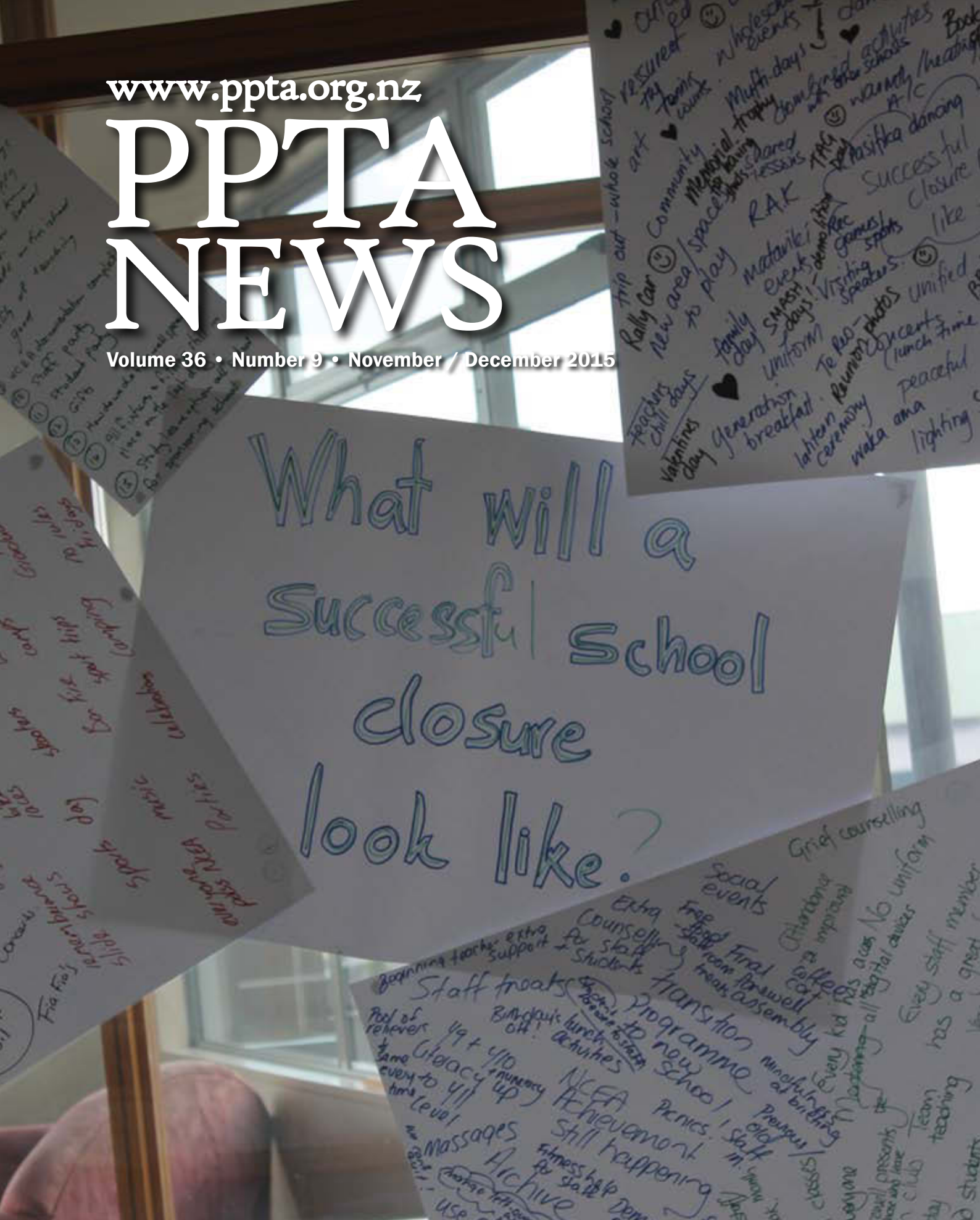


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# PPTA NEWS

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## What will a Successful School closure look like?



### Canterbury: five years on and counting

PAGES 10-13



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### Editorial and advertising

Enquiries should be addressed to: The editor, PPTA News, PO Box 2119, Wellington, New Zealand.

Ph: 04 384 9964 Fax: 382 8763

Online: [www.ppta.org.nz](http://www.ppta.org.nz)

Editor: Anna Kirtlan Email: [akirtlan@ppta.org.nz](mailto:akirtlan@ppta.org.nz)

Layout and design: Ben Weston

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### Deadlines

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## PPTA field officer contacts

Contact your local field office for all queries about your collective agreement entitlements or for assistance with employment relationship problems.

### Auckland

4 Western Springs Road, Morningside

P O Box 52 006, Auckland 1352

ph (09) 815 8610 fax (09) 815 8612

email: [auckland@ppta.org.nz](mailto:auckland@ppta.org.nz)

### Hamilton

Level 1, 650 Te Rapa Rd, Te Rapa

P O Box 20 294, Hamilton 3241

ph (07) 849 0168 fax (07) 849 1794

email: [hamilton@ppta.org.nz](mailto:hamilton@ppta.org.nz)

### Palmerston North

Guardian Trust House, cnr The Square and Main Street

P O Box 168, Palmerston North 4440

ph (06) 358 4036 fax (06) 358 4055

email: [palmerston@ppta.org.nz](mailto:palmerston@ppta.org.nz)

### Christchurch

Level 1, 501 Papanui Road, Papanui, Christchurch 8053

DX Box WX33613

ph (03) 366 6524 fax (03) 379 4011

email: [christchurch@ppta.org.nz](mailto:christchurch@ppta.org.nz)

### Dunedin

Queens Garden Court, 3 Crawford Street

P O Box 1561, Dunedin 9054

ph (03) 477 1311 fax (03) 477 1804

email: [dunedin@ppta.org.nz](mailto:dunedin@ppta.org.nz)

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## 2016: preparing for working parties and pantomimes

Somehow we have made it to the end of another year and the summer break beckons.

While 2015 was not without its challenges, I think we can look on our achievements with some satisfaction, particularly considering they were won in a political climate that is not conducive to public education, unions or teacher professionalism.

2016 promises to be equally challenging. We have unfinished

business from the collective agreement, the IES implementation will need monitoring, the Education Council will be testing its powers, perhaps unhelpfully, and our campaign to isolate and contain the contagion that is charter schools, will need to continue.

Members have told us that the priority is workload and it will be. The Workload Working Party, which was an outcome of collective agreement settlement, will provide an opportunity to share the data and understandings we have gathered about members' workloads and the main causes of work overload and stress.

There will be a second working party arising from the settlement and it will look at teacher supply issues. This is important as we move into a period of undersupply for the first time in a number of years. There is no point in having expansive programmes designed to enhance teacher quality if staff shortages are having the opposite effect.

