers are the heart of education. Our contribution makes it successful. As we near the end of the school year, fill in the last forms, inquiry documents and testimonials and awai the seniors concluding their exams, I hope we can all take a moment to recognise how important teachers are.

I hope that we feel acknowledged for our efforts and have the opportunity to acknowledge others - we deserve it.

Our high-quality public education system is built on the hard work of teachers.

While the concept of holidays has become almost a myth for teachers, I sincerely hope you get some downtime over the summer break. It's time to enjoy a welcome wind down after a crazily busy and pressured year. (I'll be

following the escape-path lighting all the way to the beach!) As educators we know that allowing ourselves time to reflect on the year and our achievements can help our emotional wellbeing and will be motivating for when we start all over again in 2018.

Gearing up

A bit of R & R is a good thing but it's not PPTA's intention to sit on the tarmac till February. The difficulties we face as a profession need to be acknowledged and solutions implemented. So while it's pleasing that the new government is making noises about some of the most pressing issues we face, we will continue to advocate for genuine support from government and from society, in terms of pay, working conditions and professional support.

We'll be working over the break to pursue the variation proposed by

principal John Russell at our annual conference, working on developing our claims for the STCA bargaining round next year, continuing with our pay and equity case and pressing for action on the teacher wellbeing commitment the previous education minister made at the International Summit of the Teaching Profession earlier this year.

We'll need to prepare for a little turbulence

When you get back to school next year we'll be asking you to channel your energy into collective motivation – to make sure teacher wellbeing is guaranteed for all of us.

We know we can do it: "the most fundamental and pervasive benefit of wellbeing is a growth in self-confidence". Rest well. And thank you for all that you do.



Students make te reo visible through clothing brand

PPTA News talks with Tokoroa High School student Jay McLaren-Harris, the CEO of Tumeke Clothing.

A group of talented Tokoroa High School students is putting te reo Māori in the public eye through people's wardrobes.

Tokoroa High School year 13 student Jay McLaren-Harris is the CEO of Tumeke Clothing, a clothing brand with aim of increasing the visibility and use of New Zealand's native language through simple, easy to learn, te reo phrases.

Hailing from "the great iwi Ngapuhi" Jay is passionate about te reo. He says the idea for the clothing company grew out of a political situation where New Zealand First leader Winston Peters criticised Minister for Māori Development Te Ururoa Flavell, for speaking te reo in parliament.

Jay realised that unfortunately Winston had a point. If only a small percentage of the country understood te reo, how could the rest understand the debates being held in parliament?

In an ideal world te reo should be able to be spoken everywhere and people should be able to understand it. The problem that needed to be solved was the lack of visibility of te reo in people's everyday lives, he said.

Through the Young Enterprise Scheme (YES) Jay joined forces with three of his Tokoroa High classmates, Jordan Taylor (production director), Casey Clark (communications director) and Lachlan Poko (marketing/sales director) to help come up with a solution.

"We needed something different. We thought, what's something that people use every day? That people affiliate with every day? Clothing."

The YES programme works with schools, using a combination of teachers and members of the business community to give students experience in the business world.

The group set about creating a product with a purpose and, after weeks of consultation with cultural and business advisors and iwi leaders, Tumeke Clothing was born. "There is a lot of support, but it is challenging. Once we were able to settle on a product and a story we were able to find supportive mentors and advisors," Jay said.



The Tumeke Clothing Team

Every detail of the clothing was meticulously thought out. The Tumeke logo was placed in the upper left chest area, to symbolise that language was at the heart of the project, and simple te reo phrases were on the back, emphasising the fact that language is the backbone of our culture.

"What we are creating is a story rather than a product. That's our approach. We share our story and if people agree with it they buy a shirt," Jay said.

The Tumeke Clothing team is as multicultural as they come. "Only two of us are Māori, one is a Cook Islander and one is European. Within our board we are quite diverse, but it is the exact same message from all of us. In New Zealand te reo Māori, our native language, is not as visible as it should be."

The reaction to Tumeke was "massive" and garnered fans from across the political spectrum, including the man that started it all, the right honourable Winston Peters. The brand was officially launched by Te Ururoa Flavell and the group was mentored by new Associate Minister of Education Kelvin Davis. The brand was endorsed by a number of politicians, including the Māori and National parties, which made a lot of people want to jump on board.

"We even made a sale to David Seymour of the ACT Party," Jay said.

"It shows that, regardless of your political values, we can all play a role in protecting our native language," he said.

The future of Tumeke Clothing may have a different form as board members go their separate ways after school. One of the board members has been offered a league contract in Australia, while others are headed overseas.

"Whatever we do we want to keep the kaupapa of the business the same, whether we do clothing or something different," Jay said.

The group is already branching out, launching the "I stand with Tumeke" social media campaign to promote te reo and even holding their own conference.

The Let's Have a Korero forum was held at Tokoroa High School. Its kaupapa was to increase the visibility of te reo and incorporate core Māori values into homes, schools and workplaces. Around 60 to 70 people attended, including new Labour MP Tamati Coffey and Ngā Manu Kōrero secondary school speech competition prize winner Tuimaleali'ifano Fiso, who travelled from Lower Hutt's Sacred Heart College to be there.

Jay himself has been involved in Ngā Manu Kōrero, which is sponsored by PPTA, for the past four years, this year coming third in senior English and winning senior English impromptu.

"Ngā Manu Kōrero sets a precedent. It says we have some great orators in our country in terms of our youth, in both te reo and English. It shows how we can celebrate both without excluding one or the other," he said.

Let's do... what?

PPTA members discuss what we might expect from a Labour-led government

The Labour Party's education manifesto contains a number of proposals and promises for PPTA members to look forward to and watch out for.

This includes commitments to review NCEA and assessment, support inclusive education, promote safety in schools, support Māori educational achievement, repeal the charter school legislation and address teacher shortages to name a few.

A number of PPTA members have looked at these promises and have shared with the PPTA News how they feel they will impact on their schools and communities.

Hutt Valley/Wairarapa executive member Chris Carr was particularly interested in the promised focus on safer schools.

"The Hutt Valley has a history of fighting for greater classroom safety for teachers and students so it's excellent to see that the new government has made this a priority," he said.

The manifesto promises that Labour will "ensure that schools are fully supported in dealing with behavioural issues by increasing the number of social workers available to all levels of the education sector, ensuring all schools have an effective anti-bullying programme and providing external multi-agency support for schools in cases of criminal activity, such as assault"

The manifesto also promises to review the funding system for guidance counsellors in schools, including investigating the possibility of ring-fencing funding for it, a move Chris is pleased to see.

