



Ka tūtaki Te Ao Māori



& ki te Pūtaiao!

page 4

(Te Ao Māori meets science!)

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**PPTA
NEWS**

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Gratuitous whimsy

The Education Council (EDUCANZ) has written to teachers threatening to hold "conversations" with them about its "strategic intent" in its latest *Highlighter* newsletter.

In its own words, "The council believes its focus must be on achieving better outcomes for learners, rather than promoting the profession for its own good. For example we are only interested in raising the status of the profession because it will enable us to attract the best possible teachers, who can then provide our learners with the best possible education".

We have to assume they are doing the best they can with the clumsily-worded purpose statement they were given in s377 of the Act:

The purpose of the Education Council is to ensure safe and high quality leadership, teaching, and learning for children and young people in early childhood, primary, secondary, and senior secondary schooling in English medium and Māori medium settings through raising the status of the profession.

Many of the submissions on the bill pointed out that this statement doesn't follow. It might have been a perfectly acceptable purpose statement except for the gratuitous whimsy tacked on at the end "through raising the status of the profession". The creation of an arm of state funded by teachers, yet empowered to pursue a set of political goals over which teachers have no influence, does not seem like the pathway to a high-status profession.

It has obviously been beyond the capacity of the council to do anything with the purpose statement that would demonstrate greater empathy and understanding of the tough job teachers do. Instead they have ended up with a statement that declares that teachers have no intrinsic value and their worth is to be determined solely by student outcomes.

Not only is this a disturbingly impoverished view of the profession from the body that has pretensions to lead it — it is confused and illogical. If the Education Council really does believe that raising the status of teaching will result in better teaching and learning and safer schools, then it should do everything it can to promote the profession. Instead it has

set up the false conceit that students' interests and teachers' interests are mutually exclusive.

Tell that to the teacher who has just spent their own money on classroom supplies or to the teacher who has just been abused by a student and who feels personally distressed but understands the dark place the student is in and stays calm, or to the teacher that forgoes the opportunity to watch their own children play sport in order to coach the school sports team.

There is actually a sure-fire way of raising the status of the profession but it's not one this council will be going near. If the council is serious about attracting the best to teaching and keeping them in the service (which is equally important) they need to genuinely recognise and respect the job teachers do and support them to do it better; pay them a fair and reasonable wage, take their workload concerns seriously, support the development of a PLD structure that is able to respond to the needs of the individual professional, reduce the surveillance and stop wasting their time with trivial activities that may mollify politicians but which don't enhance learning. While they are at it they could support the closure of charter schools and invest the money saved in better buildings and facilities for public schools, the reduction of class sizes ... the list goes on.



by Angela Roberts

It might help to keep this list handy when the council comes to you for your "conversation". First, you should explain that PPTA members have decided not to engage with a government-appointed group that has made it clear from the outset does not (in fact, given the legislation that they have been tasked to enact, cannot) respect the profession.

They are seeking our help to implement legislation that is fundamentally flawed and want advice about how to spend more of our money on bringing their "broader functions" to life.

If they persist, maybe you could send them off with some suggestions from the list above of what they could usefully lobby for if they are serious about raising the status of teaching.



"Yes of course I'd like our customers to have a social conversation with our brand. As long as that conversation ends with 'Can I give you my money?'"

A passion for pūtaiao

Kamo High School students, whānau, teachers and board of trustees have joined forces to establish a science “academy” for Ngātiwai year 9 students, and others interested. The aim is to share Ngātiwai Mātauranga (cultural heritage) with a focus on kaitiakitanga (guardianship). Kamo HOD science **Hazel McIntosh** and Ngātiwai Pūtaiao project leader **Gayle Wellington** share their thoughts on the programme so far.

This year the education team at Te iwi o Ngātiwai has joined the science faculty at Kamo High School with the purpose of opening the minds and passions of Ngātiwai descendants to view science (pūtaiao) as a foundation for career paths or possible future tertiary study.

For some time it has been identified by universities, technical institutes and high schools, that Māori students are losing interest in taking science as a subject. Science is a cornerstone of modern life – quite simply it's in everything and is everywhere. There are countless career paths that require an understanding of scientific principles as well as specific jobs in the many fields of science.

Why then do we not see many Māori students in our universities studying science? Because science has struggled to engage taitamariki (young people) in their early years at high school, resulting in lower numbers choosing science to study in senior classes. If we could entice our young Māori to take science by introducing them to its wonders through a Māori lens then they might see studying it at school as more relevant to their interests and passions.