The first IES communities will get underway next year and that will be a big test for schools. It is one thing to talk hypothetically about the value of



by Angela Roberts

collaboration but another thing entirely to build the sort of trusting relationships that underpin collaboration.

And in 2016, our new registration body will be taking centre stage. Although the STCA settlement means we now have free seats to the show, that won't stop us wanting a performance that does not insult the intelligence of the audience. Regrettably, it is not clear that the council has either the will or the capacity to deliver anything other than a farce.

The other unmissable show in town is the charter school pantomime. The New Zealand version of the production is repeating the clichés from the overseas versions — more generous funding than public schools, wasteful use of taxpayer money, cherry-picking of students and manipulation of student results. We will not be ceasing our scrutiny of the rorts that constitute the New Zealand charter school experiment.

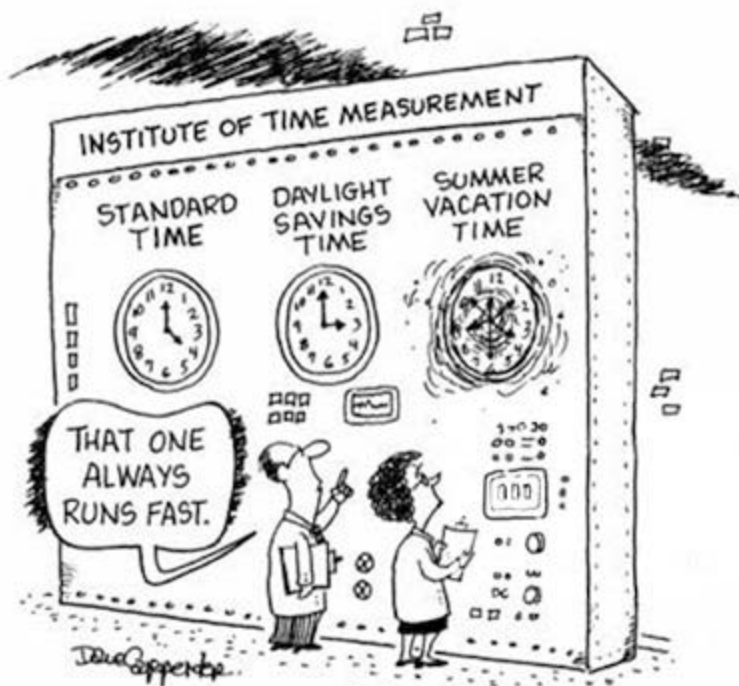
It remains for me to wish members a restful and rejuvenating summer break and to thank you. Whatever we have achieved this year could not have been done without your professional commitment to your colleagues and your union.

And if you are not a member, you damn well should be. These are not the times when secondary teachers can sit in the shade and moan about the heat while others are out there weeding and digging the garden.

Nga mihi o te wa me te Tau Hou  
Kia tau te rangimarie  
Ki runga i nga iwi o te ao

Wishing you all peace and happiness.

**“ I think we can look on our achievements with some satisfaction, particularly considering they were won in a political climate that is not conducive to public education, unions or teacher professionalism.”**



# For the common good

A new handbook has been created to help guide Kiwi teachers through the often fraught issues of copyright and sharing teaching resources. Creative Commons communications lead *Elizabeth Heritage* explains how to make copyright work safely and easily for teachers and schools.

In this digital age, sharing resources is easier than it ever has been. Kiwi teachers can collaborate with colleagues not just around the country, but around the world. Sharing saves huge amounts of time and money — if you need it chances are someone has not just already made it, but already put it online.

What about copyright, though? Who owns the rights to the resource you've found, and how do you know whether it's ok with them that you use it? It can be tricky territory, but the good news is that help is at hand.

Copyright is not like other forms of intellectual property (like patents and trademarks). You don't have to apply or register — you don't even have to use the little © symbol. Copyright occurs automatically upon the creation of a work, and it is entirely up to the owner to permit or deny the right to copy that work as they see fit.

Under the New Zealand 1994 Copyright Act, employers (for schools, the board of trustees) hold the copyright to all teaching resources that teachers create in the course of their employment. This means that, when teachers seek to save time and money by sharing these resources (including taking resources they have created from one job to another) but don't have the board's express permission, they are infringing copyright and breaking the law.

All owners of copyright everywhere — including boards of trustees — have the power to give permission for (or 'license') others to reuse their copyright works in specific ways. However, most copyright owners are not sure exactly how to do this in a clear and legally robust manner.

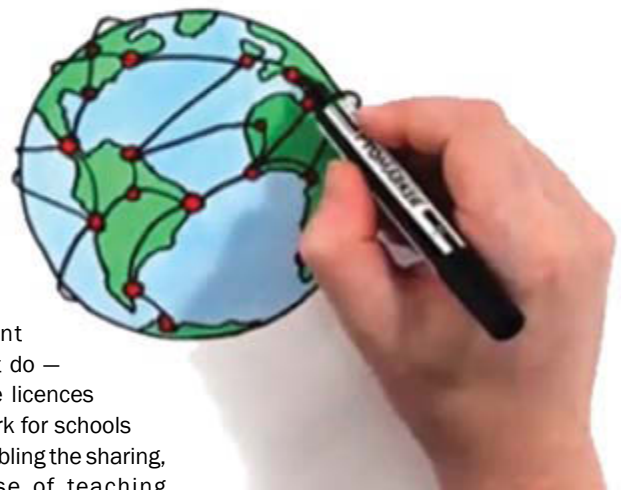
This is where Creative Commons

comes in: we provide free, legally robust and "human-readable" licences that anyone can use to clarify what they want others to do — and not do — with their works. These licences can make copyright work for schools and for teachers, by enabling the sharing, adaptation and reuse of teaching resources and other works.

For this to happen, schools need to adopt a Creative Commons policy, which effectively clarifies the school's default relationship with copyright. Instead of making it illegal to share, these policies enable and encourage the sharing of resources using Creative Commons licensing.

More good news: we've already done a lot of the legwork of getting a policy organised for you. Visit <http://creativecommons.org.nz/ccschools/> for more information and <http://resources.creativecommons.org.nz/all/?&topic=schools> to get template policies, how-to guides, and handy posters.

Our new Creative Commons handbooks for Kiwi teachers is a good place to start — you can download it free at <http://resources.creativecommons.org.nz/teachers-handbook/>.



## Interested in getting involved?

**Join in one of our Open Educational Resource (OER) Sprints in 2016! at <http://creativecommons.org.nz/sprints/>.**

**These will bring together teachers, librarians, academics, technologists, editors — and maybe even a few lawyers — for a day or weekend to collaboratively produce educational resources that will be made available for anyone to access, adapt and reuse.**

**We want to grow a Commons of OERs so that every teacher in New Zealand has free and open access to all the resources they need without having to ask permission or reinvent the wheel. All welcome!**

**Please get in touch with any questions: [elizabeth@creativecommons.org.nz](mailto:elizabeth@creativecommons.org.nz)**

# Raising the age of foster care overdue

New Zealand lags behind the rest of the developed world when it comes to the young age at which it terminates state care for young people. Now a campaign to urge the government to raise the age of Child Youth and Family Services (CYFS) care from 17 to 21 may become a lifeline for some of our most vulnerable students.