"We need to know that our students and teachers are well in all senses of the word; improvements to mental health services are an important part of this and I'm glad to see this is being recognised through increased funding for guidance counsellors. As with all such policies, it's the delivery and support of these programmes that determines their success and it's our role as a union to make sure this is done in a way that is effective for both students and staff," he said.

PPTA junior vice president Melanie Webber was "absolutely delighted" that



The new education team: (Clockwise from top left) Minister of Education Chris Hipkins, and associate education ministers Jenny Salesa, Tracey Martin and Kelvin Davis

the government intended to deal with teacher supply issues.

"I just hope they're aware of just what it is going to cost and how urgent it is," she said.

"(Education minister) Chris Hipkins has said we can't expect them to catch up on nine years overnight, but we don't have time to wait. Teachers shortages are reaching critical levels."

"I'm also really pleased to see Labour addressing the elephant in the room - the over reliance on international students to fund our schools. Treating other peoples' kids as cash cows to prop our education system is not ok, and leads to huge inequities within the system," she said.

Melanie was particularly pleased to see the end of charter schools in Labour's promise to repeal the legislation allowing for them. "It's a policy that never should have happened. The question does remain though as to what happens to those that have already been established. I look forward to seeing clear leadership around this," she said.

Wellington-Marlborough executive member Kevin Greig says his biggest area of suspicion is the ambiguous

nature of the statements made in Labour's election manifesto.

"They have certainly indicated concern in all of the areas that we (PPTA) have been most vocal about recently but, for me, it's all about workload and most specifically the intended review of NCEA," he said.

The Labour manifesto promises to "undertake a review of the current NCEA related assessment load on students and teachers with a view to bringing the focus back to delivering on the vision of our internationally renowned curriculum."

Kevin would like to hear more detail about this.

"Who will be charged with undertaking the review, what will the terms of reference be and what will they see as success?" he asks.

Establishing Teachers Committee member, Wellington Girls' College teacher Cam Stewart is also cautious in his optimism.

"There are some positive noises from the new government, particularly around the Education Council and reducing assessment load. The proof of the pudding, as always, is in the eating, and we as a union need to ensure they follow through on some of these good policies," he said.

Correspondence School's corporate turn could hurt

Te Aho o Te Kura Pounamu – The Correspondence School is spending hundreds of thousands on overseas travel and is determined to become a COOL.

Te Aho o Te Kura Pounamu – The Correspondence School is a critical part of the public education system, yet it is behaving more and more like a commercial entity.

Figures released through the Official Information Act (OIA) show the school's board has spent hundreds of thousands of dollars on overseas travel, much of it geared towards becoming a Community of Online Learning (COOL).

PPTA members at Te Kura have raised concerns about the COOLs legislation, with a number making submissions to the Education and Science Select Committee opposing changes to the Education (Update) Amendment Bill that would allow them to come into being.

These concerns have included the process, or lack thereof, the legislation had been through, the effect COOLs could have on young people and the introduction of private enterprise into our public education system.

PPTA president Jack Boyle said members had contacted him with concerns about the number of overseas trips taken by senior management and the commercial turn Te Kura appeared to be taking.

"They (Te Kura management) appear to be more interested in swanning around the world than their bread and butter. The support for COOLs, allowing their 'CEO' to not be a teacher, not having any staff representation on their board and allowing any student to enrol in direct competition with other schools, are all symptomatic of this," he said.

The OIA information reveals that between 2014 and 2016 Te Kura had spent more than half a million dollars on overseas travel, the majority taken by senior leadership and the chief executive.

Countries visited included; Australia, Vanuatu, the United States, Singapore, the United Kingdom, Bangladesh, China, South Africa and Spain.

In 2014 \$148,811.66 was spent on 14 overseas trips. In 2015 there were 21, totalling \$195,144. 85 and in 2016 18 trips cost the school \$261,834.34.

Te Kura says the average annual spend on overseas travel of \$200,000 a year of this period is less than half a percent



Image: Rob Starling CC BY-SA 2.0)

of its annual budget. However one Te Kura member who contacted PPTA had to self-fund attending their own subject conference as they were told it was 'not in the budget.'

In notes provided with the OIA response Te Kura says the growth of overseas travel expenditure over this time period is directly linked to the school's "programme of online transformation and progression towards being an online distance education provider."

"One of Te Kura's strategic priorities is the transition to an online delivery model, that allows for much more flexible, engaging and efficient delivery to students. Te Kura is set to become one of NZ's first Communities of Online Learning no later than 2019," the notes say.

"It's ironic that they're claiming to be such advocates for online education, yet they have to go to face-to-face conferences around the world to learn how to do it," Jack said.

A number of Te Kura members are very concerned about the direction the school appears to be taking in regards to becoming a COOL.

"Rather than making changes in response to the needs of all future New Zealanders, this legislation appears to be a response to a small number of interest groups that do not have a wide view of education in New Zealanders," one said in their submission to the Education and Science Select Committee.

Members also felt COOLs would lead to the de-professionalism of the teaching profession

"Te Kura teachers are registered and

work to the requirements of the New Zealand Curriculum and National Certificate of Educational Achievement (NCEA) assessments. This ensures that all students have access to registered teacher lead learning. The intrusion of unqualified and unregistered teachers into the distance learning environment undermines the success of New Zealand students," one teacher said.

COOLs also had the potential to disable the pastoral care of students learning online.

"Te Kura provides pastoral care to all their distant learning students. This is a very time intensive and expensive, but integral, part of their learning. It is highly unlikely that private COOLs will devote similar time and resources to the wellbeing of their students," one member said.

The COOL legislation provides for open access to online schools, stating that students may enrol at a school or a COOL. At present there is a dual-funding system where, when a student is enrolled both in a school and at Te Kura, it usually doesn't cost the enrolling school anything. Te Kura now wants to remove this mechanism, which could end up costing schools a lot if students choose to do some courses through Te Kura.

Other concerns voiced by members included the proposed removal of a managed enrolment system to ensure students have the right support to succeed and the fact that Te Kura had one of the only boards of trustees without staff representation.

For more information see the extended version of this story on the PPTA News section of ppta.org.nz

Teacher's book aims to ready students for real work

PPTA member Wayne Benton's book *Real World Ready* aims to prepare students for life outside of school.

Hawera High School teacher Wayne Benton has been a PPTA member for 14 years.