The year began with Ngātiwai introducing a mentor programme alongside a new science academy at year 9 level. Twenty-five year 9 students have been encouraged to see science through te ao Māori (the Māori world view), and we have attempted to contextualise the classroom topics in a way that young Māori can see how science can be of value and interest to them in their future. The mentors are from Ngātiwai and come from different science backgrounds; nursing, sound and lighting, kaitiakitanga, electrical, catering, and teaching.

In the first half of 2015, science academy students went on six intensive field trips accompanied by their mentors and Ngātiwai kaumātua. They were introduced to; marine ecosystems with



If we could entice our young Māori to take science by introducing them to its wonders through a Māori lens then they might see studying it at school as more relevant to their interests and passions."

Rod Ngawaka and Samara Nicholson; Matariki and the night sky with Moana-Aroha Henry and Peter at the Whangarei Observatory; Department of Conservation staff at the Mimiwhangata Coastal Park marine reserve and the pāteke recovery lake; the University of Auckland Marine Ecology Centre in Pakiri; and saw marine biology success with a team of Leigh Marine Reserve dive instructors.

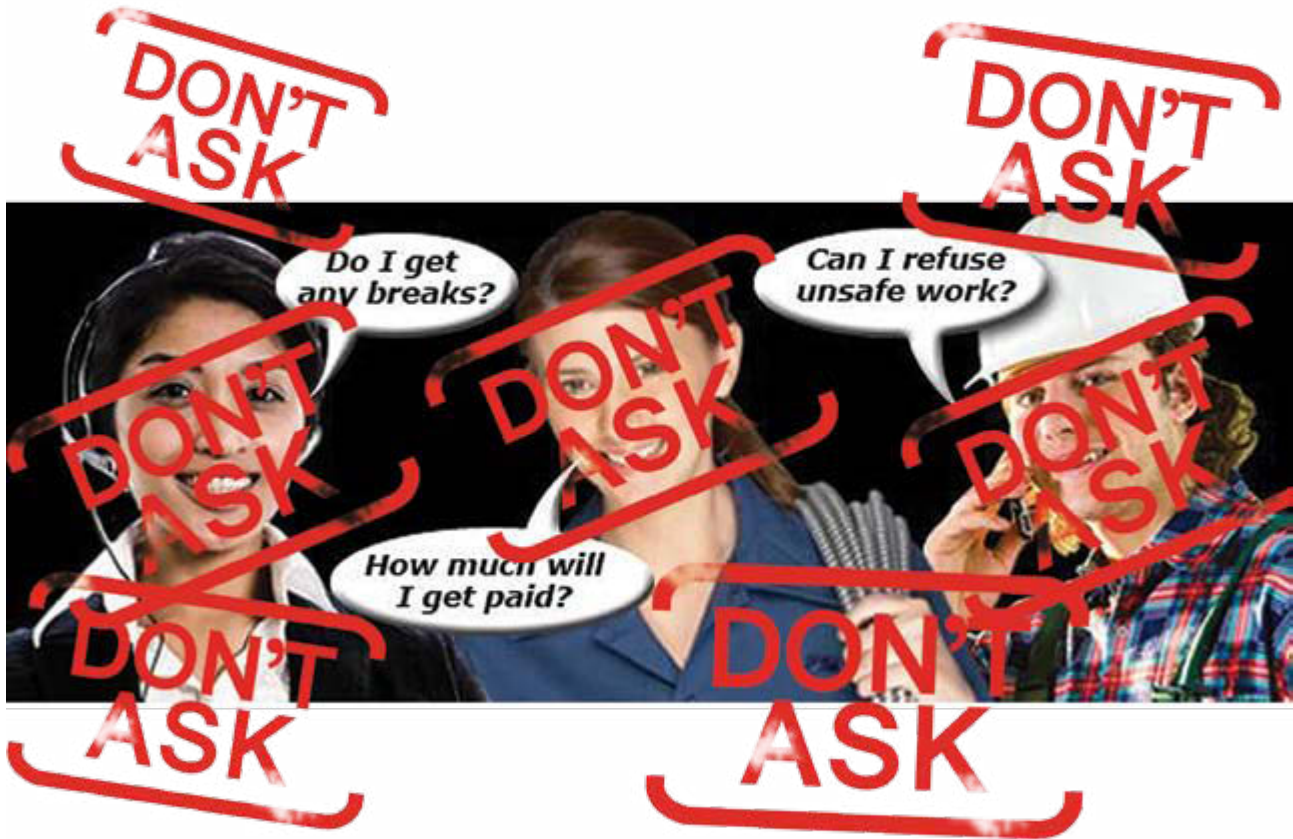
These visits were all conducted from noho at ngā Marae o Ngunguru, Whananaki, Pakiri and Otangarei where they were also visited by scientist Ben Barr who talked about his passion for lizards, marine biologist and author Wade Doak and other passionate scientists from each area.