Many senior students in foster care often struggle to complete NCEA once CYFS cease their funding and they're forced to suddenly navigate the adult world.

Under current law children lose child services protection on their seventeenth birthday, effectively deeming them fully independent adults. However, until they're 18 they're deemed too young for such things as student allowances, any form of credit, a tenancy agreement or even the vote.

Auckland-based Dingwall Trust is one of many residential care providers throughout New Zealand that offers a home to children in need of state care and protection through no fault of their own.

Director Tracie Shipton says many young people in foster care leave school before they are 17 simply because they cannot comprehend how they will stay at school with no support.

"I have spoken to many young people leaving the care system through the barbaric act of discharge at 17 and the

issues are the same – anxiety, stress and hopelessness," she says.

"Whilst some can remain in the placement with their foster families, the services of support cease and the conditions for the placement change – this is often left to the young person to negotiate."

Dingwall Trust has teamed up with Lifewise, Youthline, Child Poverty Action Group, Wesley Community Action and Christchurch Methodist Mission to launch the *We don't stop caring* campaign to raise the maximum age of foster care. Pivotal to the campaign is an online petition hosted on New Zealand's premier issues campaigning website, Action Station ([www.actionstation.org.nz](http://www.actionstation.org.nz)).

The campaign is timely given the government's current review of CYFs that includes an examination of the upper age of foster care.

"Most children in society do not, and could not, live successfully completely independent of their parents at age 17," says Tracie.

"So it follows that the marginalised group of children in care, with their challenging pasts, are even less likely to do so. If the state, backed by legislation, is going to intervene in these children's lives then they must ensure that they support them through to adulthood."

She says the educational outcomes for children in care have traditionally been poor.

"Children in foster care can experience

many changes of schools in order to secure them a place of safety or home to live. This in itself is an impediment to learning and progress."

Despite not being funded to continue care for young people once they turn 17, Tracie says Dingwall Trust has a transition programme that assists in the stages from 15 to 19 years.

"But still there is anxiety about having to be responsible for aspects of your life that have been often over handled by professionals in your life," she says.

"We want and hope that our children will achieve academically, like any parent would. It is essential that young people who have suffered trauma, abuse and separation from families of origin are supported throughout their development – not just when they are considered to be young and vulnerable."



## Sign the online petition

Call on the government to raise the age of foster care from 17 to 21. The petition will be presented to the Social Services Select Committee that will be considering a review of CYFs next year.

[www.actionstation.org.nz/wedontstopcaring](http://www.actionstation.org.nz/wedontstopcaring)



**If the state ... is going to intervene in these children's lives then they must ensure that they support them through to adulthood."**

## Buzzwords and flimsy research mar process

Concerns over bad management, poor process and unrealistic expectations have led PPTA to pull out of two independent advisory groups on the government's plan to identify and protect vulnerable children.

If the Children's Action Plan continues the way it is going everyone in a school, from the receptionist to the principal, will have 44 pages of unrealistic standards thrust between them and vulnerable students.

PPTA president Angela Roberts said the association had taken part in consultation on the plan as an independent voice, but had lost confidence in the process.

PPTA joined the Framework Design Team, which was the product of the Identifying and Protecting Vulnerable Children paper released by government a couple of years ago. The team was charged with identifying core competencies for people who work with children in the public sector.

PPTA reluctantly withdrew citing a serious lack of confidence in the process and its outcomes for vulnerable children.

Unrealistic standards would lead to more paperwork and less time for staff to respond to the needs of vulnerable children, she said.

PPTA has also withdrawn from the over-arching Workforce Advisory Group as it does not want to be in the position



"There is a political direction from officials to be creating extra and unrealistic standards and competencies for people working with children. They were not asking professionals what they needed to better support them to identify and help vulnerable kids, instead they seem to think more paperwork and bureaucracy is the answer."

At the beginning of the project the group was presented with "a quick and dirty piece of research" scanning competency frameworks of professionals, such as teachers, nurses and social workers, for buzzwords like "vulnerable children".

"Unsurprisingly, these specific words did not appear within those frameworks because the term 'vulnerable child' is newly coined following the passage of the Vulnerable Children Act 2014," Roberts said.

Officials were also ready to ignore feedback from the first consultation on the paper that 74% of submitters already had the desired competency areas included in their existing professional standards.

"Teachers already have to comply with the practising teacher criteria, the code of ethics and other legal obligations – such as the Vulnerable Children Act 2014.

"Before there are any changes there needs to be a proper understanding of the structures and interventions already in place, how to build on best practice and what is already working well."

There are a range of initiatives that PPTA and teachers are currently engaged in to support the needs of vulnerable children, including; PLD around well-being issues of LGBTI students, close involvement with the Positive Behaviour for Learning action plan, support and advocacy for school guidance counsellors and involvement in the Bullying Prevention Action Group.

"We had high hopes that the Children's Action Plan work would provide a momentum for real change but this is not evident from the experiences we have had," Roberts said.

A copy of the letter that we sent is available on the PPTA website. We have also been discussing our concerns with the Secretary for Education.

**“Unrealistic standards would lead to more paperwork and less time for staff to respond to the needs of vulnerable children.”**

of rubber stamping this.

"For several months PPTA has been involved as an active member of these workstreams. We became involved because we wanted to see real change and more support for vulnerable children. Unfortunately we cannot see this happening.



## Picnic at parliament for pay parity

**U**nion members, MPs and members of the public gathered on parliament's lawn on November 11 for a picnic marking Equal Pay Day.

Since women in New Zealand are paid 14% less than men on average, the campaign argues that from 10 November until the end of the year women are working for free.

The picnic also celebrated the success of the "We're relying on you" campaign to get commitment and support for equal pay from MPs across all the political parties in parliament. This represents the biggest cross-party commitment to end gender-discrimination of pay ever made.

Minister for women Louise Upston was the first National MP to make the pledge.

PPTA women's officer Eva Hartsorn-Sanders was pleased with the



turnout. "It was great to see all political parties stepping up and committing to equal pay for women."

It's been illegal to pay men and women differently for more than 40 years, but a whole generation of women had been short-changed by the law not being upheld. Now the next generation

faces the same struggle, campaigners say.

As part of the campaign more than 1000 women from all over the country sent their stories to women MPs, with each story highlighting a very personal reason why equal pay is not a "nice to have" but a "must have".

# Three-year STCA ratified



A Wellington regional paid union meeting debates settlement of the STCA.