He has been teaching horticulture, Gateway workplace learning and STAR (Secondary Tertiary Alignment Resource) for 12 years with the last 10 spent at Hawera High as HOD transition. His passion is ensuring young people transition successfully into the competitive real world of work.

Can you briefly tell us what *Real World Ready* is all about?

Teaching young people how to navigate their way successfully into the challenging world of employment using a set of proven strategies.

What prompted you to write it?

When coordinating and teaching life skills for Gateway, it became very obvious that there was little comprehensive up to date material that was appealing and written for students to read. Financial literacy is extremely important for students when they begin working and earning money. Yet I found this was taught in small sections by different subject lines not as a complete package. This inspired me to write the book.

Where did you draw the information you used to write it from?

In my previous career I was involved in the finance industry, including insurance, advising businesses how to instigate the appropriate systems to protect themselves. A great deal of this life experience has been shared in the book.

What sort of process did you go through?

Observing students as to how work-ready they were and then discussing with many business owners as to the huge gaps they were experiencing with younger employees helped form the strategies explained in the book.

Is this an area where you perceive there is a gap in resources for schools?

There is a big lack of student friendly resources for teachers to use in schools. I experienced this as a new teacher coming into secondary school and decided to create this book.

Do you believe it is a school's place to teach these skills?

Absolutely, otherwise our young people enter the real world of work totally



unprepared. It may take 10 years, and some may never, figure out how to save money for example. Every student should have an equal chance to live a happy and financially independent life.

Where do you see the role of a student's whanau?

Whanau are very influential on a student's patterns of success. Many have not been mentored in the proven strategies themselves. Therefore if we do not teach this in school the pattern of poverty more than likely will be repeated.

What about teacher PLD in these areas?

There is lots of PLD around how to assist students in choosing a career path but very little or no training for teachers on how to set up students' bank accounts, the importance of insurance, living independently, physical and mental readiness.

Do you think schools should be resourced to provide this sort of support?

Every school should have access to these resources so that all students, either academic or trade orientated, have a chance to learn these important life skills.

How do you think your book will help teachers/students/families?

Along with the book is a guide available as to what strategies or chapters align with many unit standards. This helps teachers and students by having easy to read knowledge, wisdom and

experience to learn from. The students then have a valuable guide to take with them at the end of the course, unlike the unit standards that are withheld for moderation.

What sort of feedback have you had so far from teachers/students/families?

The feedback has been very positive for teachers, students and whanau. Many teachers are now using the book to ensure each year 12 or 13 student understands each strategy.

When the students took the books home one principal was inundated with phone calls from parents saying that this was the best thing their child had learnt at school and thanked him. Not your usual principal's call!

Where can people find your book?

You can email waynebenton@xtra.co.nz or phone 0275 406 540.

The book normally retails for \$35 however for schools a bulk discounted price of \$25 only applies. This can be funded from STAR, Gateway or Careers.

The website realworldready.co.nz has a number of free resources for everyone to use for example, an interview planner, CV and cover letter.

*PPTA News has a copy of *Real World Ready* to give away for review. If this sounds like you email news@ppta.org.nz First in first served!*

Affirmation for subject specialists through increment

Fabric technology and graphics teacher Barbara Joseph talks about the service/qualification increment - a \$2000 payment many teachers may not be aware they are eligible for.

Barbara Joseph has been teaching fabric technology and graphics at Western Springs College since 2004.

She loves working with and inspiring young people but, like many teachers, is often too busy to stop and smell the roses. She did get the chance to do that however, with the help of a clause in the PPTA collective agreement.

Teachers in secondary schools who do not have a permanent unit and have been at their salary maximum for three years are eligible for the \$2000 service/qualification increment (clause 4.9 in the Secondary Teachers' Collective Agreement). Teachers in area schools who hold no more than three units and who have been at their salary maximum for three years will also be eligible (clause 3.18 in the Area School Teachers' Collective Agreement). There is a wide range of qualifications that fit the criteria.

The payment has to be applied for and Barbara only became aware of it through an article in the PPTA News. She wants to make sure more teachers out there know about it so those who are eligible can apply.

"The impact of the increment of course is not about money. This pay increment affirms that teachers who are specialists in their subject and just want to teach are valued," she said.

If anyone deserves to be recognised for her contributions to arts and education, it's Barbara - though her road into teaching had a somewhat rocky start.

"Growing up, I was taught how to make clothes and crafts by my mother and aunts. I have always loved to draw and paint and 'make stuff'," she said.

She gained a Master of Fine Arts degree in painting and printmaking from the Elam School of Fine Arts in Auckland, followed by a teaching diploma at what was then the Auckland Teachers College. Following that she moved to the UK in the 1980s to work at a high school in North West London.

"It had been labelled 'School of Shame' by the Sun newspaper as a teacher had been killed by a pupil there a few years before. I stuck it out for two tough



Stopping to smell the roses (and pay her respects):
PPTA member Barbara Joseph used some of her service increment payment to visit friends and family in the UK

years before leaving and swearing that I would never teach again," she said.

Barbara lived in the UK for another 16 years working in community based arts projects and facilitating collaborative projects such as murals, banners and installations. After returning to New Zealand she continued to work in that field, working on arts projects with groups such as mental health consumers and homeless families.

"I saw the light and decided to give teaching another go when I applied for a Technology job at Western Springs. I thought my skills and experience would be a good fit for the role," she said.

Many years later, Barbara learned about the service increment through reading a PPTA News article written by junior vice president, and Western Springs College teacher, Melanie Webber.

"In it she was talking about what she had found out about little known clauses in the secondary teachers' collective. I had never heard of this particular increment but realised that I was eligible to receive it. I talked to Melanie about it and she encouraged me to apply."

Barbara described the process of applying as simple.

"I dug out my degree certificates and paperwork that I had used in applying for my job, filled out a downloadable form and our school finance officer processed my application. The increment is \$2000 extra each year and I also received three years of it back paid," she said.

Barbara used some of this money to stop and smell the roses in the UK, travelling over there for Christmas in 2015 with her partner Danny and visiting her daughter who lives in London.

"Danny is Glaswegian and between us we have very strong emotional bonds with friends and family in the UK," she said.

Barbara encourages any member who thinks they might be eligible for the service increment to apply.

"Go for it, you deserve it!," she says.

For more information on the service/qualification increment and how to apply visit the Your Pay section under Advice and Issues on the PPTA website or contact your local field officer.

Hooray! Hooray! It's a Holi-Holiday

At this time of year teachers are looking forward to a well-earned break...so what are your entitlements?