The students have become a pūtaiao

whānau and have had day trips to Takahiwai NIWA and aquaculture centre, and Marsden Point oil refinery where they were taken behind the scenes into the control centre. The employees of these local workplaces were able to explain to the young students, how they had planned their study and schooling, to have a career in the fields they enjoyed.

Ngātiwai Education has committed to support the future science programme at Kamo High School by taking the junior curriculum plan for science and incorporating a te ao Māori perspective and there are plans underway to design resources that will support the Ngātiwai components. Alongside this the mentors will discuss learning plans with students and support them to meet the goals they set for themselves.

Students told not to ask "those" questions



While students can be some of our most vulnerable workers, one tertiary provider is advising them not to ask about their rights.

During July's Te Ara Whakamana conference on secondary-tertiary transition, Manukau Institute of Technology (MIT) gave a presentation on an internship "opportunity" in conjunction with Auckland Airport.

According to the conference programme "Auckland Airport, Manukau Institute of Technology and retailers based within the international terminal have collaborated since 2012 to develop and implement a partnered internship programme that fits with the simple objective of local jobs for local talent ... the programme is detailed in its preparation to enable prospective interns to go through a series of interviews and multiple job opportunities ... modelling an internship's pathway from classroom to workplace."

All of which, on first glance, sounds pretty good PPTA president Angela Roberts says.

Pitched at local Pasifika and Māori students, the programme can be accessed by some through the Youth

Guarantee fees free scheme. It is pitched as an "opportunity for tourism students to obtain work experience and employment in customer-service positions with a variety of retailers and Auckland Airport."

The employers work with MIT to identify the requirements they believe are important for students to meet and MIT carries out a pre-recruitment phase that identifies suitable students. Those students are rewarded by being selected to attend an employment "expo" at the airport where they meet potential employers.

This is where the student support drops off. Potential interns are advised on how to meet with these prospective employers and that advice includes not asking "those" questions.

"Those" questions include "how much do I get paid?" "do I get breaks?" and "when are my holidays?" — all basic rights for young and vulnerable workers.

Other than being told not to ask at the expo, students are on their own when it comes to these questions, Roberts said.

"This part of the employer/employee dynamic is left entirely up to the student to negotiate when the employer offers them a position. I can see a Tui billboard here..."

The power, rights and responsibilities seemed obvious to the union observer, but apparently not to MIT, Roberts said.

"For MIT the end goal has been met and the students and their families are so very happy that the student has a job opportunity."

The intern positions are for three months and the employer may offer the student a job after that period is over.

There seemed to be a considerable loss of connection, understanding and responsibility by MIT to other aspects of students' lives, particularly those mentioned by other speakers at the conference.

These included; informed choice, the ability to live well and earn a decent wage and living a "good life".

"Because students are vulnerable and 'cheap' they often find themselves in precarious work situations. Our students are not commodities," Roberts said.

"Some of us care about education being part of the 'good life' but others — perhaps unthinkingly, given that in some contexts any job is a privilege when times are tight — are preparing students for being malleable, biddable servants in the great work machine."

NZ education issues get a global audience

There is a right and a wrong way for a government to engage with teachers and last month an international audience was given New Zealand examples of both.

PPTA general secretary Michael Stevenson and president Angela Roberts took part in the seventh Educational International (EI) World Congress held in Ottawa Canada last month.

The six-day congress was a chance for education union representatives from around the globe to network, listen to keynote speakers and pass resolutions for the betterment of education around the world.

Roberts was one of six panel members in a "Leading Our Profession" workshop where she compared and contrasted two different leadership experiences she'd had in New Zealand since becoming PPTA president – IES (Investing in Educational Success) and the undemocratic Education Council (EDUCANZ) which replaces the New Zealand Teachers Council.