After several months of bargaining and a lot of hard work PPTA members have ratified their new Secondary Teachers' Collective Agreement (STCA).

The settlement has several improvements on the ministry offer PPTA members rejected in July. The settlement was effective from ratification (28 October) with pay increases back-paid to 2 September. This included a 2% salary increase from 2 September this year, another 2% from 2 September next year and an average of 2.5% from 2 September 2017.

The Ministry of Education also agreed to pay members' Education Council practising certificate fees for three years, increase the number of secondary sabbaticals, increase the field and mileage allowances and resolve a long-standing coverage issue for our technology teachers in primary and intermediate schools.

None of the ministry's claims to reduce conditions were accepted.

The ministry had also committed to two major working parties to look into teacher workload issues and into upcoming issues of teacher supply, PPTA president Angela Roberts said.

"It's great that they have acknowledged there are issues around workload

and an increasing issue of teacher supply and are prepared to work together with us to tackle them. We look forward to seeing some real change," she said.

Roberts thanked PPTA members for being so strong and clear about what they required.

"Once members showed they were serious, the ministry showed a commendable willingness to listen and move on issues," she said.

The resulting settlement, which was strongly endorsed by members, showed the importance of collective bargaining, particularly when it came to the teaching profession.

"The minister of education has talked about raising the status of the teaching profession and, while this doesn't get us all the way there, it is a helpful start."

PPTA has now developed a set of proposed claims for the secondary principals' collective agreement, with both the New Zealand Secondary Principals' Council (NZSPC) and the Secondary Principals' Association of New Zealand (SPANZ). The unions are now consulting more widely with all secondary principals

“Once members showed they were serious, the ministry showed a commendable willingness to listen and move on issues.”

seeking their endorsement of these claims and suggestions for further minor claims.

The association has also developed an area school claims process with the New Zealand Educational Institute (NZEI) and has sent out a consultation newsletter to members.

The associations are also working on two variations (one for ASTCA and one for ASPCA) of the Investing In Educational Success initiative for area schools and are also entering into a working party for modernising the adult community education agreement.



# Follow @PPTANews

For behind the scenes action, heads up on content and the photos we'd love to print if we had the room, give **@PPTANews** a follow.

PPTA has a number of **Twitter** accounts for those interested. The association's official account is **@PPTAWeb**, for professional issues check out **@PPTA\_PIU** and for new and establishing teachers there is **@PPTA\_NETs**.

For blogs, resources and association updates keep an eye on **www.ppta.org.nz**.



## Remember

27 January 2016  
is the end-of-year date



For most **pay purposes** 27 January 2016 is the end-of-year date for the 2015 school year and 28 January 2016 the beginning of the next.

If you're **resigning, going on leave without pay** (LWOP under Part 6 of your collective agreement) in 2016, or completing a full year's fixed-term teaching, then holiday pay is paid up to and including 27 January 2016.

*(Being paid until 27 January is dependent on having worked the full school year. Some fixed-term appointees get all holiday pay cashed up in one pay period in December.)*

Changes to **payments for units and allowances, starting (fixed-term or permanent) teaching or resuming teaching, LWOP for 2015**, all kick in from 28 January 2016.

If a **beginning New Zealand or new overseas teacher** is required at school prior to 28 January then that teacher must be paid from that earlier date and the school must notify payroll.

# Five years on and counting

"The Canterbury quakes were five years ago, things must be getting better by now" – for those of us living in other parts of the country, this is a natural thought. A *PPTA News* visit to schools in the region tells a different story. Speaking with staff at just three of the affected sites shows the problems haven't gone away. Some in fact have grown. We also discovered an amazing resilience and, despite it all, hope for the future.

See [www.ppta.org.nz](http://www.ppta.org.nz) for extended coverage.

When PPTA News first visited Phillipstown Technology Centre about a year ago words like "uncertainty" and "limbo" were often used. Fast-forward to 2015 and they are still the most common phrases you hear when talking with staff.

The 114 year old centre is now called Te Waka Unua Technology Centre, the result of a merger between Phillipstown and Woolston schools.

Hard Materials Technology teacher Ian Mustard said many staff were still uncertain about their future.

"Looking back to the earthquake we had a terrible time. Then the next year we were told the school was going to be closed and we would be moving to a new school."

Ian felt there had been little consultation with staff and the community at the time and "things are not getting a hell of a lot better".

A chief cause of the uncertainty is what many have dubbed the "Technology non-review". Led by the Ministry of Education's Canterbury regional office, this review of the future of Technology delivery in the greater Christchurch area included suggestions it could be outsourced to private providers, delivered by generalists in primary schools or merged into a hub. PPTA supports the retention of trained and qualified specialist teachers to deliver the Technology curriculum.

This review has been going on for more than a year but appears no closer to an outcome.

Food and nutrition teacher Martin James said uncertainty still reigned.

"We still don't know. We have been

told there will be the same number of sites in the same places with the same teachers, but that there are going to be huge changes."

Hard Materials teacher Lawry Pledge is particularly concerned about the spate of school mergers and closures that had already taken place before the review had been completed.

**“ Things are not getting a hell of a lot better ”**

"My school (Manning Intermediate) did close, prior to this review being done. We had four fully functioning workshops operating, but they were torn down."

"The ministry stood in front of us and said we know better than the census about what's going to happen with population trends," he said.

In the meantime, little money is being spent on the Te Waka Unua Technology site. A proposed administration block sits unused and neglected.

There was a lot of maintenance needed to keep things up to scratch, Martin said.

"My room sank two inches over the weekend. The caretaker got under the floor, jacked it up and renailed it. We just get on with it," he said.

Staff are noticing changes in the students coming through as well, with some from merged schools displaying behaviour issues.

Others however were doing their best to take it in their stride with Ian saying

this year's students had been some of the best he'd had.

Lawry feels hamstrung, with the uncertainty over the future of his teaching career unsettling.

Retraining and redundancy options were confusing and stressful and he was thankful to PPTA for supporting him through this.

It was the shared strength and experience of the staff that would help get through the uncertainty, Ian said.

"We are a really good example of a self-managing school in terms of getting on and doing the business. We are strong. We have a lot of experienced staff and that really makes a difference. We've got the strength of each-other.

"It also helps that we have a large number of PPTA members. The schools out there with only one or two, how they manage in this climate is beyond me."

Staff were also still dealing with issues in their own homes. Travel times, disruption and ongoing house repairs all take their toll.

The Ministry of Education provides relief funding for teachers to deal with earthquake related issues, but this is not widely known about.

Martin has taken this up to deal with insurance issues over his own house, but says it can be tricky to access.

On top of this leave there is access to EAP (Employee Assistance Programme), Martin says.

"There is support out there, teachers just aren't applying for it. It's there to be used and people need to take advantage of that."

For details on support available see page 18.