Teachers are paid an annual salary for the school year (28 Jan to 27 Jan of the following year). The school year is broken into four terms each, usually 10 weeks long. After working a term a teacher earns three weeks of vacation of which two are used during the term break and one is carried over.

Sick leave without pay (LWOP) can be taken for up to 90 days without any loss to holiday pay. However other leave without pay of more than five days will affect the end of school year calculations. After five days you will begin to lose holiday pay at the rate of 30% of the period of LWOP, including the intervening weekend.

Permanent teachers

A permanent teacher who completes the school year and stays on the Education Payroll for the following year will have earned three weeks for term four plus three weeks that has been carried over, plus the statutory holidays – equalling eight weeks, and they will continued to be paid fortnightly over the end of year holidays. So for every term you teach you earn three weeks paid

vacation. If you work the first two terms and then resign your final pay will be three weeks plus one carry over week equalling four weeks in total.

Fixed term teachers

A teacher on a fixed term of one year who has not secured employment for the following year will be paid out the above amount just prior to the Christmas break.

If your job continues into the next school year your school should let Education Payroll know. Similarly if you are moving to a new school immediately after the holidays, ask your current school to inform Education Payroll. This will allow you to continue to be paid fortnightly.

And for those who are leaving...

Both the Secondary Teachers Collective Agreement and Area School Teachers Collective Agreement require teachers to give two calendar months' notice (not eight weeks as is commonly thought). If you are intending to resign it is advisable to state that the resignation is effective from 27 Jan. Both fixed term and permanent teachers may negotiate a different period of notice with their school. For assistance with this you should contact your PPTA field officer.

Holiday pay investigation reaches teachers

For many years payroll systems around the country have been calculating holiday pay in a way that does not comply with the Holiday Pay Act 2003. This means it is likely that teachers have not been paid the holiday pay that they are entitled to.

The Ministry of Education has completed a review to investigate its compliance with the Holidays Act 2003 (the act) and has acknowledged there is a problem in the application of the act that will affect the majority of PPTA members.

The broad area of non-compliance relates to the manner in which types of leave are calculated and then applied to employees taking certain types of leave. Record keeping has also been identified as an area where further work will need to be conducted.

PPTA has joined a working party group with the other education sector unions and the ministry to look at this. It's a hugely complicated area, and more so for teachers as our holidays are very different from other working people.

The ministry is in the process of scoping the issue further and we anticipate it will take some time before a resolution to the matter will be finalised.

More information and Ministry of Education resources can be found on the Your Pay section of the PPTA website



Grassroots engagement keeps politicians on their toes

PPTA members throughout the country kept politicians and the public informed through a series of election events.

Around the country over the last few months PPTA members gathered in schools, universities and community halls to make sure their local politicians were aware of the big issues in education.

From inviting politicians into schools in the Manawatu-Whanganui region to well-run and well-attended education panels in Northland (see page 11), West Auckland, Tauranga, Palmerston North, Lower Hutt, Southland and more – PPTA members were fabulous advocates for ensuring our would-be politicians and the public heard about what matters in education.

PPTA president Jack Boyle said members' grass roots engagement around education as an election issue was inspiring.

"I was lucky to attend a couple of the regional election debates and there are a couple of things that really struck me. One is how well we advocate for our profession, our schools and our children. The other thing is that it's really true that PPTA is members. You just got on and did the mahi," he said.

"The ability to organically and locally organise is an enormous strength and it makes a real difference for communities to know that what each branch and region does is totally authentic.

"As we move to this post-election period we can be hopeful that such member-led activism continues to advance what is widely held and deeply felt for teachers, students and our society," he said.

Numeracy, literacy, mental health and poverty were just some of the topics covered during the debates with education the thread connecting them all.

"It is quite astonishing how responsibility for funding state education at all levels has been systematically shifted from government to households. This is yet another inequitable tax on the most disadvantaged in our society and completely undermines government rhetoric that children's lives matter." Massey University institute of education professor John O'Neill told the Manawatu-Whanganui political panel.



Schooling the politicians: Speakers at PPTA Manawatu-Whanganui political panel visited schools in the region beforehand

Before that particular panel the PPTA Manawatu-Whanganui region came up with a novel way of letting politicians experience what really goes on in the classroom. Political candidates sat in on secondary school classes in Ruapehu, Whanganui, Rangitikei, Manawatu and Horowhenua, interacting with teachers and students in an organic fashion.

Manawatu-Whanganui regional chair Grant Collie said the candidates he approached jumped at the opportunity and it was an excellent way to bring candidates and teachers together.

If you had an election event in your area and would like to share how it went, email news@ppta.org.nz

Northland community and educators ask tough questions

PPTA executive member Terry Robson reports on the Upper Northland political panel held in Kaikohe.

On a chilly night in Kaikohe, Northland, a political event took place.

It was organised by intrepid regional committee members of the Northland Upper region of the PPTA; Brian Duncley, Graham Sharp, Sarah Morgan, Diana Henderson, Ester Van Dyke (and husband Andrew) and Terry Robson. PPTA president Jack Boyle was in helpful attendance also.

Well in excess of a hundred attended this event. The politicians they came to listen to were the Rt Hon. Winston Peters (New Zealand First) Willow Jean Prime (Labour) Hone Harawera (Mana) Catherine Delahunty (Green) and Matt King (National). Apologies were received from Labour deputy leader Kelvin Davis. Each politician was given 10 minutes to introduce themselves and their political party's messages. This report will mainly concentrate on those issues concerning parents, educators and students within New Zealand education.

Hone Harawera

Hone Harawera spoke at length about how the rugby league competition was helping youth in the Far North. He questioned why young students in tertiary education had to pay such a high cost for their education over and above the rising cost of accommodation in the big centres like Auckland. He reminded us that the cost of an education was more reasonable in the past. He blamed Labour and National for selling off assets in the past, making things worse for the youth of today.

Catherine Delahunty

Catherine Delahunty spoke about the quality of public education and the politics of education. She contended that all cultures need to be respected more, along with improved conflict resolution. She wants adult New Zealanders to realise about global climate change issues and she voiced concerns about unrealistic NCEA targets, expressing sorrow for the predicament teachers have found themselves in over this. She stated concern about a lack of government spending in education and how we have suffered under the experiment of 20 years of the neo-liberal model and a need for an inspirational education system that



From left: Willow-Jean Prime (Labour), Matt King (National), Catherine Delahunty (Green), Hone Harawera (Mana) and Winston Peters (New Zealand First) talk politics with PPTA's Northland regional chair Graham Sharp

is less focused on assessment and more focused on the needs of the student. The Green Party supports universal te reo Māori in schools.