She spoke of the difference between the government and the Ministry of Education being prepared to engage and reshape IES while simply ignoring hundreds of member submissions when it came to the Education Council and talked about the importance of knowing when to stay at the table and when to walk away.

Stevenson said it was great to be able to observe Roberts on the panel, particularly when some of the non-teacher panellists (including Education Council deputy chair Australian consultant Tony Mackay) had strong views on what education and teacher unions should be doing to lead the profession.

"It was great to have an actual teacher, elected by her peers, on a panel in front of approximately 300 delegates," he said.

During the congress's opening speeches the lieutenant governor of Ontario, former teacher Elizabeth Dondeswell, spoke of education being the prime driver of social justice.

"Investment in education is an investment in democracy," she said.

Alberta minister of education David Eggen also spoke.

"He was very pro-teacher and



Going global: NZ delegates to the seventh Education International World Congress (right-front to back) Sandra Grey (TEU president), Michael Stevenson (PPTA general secretary), Angela Roberts (PPTA president) and Louise Green (NZEI president).

supported increased spending on public education," Stevenson said.

EI president Susan Hopgood gave a keynote address focussing on the headline EI issues, including the 160 million children without education and the fact girls are still over-represented in that horrific statistic. She spoke of the use of disaster capitalism to make cuts to public education, the threat of climate change and the continued growth of edupreneurs and edubusinesses.

"It was an impressive performance and many delegates commented that it was her best speech ever," Stevenson said.

Former PPTA president Robin Duff was acknowledged at the beginning of the first day with a tribute to those who had passed since the last congress in 2011.

EI general secretary Fred van Leeuwen gave his address that day noting that there were now 32 million union members under the EI umbrella. "EI is now the true voice of the profession," he said. "EI is the leader against the privatisation and deprofessionalisa-

tion of education across the globe and 'education for all' is now a United Nations development goal," he said.

Stevenson was saddened to hear van Leeuwen reference New Zealand in his speech however, as one of the four nations pushing for TiSA (Trade in Services Agreement).

"He also spent some time on the TPP (Trans-Pacific Partnership), noting it will have a devastating impact on society if adopted, as edubusinesses and profiteers will grow like 'education tumbleweeds'."

Hundreds of resolutions were debated and carried during the conference on issues such as; rights of children and teachers with disabilities, support for learning difficulties, equitable and inclusive education, quality environments for teaching and learning, LGBTI rights, promoting vocational education and language diversity and the role of unions in ICT education policy.

"It's remarkable just how similar the issues education unions face across the world are," Stevenson said.



Keep **education** out of free trade agreements

It was hard to be a Kiwi at the 7th World Congress of Education International when our country was named as one of four promoting the inclusion of education in the TPPA (Trans Pacific Partnership Agreement), said PPTA president Angela Roberts. A group of resolutions condemning secret free-trade negotiations that impact on the public education dollar were all passed. "32 million education staff can't be wrong," Roberts said.

On top of this TEU, PPTA and NZEI sent a joint letter to Minister for Trade Tim Groser condemning the inclusion of education in free trade agreements (see right).

PPTA also joined thousands of protesters urging the government to ditch the deal at the TPPA Walkway rallies outside parliament and throughout the country this month.

Dear Minister
At the 7th World Congress of Education International (the global union federation representing over 32 million workers in education) being held in Ottawa this week, the three New Zealand education unions, TEU, PPTA and NZEI participated in a vote condemning the inclusion of education in free trade agreements across the globe.

This is particularly pertinent given the stage at which the negotiations for the Trans Pacific Partnership Agreement are at. We urge you and the New Zealand government not to participate in an agreement which would further open up New Zealand's public education system to further privatisation and competition in the global market.

We are also concerned at the disclosures relating to New Zealand's negotiating position in the TiSA negotiations. We seek your confirmation that New Zealand will withdraw its negotiating position on private education. Such an offer is contrary to the interests of New Zealand's public education system.

Offer below par



PPTA advisory officer Jane Benefield presents details of the ministry's offer to Western Springs College members.

The Ministry of Education has presented its offer for settlement of the Secondary Teachers Collective Agreement.

PPPTA's executive met and considered the offer, deciding it was not sufficient to take out to members for ratification.

Instead, all PPTA secondary branches were sent a consultation package, including the ministry's offer and invited to hold meetings to discuss it.