# & Recovery relocation

Next year will be the first year none of Avonside Girls' High School students will know their old school.



Avonside Girls' High School mural

This year's graduating students began year 9 in 2011, just before the February 22 quake struck.

No one could have predicted they would spend just a few weeks at school before being sent home, settled at Burnside High School in a site-sharing situation and eventually returned to a temporary version of their old campus.

The remaining students have only ever known Avonside Girls as a temporary site with a two-year time limit.

It certainly was not what Sue Hume was thinking of when she became principal in 2010.

"When I started I thought 'what a lovely place!' with its beautiful buildings and sweeping staircases," she said.

Those have almost all been knocked down now and replaced with revamped prefabricated buildings. Parts of facades and bricks have been kept however for when they move on to their new site.

In 2013 it was announced Avonside would be rebuilt as part of a co-sharing situation with Shirley Boys' High School.

The schools will retain their separate identities but share some resources.

While the school would have preferred to remain on its old site, Sue was excited about the opportunities co-sharing with Shirley Boys at Queen Elizabeth Park would bring.

"It's demanding, challenging and time consuming, but we need to invest the time and energy to get it right."

Sue really values the school's staff and their efforts.

"They have put the girls' needs first when they have been through an incredible lot in their own personal lives."

School dean Laura Failing said staff had mixed feelings about the move.



Annette Thomson —  
**"These are huge issues, they haven't gone away. It's still going on. It's every day."**

"Some people are quite excited, some people are tired, some of us are still coping with broken houses.

"I'm one of those. We are still battling away to get the insurance company to pay what we are entitled to. Sometimes it's hard to find the energy to deal with it all."

Staff were adjusting to the current situation while also focusing on the future of the new school, Laura said.

Thanks to staffing and facilitators provided for each school by the Ministry of Education, teachers are able to take part in the planning around the relocation.

The afternoon *PPTA News* visited, a meeting was held for staff to provide feedback and ideas.

"We're looking at teaching spaces and what we would like to see in the future," Laura said.

Drama teacher Annette Thomson's story is a prime example of the pressures staff and students face (see [www.ppta.org.nz](http://www.ppta.org.nz) for full profile).

After losing her brother-in-law and home to the quakes she was faced with serious mental health problems among her students. She is also in her third long-term relieving position.

Annette has seen "huge changes in terms of mental health" with four year 10 students leaving her class to attend the Southern Regional Health School and one year 11 diagnosed with severe anxiety.

There was also a lot of uncertainty and stress among staff, she said.

"We are dealing with all of the issues teachers in the rest of New Zealand are plus our own.

"These are huge issues, they haven't gone away. It's still going on. It's every day."

English teacher Anita Yarwood has been teaching at Avonside Girls' for a

year, after working at Hagley Community College during the earthquake.

It wasn't the difference between the schools that concerned her but the similarities.

Hagley tended to work with students who were having difficulties and Anita was disturbed not to see much difference in the behaviour of the students she now taught at Avonside.

"It's a strong indicator of the depth of the struggle the students are going through," she said.

Karen Powell is working as part-time HOLA (head of learning area) science, while the rest of her time is spent working on strategic planning for the new school.

"We came from an awful place and have got quite an exciting opportunity ahead. It's just a matter of working hard to make sure we make the best of that."

Avonside Girls' deputy principal MJ Lynch has been working with the school's HOLAs and staff to create a vision of what will be needed to meet their students' needs.

"We need to make sure people know what we are doing, find out their concerns and clarify things."

Points of tension were the cultural differences between schools and concerns this would be a merger in disguise.

"Both schools have been very, very clear we will not be merged."

"Finding something that will work for both, while keeping the identity of each school, will be a challenge for all of us," she said.

Avonside Girls' had developed a good relationship with Shirley Boys' and were looking forward to continuing that, she said.

Shirley Boys' High School science teacher John O'Dowd was able to share his quake story with *PPTA News* (see extended coverage at [www.ppta.org.nz](http://www.ppta.org.nz)) but due to school policy was unable to comment on the co-located schools.

## UNSCATHED but side-lined

In 2013 the government announced that Aranui High, Aranui Primary, Wainoni and Avondale schools would be closed in the wake of the Canterbury quakes. In their place a new Year 1 to 13 school will be opened on the outskirts of Aranui High. *PPTA News* visited members there to talk about the past, the future and how they are coping.

One of the most striking things about entering Aranui High School grounds is how modern the buildings are, and how very few of them are damaged.

From their staffroom teachers look out on bulldozers while dust storms turn the school's gym into a desert, but the school in the centre of the construction zone is vibrant, high tech and most definitely in one piece.

It is a strange and sad situation. High digital capability and modern resources look towards the school's future, honours boards and monuments reveal a rich past — and all of it is going to go.

The new school rising on its outskirts

will be something completely different. It promises modern learning environments, wide open spaces and new ways of teaching and learning.

It will be a shared community resource and will teach students from years 1 to 13. It may or may not employ staff from its contributing schools.

Because the school was closed rather than merged, all staff were made redundant and are now considering their future. Some will apply for jobs in the new school, others will look for work elsewhere, some will retire while others retrain — and all members will be supported by PPTA throughout the process.

Teachers spoken to by *PPTA News* talked of the challenges and their concerns for the future, both personally and professionally.

One member, who did not wish to be named, said one of the biggest challenges was choosing which redundancy option to take. With a young family and a mortgage it wasn't a decision to be made lightly.

Other staff were juggling the school's closure with the stress of the earthquake

aftermath. Some were still living in houses that were due to be demolished and for many morale was becoming a real issue.

"For a while we were a bit Pollyanna towards the new school being opened, but the reality of being made redundant is quite scary," he said.

"When the fence went up in term 3 things started to get real for everybody," another teacher said.

Staff members had many concerns, from issues around working next to a building site to a loss of space for students. Many felt there were too many hoops to be jumped through for them to be heard.

With the aid of PPTA field officer Jo Martin, staff members formed a group to talk about issues and take them further if necessary.

They have already (see page 13) had some successes and are pleased to feel they are able to make a difference.

All those spoken to by *PPTA News* were sad to be losing the old school and all wished the very best for the students moving on to the new one.

“For a while we were a bit Pollyanna towards the new school being opened, but the reality of being made redundant is quite scary.”

## "It's not a merger, it's a closure"

If anyone knows about Aranui High School's history it is Bert Knops, the school's head of physical education and sport.

Bert attended Aranui as a student, becoming head boy and later returning as a teacher — as of next year will have taught at the school for 33 years.

Bert was part of the team that developed the school's academies which offered everything from services and trades to league and carving.

"It was quite exciting seeing those students succeed. These were kids many people thought would not make it that far," he said.

Sadly he did not believe the academies, which had been running for 18 years, would continue at the new school.