Matt King

Matt King spoke at length about the infrastructure benefits to Northlanders that have occurred under a National-led government. He reiterated his government's commitment to infrastructure in Northland where money is needed to be spent on roads and bridges. He spoke about growing up as a Northlander and that he believes the quality of people's lives is improving but he suggested that he had been into 'Once Were Warriors' homes around Northland and although he was not poor himself, he had observed people's hardship in face to face visits to people's homes. Matt apologised for having little to discuss about education because it was not his thing.

Willow-Jean Prime

Willow-Jean Prime informed us that Labour has many useful policies. She was passionately concerned about the increasing number of people living in poverty and homeless in Northland, claiming that this has become much worse in the last three years and that the food bank hasn't enough food to feed the impoverished. Things are getting worse, she claims people are not getting the best education, housing, and health support. She stated parts of New Zealand and particularly Northland have the highest unemployment and fastest growing level of crime. She

suggested rental homes should require a 'warrant of fitness' to get rental housing up to liveable levels for low income tenants. She admonished the government for the continued sale of state housing and claimed that a well-funded education system was the key to an improved future.

Winston Peters

The Rt. Hon. Winston Peters spoke about how this election was the prime time for Northland to reassert itself as a powerhouse primary producer and government game changer, discussing forestry in particular. He argued that much of the profits are being collected south of Northland and that much more money needs to be invested in education, infrastructure, roads and bridges.

Questions from the audience

What followed was a Q and A session with the issues of private forests, poor wireless networks and the future of regional development in the Kaikohe area being raised. The final question raised was by the youngest of the audience, an Okaihau College senior student and it was poignant in that it concerned teen suicide prevention. The panel communicated their contention that one of the reasons for such a high teen suicide rate was the pressure of too much assessment in schools and students continually being faced with an assessment system geared for failure. Everyone who attended agreed this event proved to be well worth the effort.

Well done the Northland Upper Region!

Shortage solutions and surprise support

Delegates at PPTA annual conference debate the association's industrial strategy and a surprise amendment is made

Solutions to the secondary teacher shortage affecting young people's education were high on the agenda at PPTA's annual conference last month.

Nearly 160 delegates met for three days during the school holidays to discuss and vote on the big issues for secondary teachers.

The conference is the association's democratic decision-making body and decisions made there dictate PPTA's policy for the coming year.

One of the biggest issues was the growing nation-wide teacher shortage and its negative consequences for students. This was addressed in the conference's 2018 industrial strategy paper.

PPTA executive member Austen Pageau said we were already in a situation where students were missing out.

"Teachers are being forced to teach outside their subject areas, courses are being cancelled, class sizes are increasing and schools can't even get relieving teachers," he said.

Austen spoke of the triple whammy seriously eroding teacher recruitment and retention.

"A large proportion of 'baby boomer' teachers will leave the teaching workforce in the next 10 years, more teachers are leaving teaching to take up more financially rewarding careers and fewer people are being attracted into teaching. 40 percent of new teachers leave the profession within their first five years and we're not even training enough new teachers to keep up with the demand now, let alone for the roll growth we're expecting over the next 10 years."

Despite the recommendations in two 2016 reports the government had taken no steps to improve pay, which has fallen far behind what is needed to recruit and retain teachers, Austen said.

There had also been no meaningful steps taken to reduce teachers' excessive and bureaucratic workload, which was the second major factor contributing to teacher shortages, he said.

"We know, parents know and school principals all know what is happening

– we just can't understand why the government has not taken steps to address the problems with recruitment and retention.

"Our conference will figure out how to get the action we need to address this crisis before it gets any worse."

"Teachers and principals hate being in this position. We become teachers to help children reach their potential and we do our absolute best but things have got to a point where teachers are burning out and leaving. We have to speak out."

And speak out they did – after robust debate overwhelmingly supporting the strategy, with a few amendments, set out in the paper.

Surprise support from principals

During the debate on the industrial paper Naenae College principal John Russell made a surprise amendment to the paper that teachers receive an immediate 5 percent pay rise as an interim measure to

relieve the shortage of teachers.

Russel, a principal for 29 years and member of the New Zealand Secondary Principals Council (NZSPC), said the shortage was the price we were paying for letting teachers' pay drop relative to the average wage. "In a recent survey 80 percent of principals said they were having to compromise on appointments because teacher shortages are so dire. In my 29 years as a principal I have seen the tide coming in and going out. I can tell you that the tide is moving further and further out," he said.

"Now is the time to inject some energy and reality into this situation," he said "This is a fundamental first step towards dealing to this crisis. We need to get on with the job."

Delegates present agreed, voting to accept the additional recommendation as part of a strategy they hoped would provide some serious answers to the teacher shortage.



Finding solutions to secondary shortages: PPTA annual conference delegates have the hard discussions

Facing the big issues together

Robust debate and well-made decisions at PPTA's 2017 annual conference

PPTA delegates from throughout the country met in Wellington from 3-5 October to debate and vote on the big issues affecting secondary teachers.

PPTA's annual conference is the association's decision making body and one of the main issues was secondary teacher shortages and

an industrial strategy for the 2018 collective agreement to help address these through pay and conditions.

Other papers discussed examined the NCEA review, Communities of Learning, flexible learning spaces, careers services, affirming diversity and the casualization of day relief teachers.

The association also produced its first bilingual discussion paper – *Whānau*,

hapū, iwi, Māori communities and schools working together – mā te mahi tahi, ka ora ait e taitamaiti. We thank our members for the robust debate and well-made decisions which we look forward to implementing.

The conference papers are available at ppta.org.nz and the conference sessions can be viewed on the NZPPTA Youtube channel.



Making equality reality

Newly elected to New Zealand's National Council of Women's board, PPTA member Arna Metcalfe shares the council's work and its relevance to secondary schools.

Kia ora koutou

I am excited to share with the PPTA membership what the National Council of Women New Zealand (NCWNZ) has been up to recently.

The PPTA is a longstanding member of NCWNZ. Since 1896 NCWNZ has been leading the fight for gender equality. NCWNZ serves as an umbrella group to focus the voices of many individuals and organisations such as unions, faith and youth groups, and those supporting women's rights in particular. Our founding president, Kate Sheppard, was vocal in her support of equality, stating that, "All that separates, whether of race, class, creed, or sex, is inhuman, and must be overcome."