Members were not asked to accept or reject the offer as executive had already told the ministry it was not sufficient for a settlement. The meetings instead were about discussing which parts of the offer would need to be changed for it to become something they would consider accepting.

Branch chairs then reported back,

via the online survey tool Survey Monkey, on their branch meeting's discussion, providing information for the PPTA negotiators to take into account while preparing their response to the ministry.

The responses from the branch consultation on the MoE offer for settlement showed broad support for the decision not to take the offer out for ratification and a very clear majority found the pay offer insufficient, and the absence of any offer on three of the most vital claims unacceptable.

Accordingly, the executive has directed the bargaining team to return to bargaining in an endeavour to persuade the ministry to improve its offer.



Student voice can enhance teaching practice

While students were sharing what they thought made a great teacher in PPTA's collective agreement campaign videos, Food Technology head **Ritu Sehji** was asking her students at Westlake Boys High, and others she had never taught, the exact same thing.

As teachers we are always learning, reflecting, changing, evolving and challenging ourselves. Since starting teaching in 2002 I've followed the norm of forms and templates set up by organisations for gaining student feedback. The process of gaining feedback ourselves is often daunting and I have seen teachers stress, feel intimidated and get defensive over it. So after some reflection, last year I took a bold step and asked my students to come up with a criteria for evaluating my teaching. What are the attributes of a good teacher? I found that the students organised themselves in their own time and came up with criteria that were important to them and their learning, hence more relevant and authentic feedback.

It was by mere coincidence that I met some students from other schools at the conferences I attended. I challenged their perception and generalisations that teachers were not technology savvy, which led to me being interviewed on Tristan Pang's *Youth Voices* radio show on Planet FM.

I ended up becoming their mentor on Twitter and setting up @changeagentsNZ; a 30-minute spark chat (a one question discussion aimed to spark inspiration) every second Saturday of the month. To be a 21st century teacher I see a lot of relevance in acknowledging student



Ritu Sehji

voice. In our chat, the students come up with the questions and we provide a platform for parents and educators from around the world to join in and share their insights and views on all that's important in education. The first question we had in our inaugural chat was, "What makes a great teacher?"

From gaining student feedback on Survey Monkey (an online survey tool), I have now moved on to interviewing and videoing my students on a regular basis. These interviews are impromptu and students don't prepare or come up with scripted answers. Earlier this year I interviewed teachers and students at my school about what engages learners

In our chat, the students come up with the questions and we provide a platform for parents and educators from around the world to join in and share their insights and views on all that's important in education."

in these new times and presented at TeachMeetNZ April 2015 on boys engagement and achievement.

I heard teenagers I had never taught say that I inspire them, so it made me wonder if the perceptions of these children align with feedback from students I teach. I interviewed and videoed the students and the findings were quite encouraging. I asked them "what do you think of me as a teacher?"

Since joining my school this year, I have seen a huge shift in student work ethics, engagement and confidence. I have found that making a sincere effort to know my learners and building relationships was the first step towards engaging them. An open door policy where teachers are invited to sit in my classroom has provided me with some great feedback. I am not an expert in everything but I endeavour to challenge myself and extend myself by creating and taking on new opportunities.

My vision is not just for forming cross curricular links but having an opportunity to teach across schools nationally and globally. I recently signed up to be a Granny in the Cloud for the School in the Cloud project (a group of volunteer "grannies" which use Skype to help some of the world's poorest children teach themselves) and I now run sessions to mentor underprivileged children in my own time.



Humour, passion and professionalism

The specialist classroom teacher (SCT) is a crucial position in the professional life of a school. This month *PPTA News* talks with Julia Tod, the newly elected president of the SCT association.

SCTs, a position hard won by PPTA in contract negotiations, play a significant role in mentoring provisionally registered teachers (PRTs) and are often at the forefront of helping them navigate the registration process. They provide support across the school for professional learning and development (PLD), give individual support to specific teachers and now have a role to play in working with community of school 'in school' teachers as part of the Investing in Educational Success (IES) initiative. From the beginning they have been the go-to teachers in providing the glue to stick learning groups of teachers together.

Julia, who is the teacher in charge of tourism at Rangitoto College, was unanimously elected by the SCTs at last year's Teachers' Refresher Course Committee (TRCC) SCT symposium. Sponsored by PPTA this was the SCTs first organised, funded, dedicated PLD for five years.