Bert said at first staff were pleased to have the new school built on the same site, but frustrations rose as the reality of working next to a building site set in.

There was some success over the



**Bert Knops**

disruption however.

When Hawkins — the company contracted to build the new school — began preparing the ground for the foundations, pounding and vibrations caused migraines and the noise made it difficult for students to concentrate on work.

"It was driving everybody nuts. It made it very difficult to teach and had a massive effect on everyone," Bert said.

"It was like having an earthquake every day," another staff member said.

Initial attempts to get Hawkins to change working hours fell on deaf ears. However, after a meeting with PPTA, bolstered by a group set up to represent staff interests, the company paid for an independent audit into the issues and agreed to not work during teaching time.

Another construction-related hazard was sandstorms. When the wind blew in certain directions buildings would fill up with sand.

"The gym pretty much looked like the

Sahara desert there was so much sand in there."

It was also in the air causing allergies and sore throats but Hawkins was mitigating it as best it could by running sprinklers on the sand dunes.

In terms of employment, Bert explains the situation is far from simple.

"There's a perception out in the community that we are all just going to jump over the fence and be the new school," he said.

"But it's not a merger, it's a closure. We are all being made redundant and have to reapply for our jobs, if they come up. We will be in competition with people from the rest of the country.

"PPTA has been really good getting involved and supporting us all as we look at different options," he said.

For Bert the hardest part will be seeing the school disappear.

"This campus will be demolished and turned into a sports field. There will be nothing left.

"Hopefully the new school will find its own identity and the community will get behind it," he said.

## "We need to choose how we react"

As school guidance counsellor Margaret Flanagan has a special insight into the impact the quakes and school closure are having on students and staff.

The students Margaret sees are living through experiences most young people around the country wouldn't recognise.

Some are living in temporary accommodation or unfinished houses, sharing spaces with siblings and coping with stressed parents.

"Their reality is road cones," she said.

She is also seeing an impact on the younger students coming through the school — those who were children when the quakes struck.

Difficult behaviour is starting to become apparent.

"The next cohort has some interesting behaviour issues. Some of them will have had quite a different parenting experience. So much time will have been spent dealing



**Margaret Flanagan**

with the earthquakes and the recovery that sometimes the parental energy just isn't there."

Margaret has been dealing with more anxiety among students and a lot are having trouble sleeping. However, some of the students were coping well. "Some of the kids aren't as bothered by it all as you

would expect. There's no one answer to how we all are," she said.

As well as students Margaret works with teachers as they try to support each other.

Five years on from the quakes a lot of staff members were still having issues with damaged houses in the city's red zone. Some had been relocated from their homes for two years while new homes were built, others were still living in damaged houses.

"The questions often asked are 'where do you live? Where are you in that journey?'" she said.

The earthquake stress had been compounded by the closing of the school, Margaret said.

"If you are someone who has been mucked around by an insurance company and are now facing redundancy it's tough."

How people felt about that often depended on what stage in their career they were at, she said.

"For me significant work friendships are going to be broken, which is something we are all going to have to come to terms with."

Margaret said there was still some anger floating around — anger at the Ministry of Education, anger about the new school and the processes around it and feelings of insecurity around employment.

"I am hoping that for a lot of people there will be a good outcome," she said.

Some of the students were cross about the school closing, some were leaving for other schools and some were looking forward to the new school, Margaret said.

"Our challenge is to see it as an opportunity. We need to choose how we react."

# Reconstructing social norms

A new video resource aimed at teaching acceptance of gender and sexual diversity has been launched throughout the country. PPTA Rainbow Taskforce member *Jerome Cargill* gets the inside scoop on Inside Out.

Inside Out is a new video-based learning resource to help increase understanding and support the teaching and acceptance of gender and sexual diversity.

With funding from the Ministry of Social Development, the resource has been a collaborative project between RainbowYOUTH, Core Education, University of Auckland and Curative. The videos feature a wide range of New Zealanders with diverse genders and sexualities.

The resource has been launched across New Zealand in the past few months with events being hosted in Auckland, Dunedin, Wellington, Nelson, Hamilton and Whangarei, with more to come. Alongside these launch events, professional development workshops have been offered targeting teachers that might use the resource in their classrooms.

The resource is aligned with the objectives of the health curriculum including fostering healthy communities, sexual health, sexuality education and interpersonal skills and attitudes. It will help teachers and schools in implementing the new Sexuality Education Guidelines released earlier this year.

The pedagogical approach of Inside Out is based around critical thinking and norm-challenging.

Social "norms" are constructed over time and determine what is considered normal, natural and desirable as well as what is not. As the notes for the



**Launching Inside Out at parliament.**

resource says, "while not all norms are problematic, norms that construct other diverse sex, gender and sexual identities as 'abnormal' and 'undesirable' are the basis for transphobia and homophobia." The resource is about challenging these norms and constructing new norms that affirm diversity.

In turn, the approach will help students to critically consider the world around them and build empathy.

The resource is freely available online (<http://insideout.ry.org.nz/>) with different formats that target years 7-8

and years 9-13. Accompanying lesson resources, class discussion prompts, and glossaries will help to deliver the content and make teachers more confident with the material.

The importance of teaching this content is captured by the tagline for Inside Out: "we all belong". Schools can be difficult places for students with diverse genders and sexualities. Teaching our students to celebrate diversity and accept one another is an important part of making our schools and communities safer for all.

## Inside Out and InsideOUT

**A small amount of confusion may exist around the apparent cross over between Inside Out and InsideOUT. To clarify: InsideOUT is a national organisation working to make schools and communities safer for young people of diverse sexualities, sexes and genders. They work alongside young people**

**to set up queer straight alliance/diversity groups in schools and run awareness campaigns like the Day of Silence. Inside Out is a video-based teaching resource discussed in this article. It's a case of 'great minds think alike' and both have an important role in making our schools and communities safer.**

# It's a private commercial organisation and a very profitable one too

PPTA advisory officer and Pigeonhole blogger *Tom Haig* shares his thoughts on the first charter school evaluation.

**G**uess what? Charter school students love their small class sizes and feel like teachers really have time to work with them as individuals.

That's the stunning new finding from the recently released round one evaluation.

This report feels a bit like a brochure for a cruise ship holiday. Yep, cruise ship customers love it. But let's not talk about the impact on the islands where the ships stop, discharge tourists and waste, and move right along.

Just to assure you I'm not being unfair here — check the methodology for this report: the Partnership School Kura Hourua were all told who we would like to talk to but the schedule was determined by each individual school/kura.