NCWNZ is leading a new campaign launched in September which calls for a Gender Equal NZ.

Discrimination can be more subtle than it once was. We see it in the everyday interactions we all face, with subtle gender inequality being revealed in attitudes and assumptions. For some, gender inequality is more obvious. For all of us, the job is not done.

Gender Equal NZ is starting conversations - calling out inequalities in policy, society and the media that perpetuate an unequal status quo.

NCWNZ is organised both nationally and through geographic branches. At the branch level, PPTA is able to send representatives to take part in activities, discussion, and conversation about national and local issues. I would encourage PPTA branches across the country to make sure that we take up this opportunity to work together. In Auckland the PPTA Women's Network, Auckland Women's Centre and NCWNZ Auckland branch are collectively organising a hui for high school students to support them in their existing and fledgling feminist groups.

At our recent conference in Christchurch a number of remits were discussed that were highly relevant to PPTA membership. The remit most explicitly relating to education was around sexuality education and



Arna Metcalfe teaches at Auckland's Marcellin College and has been a PPTA member for 15 years

passed unanimously. The full wording of it is "That NCWNZ supports best practice, age appropriate compulsory relationship and sexuality education in primary and secondary schools, including dealing with issues of respect and consent."

In support of this remit, the proposers, Hawke's Bay and Auckland branches stated, "at the moment secondary schools are inconsistent with the scope and content of sex and sexuality education. Consent and respect are vitally important concepts to promote in sex and relationship education. At present these specific topics are discretionary, relying on schools and their boards to have the will and the funding to provide such programmes. As of April 2017 only 23 percent of all schools were using the ACC funded 'Mates and Dates' programme. (Dominion Post: 'Consent not a Priority' 4 April 2017). To this end such education should be compulsory. We believe such

education is necessary to give young people the support to develop healthy relationships, for them to encourage and support their peers to do the same. In particular online pornography needs to be addressed and put into perspective through open dialogue. For some this alone is their sex education tool."

We also supported Universal Basic Income for all New Zealanders, pay equity for women with disabilities with particular reference to Māori women with disabilities, and appropriate funding of mental health and well-being services to meet current and increased needs in communities, especially after major natural disasters.

We call on everyone to join the campaign for a Gender Equal NZ. We care about the experiences of all genders and believe in equality for all. Information about the campaign can be found at <https://genderequal.nz/>

Nga mihi

Is the twitterverse teaching or harming our students?

PPTA member Ben Robson examines the impact of social media 'fast-braining' on students (abridged). See PPTA News section of ppta.org.nz for full version and resources.

I would describe myself as a moderately cynical secondary school teacher who still loves his job.

I am finding that increasingly often, I have able students in a state of anxiety, when given a task or assessment in class that should be easily manageable. One of the major contributors to the declining resilience of many students is their constant, all pervasive use of technology. The question I keep asking myself is; "are we as educators; helping or hindering students in our drive to 'modernise' the New Zealand school system?"

The arguments in favor of integrating technology in education are obvious and definitely have some merit. They include; improved productivity due to students submitting assignments online, improving links between home and school, an increase in engagement from students that do not find traditional learning environments effective, and more collaboration between students and teachers via programs such as Google docs and classroom.

While schools are implementing these initiatives with honorable intentions, the danger is that many students are not adequately equipped to use these technologies effectively. Perhaps more importantly, many teachers are not adequately equipped to guide students in appropriate, mindful use of technology.

Daniel Kahneman, who in 2011 wrote the acclaimed *Thinking, Fast and Slow*, presents us with the idea that humans have two distinct systems of thought; system 1 and system 2, otherwise known as fast brain and slow brain.

System 1 is our brain's autopilot if you like. System 2 is the approach we use when confronted with a problem that requires a considered, logical response.

Depending on which study you choose to look at, the average teenager will spend between five and nine hours a day on some form of social media (with all studies there is a definite upward trend).

Most of our time spent on social media is certainly what could be classified as system 1, or fast brain thinking.



Technology in schools has obvious benefits but are our students equipped to use it effectively?

There is very little genuine, methodical thinking and mindfulness that occurs when you are scrolling a newsfeed, looking at a friend's Instagram or snapchatting someone with a picture of your lunch.

What is now happening in the education sector is that we are tacitly enabling many students system 1/fast brain social media addiction.

As I mentioned above; I am confronted on a daily basis with wonderful, intelligent students who want to achieve but struggle as soon as the prospect of applying effort arises. An assessment will be handed out to the class and some students will be literally close to tears when they are given what I would consider a totally reasonable and achievable task. The major driver of this anxiety is the fact that most of these students, due to their heavy use of social media, have become accustomed to fast braining their way through life. They are becoming less resilient and less adept at using their type 2, or slow brain.

I agree we should be teaching students self-discipline and willpower. However trying to teach a student who already spends upwards of five hours a day on social media about restraint is about as effective as telling an alcoholic to 'just stop drinking'. It's the ambulance at the bottom of the cliff. As educators we

are inheriting a cohort of tech addicted students. By encouraging technology in the classroom we are to an extent; tempting the addict.

NCEA, with its numerous assessments, presents an ever-growing challenge for students who spend the majority of their day in the youinstasnapwitface alternate reality. The goal (I hope) of an education is to teach resilience, new skills and ideas. You cannot, and will never be able to, fast brain your way to an education.

I would certainly agree our education system needs to keep evolving and technology certainly has a role to play. However, I'm just not convinced that enough consideration is being given to the downsides of the hyper-connected classroom, and that enough support for teachers and learners is being put in place. The Ministry of Education in all its assessment driven wisdom, seems to be diving headlong down the rabbit hole of technology and future focused learning.

Schooling and education is system 2/slow brain thinking by nature. It develops self-awareness, confidence and discipline. We must make sure we help students become mindful, resilient users of technology and social media rather than slaves to clickbait. We should recognise this and make sure our education system keeps the goal of student well-being at its core.

New staff happy to call New Zealand home

Introducing PPTA's newest staff members – advisory officer Jen Dive and Auckland field officer Kendra Greenwood.



Jen Dive – Aussie's loss, our gain

PPTA's newest advisory officer Jen Dive is an Australian who has seen the light, moving across the ditch to Wellington.

Lucky for us this move coincided with an opening in the PPTA industrial advisory team.

Jen grew up in the central west of New South Wales and has been living in Sydney for the a number of years. She has both a teaching and industrial background, most recently holding the role of industrial officer with the New South Wales Teachers Federation from 2012 until earlier this year.