Since then Julia, ably assisted by Janice Wright from Howick College, has set up a Schoology social networking page where SCTs can go and share resources, plan PLD events and share information.

PPTA News met up with Julia when she was in the middle of study leave, working on a 20,000 word dissertation about PRTs induction and mentoring programmes that support registration.

Despite not being at school she had come to the Auckland University of Technology (AUT) taster day as one of her projects. When developing tourism at Rangitoto College Julia had gone to AUT to ask what programmes they had for her students to transfer onto. She ended up on their advisory board. She has helped grow the school's tourism department from six classes to 12. This entailed upgrading the unit standards used from the achieved variety to ones that carried distinction levels too. This has required a more academic approach that has in turn prepared the students better for



New SCT association president, Julia Tod

AUT, Queenstown Resort College, Pacific International Hotel Management School in New Plymouth or Sir George Seymour in Wellington.

Since taking on the SCT association president role Julia has been tireless in articulating to the Ministry of Education the importance of the SCT role in IES and the need for high quality ongoing PLD to support them. Julia even put together a package of how support could work using TRCC, the SCT association and external PLD providers.

"Sharing resources is fine and show

and tell has its place, but to create change you have to have educative mentoring," Julia said.

Rangitoto College deputy principal in charge of PLD said Julia's "professional bearing, sense of humour and passion for the professional development role" made her a draw card for PRTs and her role for the SCT association was making her influential across New Zealand.

The SCT association is now up to 156 members. If you're an SCT and haven't joined, you can contact Julia at Julia.Tod@rangitoto.school.nz

PPTA kicking about in the community



PPTA's Northland upper regional committee have found a way to support local youth outside of the classroom. On finding a local junior football team in need of new uniforms PPTA stepped in to help out with Northland executive member Graham Sharp putting forward a motion to sponsor them for 2015. The kids from the Kerikeri 13th grade received their new kits on Saturday 13 June and played each other.

"Right away I had parents asking on the side who I was and what PPTA was all about. I took great pleasure in informing them about how we 'Stand for Education' and want to support local youth in lots of ways," Graham said. "Hopefully this will be a way to support students and start many a conversation about the great job that teachers perform."

Graham also thought the sponsorship was consistent with PPTA's conference paper on schools being part of a community hub. "It's a great starting point that may just catch on throughout the country. If it is a success we will look to continue it in 2016," he said.

PPTA MEMBERSHIP ALERT



Please check your next payslip

The new payroll system formerly known as Novopay still has a major glitch.

It's inclined to drop your PPTA membership if you move or change jobs.

If you're a PPTA member and your payslip is **not** showing a subscription deduction, you'll need to email the people at membership@ppta.org.nz immediately and they'll fix the problem.



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Secondary job ads climbing

New Zealand is edging towards shortages of secondary teachers, raising fears about the impact this will have on students.

A 2015 PPTA survey shows secondary schools are finding it difficult to recruit teachers in many regions and subject areas, PPTA president Angela Roberts said.

The experience in secondary schools was very different to that reported in primary, Roberts said.

“While many teachers in the primary sector are finding it difficult to get secure jobs, in secondary schools the number of job ads has been climbing in recent years, and it is increasingly hard to recruit teachers in the sciences, maths, technology and Te Reo Māori.”

A 2014 Ministry of Education report on teacher supply noted 47% of secondary teaching jobs were re-advertised,

“This seems to signal a fairly widespread supply problem, and there is no indication that things have improved since,” Roberts said.