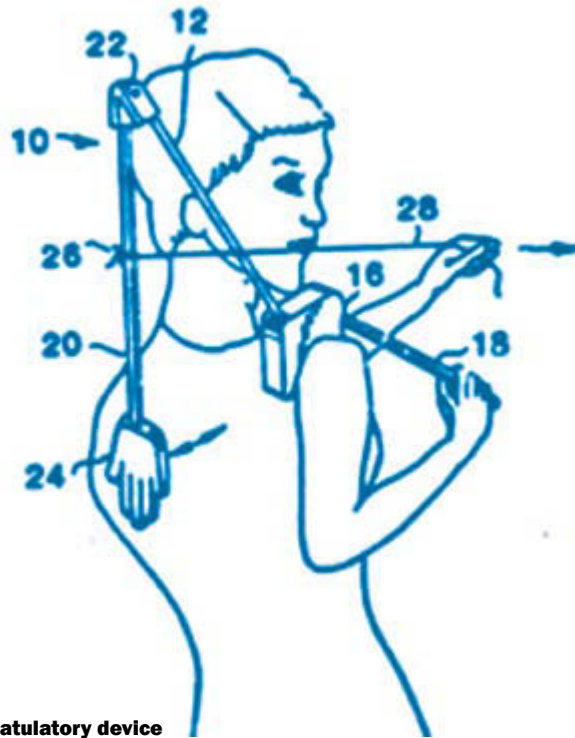
So yep, they spoke to a bunch of people who the school leaders wanted them to.

And there's no room in here for any analysis of wider impact... or actually what the impact is at all. Nope, this is just to look at how well they're "innovating" — so if anyone claims that this shows they're making a great difference for students, they're making stuff up.

How about that innovation then?

- Curriculum — "Little real innovation".
- Engagement with community and parents — "Little real innovation".
- Pedagogy teaching and learning — "Multiple examples of 'best practice'... while similar examples can be found in some state schools, these practices are not widespread across the state sector".

Fascinating. I didn't think this research was looking at state schools — but apparently so. Would love to know how these researchers could make a call that "best practice" (as they identify it) happens more often in charters than state schools, from a couple of visits to charter schools. I guess the people they interviewed told them.



**Self-congratulatory device**

So where are the big innovations happening?

- Governance — "Highly innovative".

And how so? Here's what a Ministry of Education person said: "The Board members aren't elected — it's a private commercial organisation; it's a business model and ensures the right mix of skills". Great to know our public servants have such high regard for elected representatives.

- Use of funding — "The funding model is innovative in and of itself".

Oh, it certainly is. One of the CEOs noted "a big freedom we enjoy is the funding model". I wonder whether this was the one that banked \$1.9 million surplus, or the one that paid management fees (on top of salaries) of \$260,000. Worth noting that future rounds of charter schools will have significantly less money in the set-up stages as the ministry belatedly realised that these guys were getting absurdly high funding.

And linked to that, policy people in the ministry should be worried about this from one of the principals. "Our success is related to our size — we don't want to grow our roll too high," when the recent change in funding was partly driven by the fact that there was an incentive for them to keep the rolls tiny, and thus keep pocketing masses of cash.

Not that (education researcher) John Hattie is to be relied upon unquestioningly, but he's fair and square debunked the value of innovation that's all about governance and funding, and doing nothing different in classrooms. But that's irrelevant to the people who came up with the policy, as this evaluation shows. If they can inveigle the private sector into the public domain, move money from state institutions to private businesses and get in some hits on public schools in the process, then they're meeting their targets.

Image source: hystericalpatents.blogspot.co.nz posted by Donna Kossy

Education activism is much more than a nine to five job, as delegates to Auckland's 24-Hour PPTA People seminar showed.

# 24-hour commitment



Takapuna Grammar teacher Daniel McQuillan ready to embrace the activist spirit.

Budding activists "speed-date" education issues.

Held in October, the conference was part of PPTA Auckland regional chair Michael Tarry's plan to reinvigorate PPTA activism in the region.

"We were member rich but activist poor," he said.

After discussions with PPTA national office a paper was written and support approved by PPTA's executive for an Auckland activism seminar. Provision was made for two members of every branch in Auckland to attend, with teacher release funding if needed.

What the region came up with was a mini version of PPTA's Issues and Organising Seminar.

The Crown Plaza came to the party providing the venue for little over half price. "Which was really cool," Michael said.

The seminar was initially called 24-Hour PPTA People because of a coincidence of timing — it started at 4.30pm on a Friday and finished at 4.30pm on Saturday — but it soon grew to represent the amount of extra work teacher activists did.

"It was to promote the idea that activism is not a 9am to 3pm, school day only job," Michael said.

"If you genuinely care about the issues that affect education in New Zealand it's 24 hours, it's in the holidays, it's all the time," he said.

Michael said the seminars went really well with more than 70 activists attending.

"We were really, really pleased to see a lot of people who had never been to a PPTA event. It was their first taste of PPTA," he said.

During the first evening delegates were broken up into networks with NETS (Network of Establishing Teachers), Women, Māori and Pasifika representatives all asked the same question "what do you want PPTA to do to help engage at a local level?"

This went down really well and was carried through to the next day with a series of 45-minute "speed dating" workshops on everything from working with principals to using social media and advocating for educational issues.

Michael said the feedback so far had been "glowing" with new activists gaining enthusiasm and seasoned campaigners making new connections.

Michael hopes to see some form of activism engagement event become an ongoing annual fixture.

"It's a way of carrying the excitement and enthusiasm," he said.



# Are all **part-time teachers** getting what they're entitled to?

**A**s schools prepare timetables for next year, now is the time for all our **Branch Officers** to check that part-time teachers are being allocated the non-contact time to which they're currently entitled.

The minimum timetabled non-contact time of part-time teachers is outlined in the following table. [See clause 5.2.6 of the Secondary Teachers' Collective Agreement (STCA).]



Full-time teacher equivalent (FTTE)	Minimum timetabled non-contact hours per week
0.89	3.0
<b>0.87 - 0.88</b>	<b>2.5</b>
0.85 - 0.86	2.0
<b>0.83 - 0.84</b>	<b>1.5</b>
0.75 - 0.82	1.0
<b>0.72 - 0.74</b>	<b>0.5</b>
Below 0.72	None

At recent PPTA regional paid union meetings a majority of **members endorsed** a recommendation for the executive to instigate an **EQUAL PAY CASE** on **behalf of our part-time members** on the grounds that existing provision that requires schools to "endeavour" to provide specified minimum, non-rated non-contact time for part-timers is *inequitable*.

Out in the field

## New year, new job: notice and holiday pay

Information and advice from PPTA's intrepid field officers.

**S**usan is changing jobs over the summer holidays, and moving from one school to another. She asked about when she should give notice to her current employer, and about any possible effect on her holiday pay.

The Ministry of Education sets term dates for schools. The official last day for secondary and area schools this year is "no later than Wednesday 16 December" or an earlier date if 380 half-days have been completed. The first day of term 1 in 2016 is set as Monday 1 February. Susan's school is scheduled to finish on Wednesday 9 December.