Prior to working for the teachers federation Jen worked as a secondary PE teacher for six years.

"I mainly worked in a small central school, which is similar to an area school," she said.

Jen has also recently completed a Juris Doctor, a post graduate qualification in law, through the University of Technology, Sydney.

Jen and her partner decided to move to New Zealand to get away from the hustle and bustle of Sydney. "Wellington was the natural choice for us as my partner grew up in the Hutt Valley and still has family there. We have settled into the Hutt and Wellington really well (despite the rain!). We are enjoying exploring and taking our labradoodle on lots of interesting walks," she said.

"It was really a stroke of luck that the advisory officer position was

advertised at the same time as I had started looking for a new job in Welly. I feel incredibly privileged to be able to continue to work for a teachers union. I will always view myself, first and foremost, as a teacher and am passionate about the important work that teachers undertake in their classrooms every day."

In her new role as Advisory Officer, Industrial, Jen will be working on PPTA's collective agreements in the lead up to bargaining for the Secondary Teachers' Collective Agreement next year. "While the New Zealand education sector has some significant differences to the Australian education system, there are many common issues such as the workload and supply issues that will continue to be a focus for PPTA."

Since starting her job at the end of August, Jen has been out visiting all PPTA's regional offices and many schools. "I hope to attend as many regional events as possible and I am looking forward to getting into branches to meet as many members as I can, so if you see me around please say hello!"



Kendra Greenwood – a familiar face in the field

PPTA's newest field officer is a face a number of you might recognise. Kendra Greenwood has held PPTA regional chair and executive positions in both Counties Manukau and Northland and has previously worked as a field officer.

Like Jen, Kendra is an international import, hailing from North Yorkshire in the United Kingdom. After teaching

in the UK for four years she moved to New Zealand in 1998. Kendra taught at James Cook High School for 10 years before realising her original reason for moving to New Zealand "to have some land, grow a few veggies and have my horses close by." So in 2008 she moved to Taipuha in Northland to teach at Otamatea High School.

Kendra's background is in computer science but she decided to train as a maths and hard materials (Technology) teacher. "Consequently I have taught computing, electronics, woodwork and maths. I have been a head of department, specialist classroom teacher and an assistant principal."

Kendra joined PPTA as soon as she started working in New Zealand and, through the encouragement of fellow members, became branch chair of her school and executive for Counties Manukau.

"When I moved and joined Northland Lower, I became the regional chair before once more stepping up to executive member for Northland. Alongside these structural positions I have worked on a number of taskforces and committees both within PPTA and as a PPTA representative," she said.

Kendra first took up the field officer role in 2015 when another field officer was on maternity leave and realised then how closely the values of PPTA aligned with her own values.

"I firmly believe free state education is vital to the prosperity of society, and the health of the education system is dependent on the professional well-being of teachers," she said.

Kendra has a particular interest in how the pedagogical expectations of teachers have shifted over time and how the digital era has changed practices.

"But as an ex-teacher who discovered camaraderie through being a member of the union I would like to be able to continue to support that sense of community through the branch, regional and network structures. Being an activist can be extremely rewarding."

Collaborating on digital assessment transformation

New Zealand Qualifications Authority (NZQA) chief executive Karen Poutasi on working with schools to develop technology-based assessment.

Teachers and schools play a crucial role in the work we are doing to help learners qualify for the future world.

We are working closely with schools to investigate technology-based methods of assessment through our digital trials and pilots. These build on previous trials and pilots as we work towards a goal of having all examinations available online, where appropriate, by 2020.

Our approach of staged, managed, co-creation with schools is working well. The trials and pilots enable schools to participate at a pace they are comfortable with, and provide an opportunity for schools to assess their capacity for digital assessment and its relevance to delivering teaching and learning. They also provide students with an opportunity to experience examinations in a digital format.

Feedback from teachers, students, supervisors, and examination centre managers involved in the trials and

pilots is a crucial part of our approach. Post-examination surveys help to further our knowledge of where schools are at, along with what's working well and what can be improved.

We have worked closely with a number of schools and kura on a series of co-managed trials. These are different from the other trials in that NZQA has supervised and marked these examinations on behalf of the schools in order to increase our understanding of how digital examinations are managed. This information, along with feedback from students and staff throughout the year (before and after the trials), will help us develop a bank of knowledge that can be shared with the sector.

This year, around 1670 subject experts are contracted as markers for NCEA and New Zealand Scholarship examinations throughout the country. These markers will be responsible for marking over 1.2 million candidate entries, of which up to 11,000 will be

from candidates participating in the NCEA Digital Pilot examinations.

These digital examinations will be marked online. Feedback from the subject experts involved in marking will be particularly important as digital marking becomes part of business as usual.

This is a challenging and exciting time to be involved in education. We must remain responsive and relevant to the demands of the future – NZQA will work hard to get it right, but the support of the education sector is vital. We hope to continue our very productive relationship with the PPTA, which is a key member of our Secondary Qualifications Advisory Group. We'll continue to work with learners, whānau, teachers, educators, iwi and industry throughout the country to achieve our vision that all New Zealand learners "Qualify for the Future World: Kia noho takatu ki tō āmua ao".

More information on can be found at nzqa.govt.nz under Digital Assessment: NCEA Digital Trials and Pilots.



NZQA is working with schools to trial digital assessment

Surplus staffing - when your school has a falling roll

Information and advice from PPTA's intrepid field officers

The provisional staffing notices have arrived in schools and should be being shared with staff where schools are in a falling roll situation.

The notices set out the "provisional staffing" numbers - the number of teachers and units the Ministry of Education will fund in your school next year. If student numbers have dropped in the past year, or the projected numbers for Year 9 coming in the next year are expected to be lower than usual, then your school might be told it needs to lose teaching staff. The reduction of teaching staff is commonly expressed as full-time teacher equivalents (FTEs). Where the FTE requiring reduction is more than 1.0 (a whole teaching position) the employer has to follow the surplus staffing procedures in your collective agreement.

Surplus staffing – making a voluntary offer

David teaches physical education in a school where the principal has recently announced the Ministry of Education will be funding three fewer FTEs next year due to a fall in the school roll. Demographic changes have seen a

drop in secondary aged students and in recent years fewer students have been taking physical education in the senior school.

The PPTA field officer has attended a branch meeting to explain the surplus staffing procedures and in particular the voluntary options. The principal has also advised two positions can be managed by attrition and he has made the voluntary offers available.