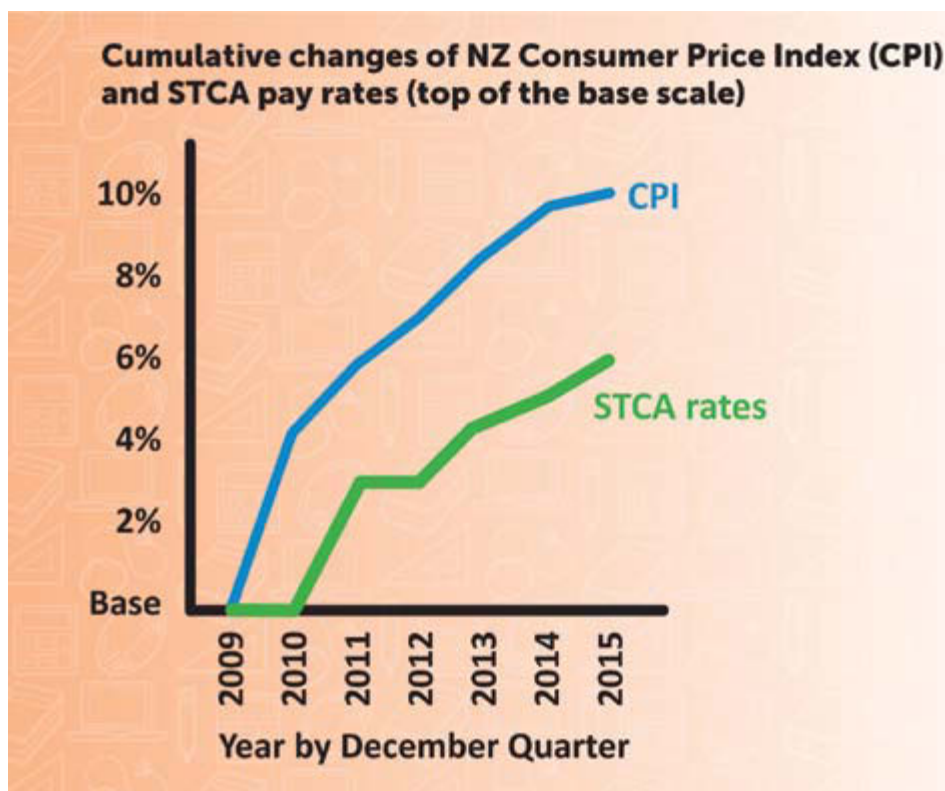
Experience in schools tells us that students don't do as well when they don't have people skilled in their subject area teaching them, she said.

The PISA (Programme for International Student Assessment) 2012 survey of 15-year-olds shows real evidence of this, and evidence it was happening in some areas of New Zealand back then, when recruitment issues were less than they are now.

“Worst of all, the impact of shortages of specialist teachers is felt heaviest on the students who need the most support and are most at risk of not achieving,” Roberts said.

“Schools in low socio-economic and rural areas are the ones struggling the most,” she said.

The PPTA survey also showed the proportion of teachers leaving for non-teaching jobs had been increasing in recent years.



“As teachers’ salaries have been growing at a rate slower than inflation and significantly slower than many other professions, it’s understandable that other career options look more attractive,” Roberts said.

“Secondary teachers often have qualifications and skills that are readily transferable to other areas of the workforce. It’s a real shame to be losing teachers from the profession in these crucial subjects.”

Secondary schools also report a growing trend of employing teachers in areas other than their specialist subject, and one in nine schools surveyed had to cancel classes or use distance learning to deliver a subject because a suitable teacher could not be found.

“Students at secondary schools need to be able to access specialist teachers in a wide range of subjects to enable them to prepare for life as confident, capable and productive citizens.”

Ensuring that teaching is an attractive career and that we recruit and retain teachers in all areas should be a

“As teachers’ salaries have been growing at a rate slower than inflation and significantly slower than many other professions, it’s understandable that other career options look more attractive.”

number one priority for the government, Roberts said.

“If this government is happy to let teachers’ earnings shrink relative to both inflation and other professions, then they should expect to have increasing problems recruiting teachers. As PISA warns, the impact of this on students won’t be good, and it will fall disproportionately on the students who need the most support,” she said.

Do teachers truly have a voice?

Do teachers have a voice? That depends on who the school leader is and on whether that leader recognises and encourages teachers to have a voice, according to American education consultant **Peter DeWitt**.

A school leader who ignores teacher voice typically creates a school climate that is more hostile than inclusive. Perhaps that school climate focuses on compliance which fosters rule following more than risk-taking.

Voice is an integral part of school climate and refers to the opportunities teachers have to, not only co-construct learning in the school community, but whether they feel comfortable sharing their opinions with their school leaders, and whether their school leaders actually listen. According to Dr Russell Quaglia's *Teacher Voice Report*, 97% of staff surveyed reported they think it is important to set high goals and 97% also said they work hard to reach their goals. "However, fewer than 60% agreed with the statement 'I feel confident voicing my honest opinions and concerns'," Quaglia said.

Goals are important for the teacher voice conversation. At the Quaglia Institute we call those goals aspirations. Aspirations are all about "the doing," which is more than just words on a website. An aspiration is what the school community decides they want all students to achieve. For that, we need the collective voice of all teachers.