When giving notice members can be uncertain about what day to give as their last day, especially given this variability in

dates. The answer is that for permanent teachers it does not matter as long as the date you give is at earliest the last day your school is open for instruction. You must also give notice of at least two months. In almost all situations, giving a date of January 27 should work well.

Both the STCA (section 4.8) and the ASTCA (section 3.24) define holiday pay as the salary payable to teachers on cessation of service or for periods during which schools are closed for term vacations.

Any permanently appointed teacher, full-time or part-time, is paid for all vacations. So Susan should be paid right through.

There will, however, be an exception.



If you have taken more than five days of leave without pay then your holiday pay will be reduced. The reduction is at a rate of 0.3 days holiday pay for every day of leave without pay. If you took a holiday overseas for two weeks during term time, this is a total of 14 days leave because weekends count in such a situation. You will then lose a further 4.2 days, rounded to 4 days holiday pay. This will usually be deducted in the first vacation period after you return.

## Working in Greater Chch? Support is available

As Canterbury continues to deal with the effects from the earthquakes, the Ministry of Education offer the following support services to school staff.

### Employee Assistance Programme

A number of schools will have an Employee Assistance Programme (EAP) to support staff. The ministry's own EAP has now been extended to trustees and those school staff of affected schools in the Christchurch area where they do not have access to this assistance. EAP is a professional service from experienced psychologists and counsellors. Face-to-face sessions can be followed by advice and support via email. There is no cost to the person getting the counselling, and the service is totally confidential. Find out more at [www.eapservices.co.nz](http://www.eapservices.co.nz).

For further information or to book employee assistance contact Trace Church at [Trace.Church@eapservices.co.nz](mailto:Trace.Church@eapservices.co.nz), 03 348 0854, 0800327669.

### Wellbeing and workforce support

With so many changes occurring in greater Christchurch both in and outside the school environment, the ministry provides a diverse and comprehensive

wellbeing and workforce support package for school employees. This includes additional provision to schools to cover relief teaching support so staff can attend meetings with EQC, local council and their insurance companies where there is no opportunity for the meeting to be held outside of the employee's usual work time.

All state and state integrated schools in the Christchurch, Waimakariri and Selwyn districts can access this support.

### Other support available

*Principal mentoring* – professional support for principals. Contact your principal association

*Teacher retraining opportunities* – For teachers choosing retraining as a surplus staffing option in priority areas such as te reo Maori, Pasifika languages and special education – contact TeachNZ on 0800 165 225

*Relief teaching support* – relief funding for schools where higher than expected teacher absences are occurring or for the provision of additional teacher support. Relief funding to enable staff to attend EAP workshops, EQC meetings

etc – email [Christchurch.Workforce@education.govt.nz](mailto:Christchurch.Workforce@education.govt.nz)

*Non-teaching administrative support* – funding where additional salary costs are incurred to enable staff to attend EAP workshops, job interviews, EQC meetings etc – email [Christchurch.Workforce@education.govt.nz](mailto:Christchurch.Workforce@education.govt.nz)

*Staffing support* – Short term release time or additional staffing to assist boards in the development of curriculum redesign in response to environment (earthquake rebuild)

If you have any questions, please get in touch by emailing [christchurch.workforce@education.govt.nz](mailto:christchurch.workforce@education.govt.nz).

### How can others help?

**PPTA has a relief fund to support members affected by the Canterbury quake. Contributions to the Canterbury Regional PPTA Assistance Fund can be deposited directly to BNZ 02-0560-0450149-002. A big thank you for past donations, the money has been allocated and appreciated.**

## IN THE NEWS



### Exporting bad ideas

Not content with attempting to wreck the education system at home, ACT's David Seymour took his show on the road in Alberta, Canada styling himself as a "respected school-choice expert" and "advisor to the minister responsible for implementing charter school legislation in his native New Zealand". We note there is no mention of "partnership schools" here — at least he's called a spade a spade.

### We'll fix it - just not with money

The minister of education has released a discussion document on updating the 1989 Education Act. She has a number of proposals for raising educational achievement. What's most interesting is what the document excludes. "Matters that are not part of this consultation include ... changes that would increase government spending on education".

### Bankers can't hack classroom pace

According to the UK's Independent News bankers who quit their jobs to retrain as teachers are being driven out of the profession and back to their previous jobs by the "unmanageable workload." We suspect this would not be a surprise to anyone who has actually been in a classroom.



David Seymour: educating Edmonton

Come hear respected school-choice expert **DAVID SEYMOUR** talk about the state of education here in Alberta and around the world. David is a Senior Fellow at the Manning Foundation and was the advisor to the minister responsible for implementing charter school legislation in his native New Zealand.

**WHEN:**  
Thurs., June 13th, 7pm.

**WHERE:**  
Coast Edmonton Plaza  
10155 105th Street  
Edmonton, AB  
(Free parking is available on the street after 6pm.)



Fraser High breaks it down

### Busting a move

How do you wish your students good luck for NCEA exams? Break out your smoothest dance moves! Fraser High School staff converted

the school's exam hall into a dance floor to film a video supporting their exam-bound students. Keyword search "Fraser High School StaffLipsync 2015" at Youtube.

## Chalkdust: a look into PPTA's past

A series looking at education through the eyes of the PPTA Journal. This month we travel back to 1972.

### Standing up for diversity

From a piece on updating New Zealand University Students association's 'Living with Sex' school resource.

*"The new section on homosexuality will predictably be well received by the enlightened and roundly condemned by the average New Zealander — if such an animal now exists ... NZUSA is only trying to bridge the gap left so terrifyingly wide by ignorance, suspicion and intolerance — the young will no longer stand for such an attitude."*

### Going the extra kilometre

One of the major issues for schools in 1972 was changing over to the metric system.

*"The school system is being asked to spearhead this country's changeover to the Metric System of measurement. Secondary schools will be starting to change this year and will be expected to have it largely completed by the end of next year."*

### Good old country sexism

From a series of fictional profiles of "typical" staff in rural secondary schools).

*"Annette is a home-science teacher and quite personable. This is the first job she has had and the Principal of this country school is glad that all the male members of his staff are happily married. Annette sees the situation differently: as she explains in a letter to a friend 'this place is mouldy. There's nothing to do and worst of all you don't meet anyone.' You may find the statement 'you don't meet anyone slightly amusing. But to some young women teachers in country schools this is a very important consideration."*

# I&O

Issues & Organising Seminar  
and Delegate Leadership Development Workshop

4 - 6 March 2016 | Holiday Inn | Auckland Airport | 2 Ascot Rd, Mangere

PPTA

## Register now

Everyone planning to attend the I & O seminar and/or the Delegate Leadership Development Workshop can download and complete a registration form by logging in to [www.ppta.org.nz](http://www.ppta.org.nz) and visiting the "Events" section.

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