David is interested making a voluntary offer and has contacted his field officer for advice. At a meeting his field officer explained that there are three options available and it is up to the employer as to whether or not any voluntary offer is accepted.

The three voluntary options are supernumerary employment, long service payment and retraining. David is interested in the retraining option as a way of up-skilling. The field officer explained the retraining provisions as set out in the collective agreement along with the ministry retraining guidelines. Their advice is to include paperwork showing the course:

- is equivalent to tertiary level – at least New Zealand Qualifications Authority (NZQA) level 7

- is provided by a NZQA accredited provider
- is full-time
- enhances or upgrades teaching skills; the course must focus on classroom practice and/or school management.

David saw an opportunity to up-skill in mathematics and checked out a number of level 7 maths courses. A level 7 course at AUT which he met the prerequisites for interested him. The principal submitted the course details on his behalf to the ministry which approved the course. His employer, after considering the curriculum and pastoral needs of the school for 2018, accepted his voluntary offer.

Surplus staffing is a very stressful time for all concerned so it is important to understand the process and seek advice about options if you are considering making a voluntary offer. There is a lot to consider and weigh up.

The Advice and Issues section of the PPTA website explains the surplus staffing process in more detail. If you have any concerns or questions please contact your local field officer.



There are a number of options in your collective agreement if your school has a falling roll

A look into PPTA's past

A series looking at education through the eyes of the PPTA News

This month we are travelling back to 1987.

Teachers hit the streets

Wellington and Hutt Valley teachers marched on Parliament. Branches up and down the country voted to strike for one, two or more days. Telegrams flooded into Parliament and PPTA head office expressing the anger and frustration that teachers felt at having been let down so badly and so unjustly by a Government that had declared its commitment in the 1984 election campaign to improving the quality of public education.

When the PM tells you to PO

Following the Prime Minister's high quality debate with a teacher during which he made the now famous comment about what he thought the teacher should do, a slogan for a bumper sticker/button soon presented itself. The suggestion: "I'm a teacher and I'm already pissed off."



Unexpected hazard (or bonus) of new women's officer position

An unexpected hazard has been uncovered in the women's officer job. Every time she goes to a women's meeting everybody turns up with huge quantities of delicious food. In consequence the women's officer is expanding in her role in a manner she didn't expect.

Our current women's officer would like to make it known she would not object to this situation at all.

Our women's networks did not come easily

"While considerable progress has been made towards the establishment of women's networks in PPTA, it had not been done without some hostility from some male teachers...the hostility of some members was evidenced by the

reluctance of some branches to appoint a women's contact while a few had appointed a man... This is unacceptable. It is a negation of conference's intention that women should be actively encouraged to become involved in PPTA," president Peter Allen said.

Drama llamas

On hearing for the first time of the NZ Association for Drama in Education, a cynic was moved to remark: "I thought that's what the PPTA was for."

Tribunal on our side

The Public Sector Tribunal decision, which awards secondary teachers salary increases substantially above those the Government offered in February, vindicates the case the PPTA has been advancing since its claim was lodged in August last year" – PPTA president Peter Allen.

"In the winners and losers context, we won and quite handsomely" – PPTA assistant general secretary and salary claim advocate Kevin Bunker



What day is it again?

From a staffroom noticeboard: "For various reasons it will not be possible to follow a Monday timetable on Thursday. Therefore only Tuesday will be treated as a Monday."

Laughing at impending doom

An advertisement for a show opening at Wellington's Depot Theatre:

"NANCY, NANCY, GET MY CLUBS" – An Anti-Nuclear Cabaret

As fall-out approaches, what better way to postpone the inevitable than with a few cheap swipes at nuclear hype and a little razzamatazz.

Telling them by telegram

The conference instructed the president to send a telegram to the

Ministry of Education expressing strong disappointment at the package of proposals produced by the State Services Co-ordinating Committee to meet the needs of areas experiencing chronic staffing difficulties.



Minister-speak, some things never change

Great moments in linguo-calligraphic interpersonal communications No. 1: The Minister recently sent a letter to a regional secretary containing the following piece of deathless prose:

"For this reason I am sympathetic to a current proposal from the department seeking the resources to commence the work required to bring into being a system which has comprehensive enhancements."

Reframing par excellence

The NSW Assistant Minister of Education provided one of the great reframes when he was asked in Parliament why a certain school had a shortage of books in its library. "It is not a shortage of books, it is an excess of shelves."

Abolishing corporal punishment

The Government Caucus has determined that the abolition of corporal punishment should be handled by legislation, either by amendment to the Crimes Act or by some special education legislation. Whichever method is chosen however, it is unlikely to be enacted until next year...Asked if anything could be done in the time before the legislation could be enacted the Minister of Education said his "wildest hope" was that education authorities would ban it, although such a move in Auckland had recently be defeated.

See how our 'day to day' plans measure up

Get the right fit for you and your family



Note: Refer to the policy document for full terms and conditions

	1 Primary Care	1 Primary Care Extra	# #care4U
DENTAL	Not included	Up to \$250pa	Up to \$250pa
OPTICAL	Up to \$250pa	Up to \$250pa	Up to \$250pa
MEDICAL, SPECIALISTS AND TESTS	Up to \$750pa	Up to \$1,000pa Includes mole mapping plus travel and other vaccinations, and an ncreased limit per item on prescription and laboratory fees	Up to \$250pa
COMPLIMENTARY MEDICAL	\$400pa	\$500pa	Up to \$250pa
HOSPITAL TREATMENT Includes Approved Hospital Cover Policy Excess Reimbursement	Up to \$700pa Up to \$500pa	Up to \$1,000pa Up to \$500pa	Not included
MAJOR DIAGNOSTIC IMAGING	Up to \$600pa	Up to \$600pa	Not included
MEDICAL APPLIANCE	Up to \$400pa	Up to \$400pa	Not included
ORTHODONTIC TREATMENT	Up to \$750 per insured child Up to \$1500 max	Up to \$750 per insured child Up to \$1500 max	Not included
SICK LEAVE WITHOUT PAY GRANT	Up to \$50 per week Max 26 weeks	Up to \$50 per week Max 26 weeks	Not included
BIRTH GRANT	\$200 per birth	\$200 per birth	Not included
BEREAVEMENT GRANT	\$1,000 per life insured	\$1,000 per life insured	Not included

Full Hospital Cover Plans are also available. Visit our website www.healthcareplus.org.nz to find out more or call us on 0800 268 3763

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