To some, voice is having control over the classroom or speaking the loudest at faculty meetings. That's one type of voice, but it certainly isn't positive. Positive voice means that teachers have a place at the table when school decisions are being made. It means that teachers know how to use their voice to elevate the voices of their students and colleagues around them. A positive teacher voice means contributing to the school community, and through those collective voices, make the community a positive climate that focuses on learning.

Too many school leaders still don't encourage teacher voice. They enter into a faculty meeting with one idea and walk out with the same one. That is a missed opportunity. As a former school principal I encouraged teacher voice, and often walked in to the faculty meeting with one idea and walked out with one



Peter DeWitt

that was much stronger because of the collective voice of the teachers. By flipping my communication, I was able to send important information to teachers before meetings and gatherings, so we could go deeper with the conversations when we were together. It created open dialogue, which fosters a more inclusive school climate.

We have too many teachers who feel like they lack a voice because decisions are made for them. They are told what to teach and how to teach it. When we take the voice out of teaching, it stifles creativity and creates classroom climates that do not foster student voice. Teachers are the ones with the expertise in the classroom and we need to find as many ways as possible to bring that voice out, because ultimately it will make the school community stronger.

Peter DeWitt, Ed.D. is a former teacher and school leader. He lives in the United States and works as an author/consultant with schools and organizations nationally and internationally. He writes the Finding Common Ground blog (Education Week) and is the author of three books. Peter sits on the board of the Teacher Voice Aspirations International Center (TVAIC). Learn more about him at www.petermdewitt.com.

Too many school leaders still don't encourage teacher voice. They enter into a faculty meeting with one idea and walk out with the same one."

Structures to help create a positive and inclusive school climate that will help meet an aspiration

A principal's advisory council

- One stakeholder from each area of the school.
- Decide on an aspiration together.
- Focus on issues to make the school climate more inclusive.
- Co-construct faculty meeting topics together.

Flipped faculty meetings

- Take one of the ideas co-constructed at PAC (ie. feedback, evidence-based observations, project-based learning, etc).
- Send out a video, blog or article about the topic three days before the meeting.
- Have teachers read or view the resource at their own leisure.
- Encourage teachers to bring an example of the topic to the meeting to share with others.
- Mix teachers into different groups to encourage collaboration.
- Share out each example and encourage dialogue or debate.

An appraisal of teacher appraisals

Information and advice from PPTA's intrepid field officers.



Schools are required to have a performance management system in place for principals and teachers. The purpose of this is to ensure that:

- The principal and individual teachers know what is expected of them.
- Support is available them to meet those expectations.
- Their performance will be monitored and assessed.
- Their skills can be further developed.

The performance management system includes not only the "appraisal document" but also professional learning and career pathways.

The Practising Teacher Criteria (previously known as the Registered Teacher Criteria) are generally used for appraisal purposes, as well as for beginning teacher induction and mentoring, attestation, and three-yearly renewal of practising certificates. However, note that the professional standards in the collective agreement must be used for withholding a pay increment or initiating competence procedures. It can seem confusing to have two separate sets of standards. PPTA's executive would like to move to having a single set of teaching standards, which would be the PTC, however it would have to be within the collective agreement and so not subject to change without negotiation. The Education

Council (EDUCANZ) has a matrix which maps the PTC against the professional standards on its website.

A good appraisal system should ...

- Have professional conversations at its heart.
- Use reasonable and focussed documentation. There should be no need for teachers to gather masses of data in portfolios and complete extensive checklists of actions. The documentation should arise naturally out of the teaching and learning process, rather than be created especially for the purpose of appraisal. The evidence-gathering for beginning teachers needs to be more formal and robust than for fully registered teachers.
- Be on-going and built into the regular work and meeting cycle, rather than be simply a once or twice a year meeting.
- Have training and support for the people doing appraisal – there is a set of skills required.
- Be referenced to standards or criteria. It is sensible to cover up to four of the PTC each year, as renewal of practising certificates happens three yearly. Some criteria may require less evidence and discussion than others, while some may be much more important and challenging. Trying to

cover all of them in a year may be counter-productive.

- Include classroom observations. A good process involves a pre-meeting, to decide what to focus on and a follow up meeting after the observation to discuss it.
- Be used to plan professional learning and development (PLD) based on teachers' needs. The professional learning and development toolkit on the PPTA website is a good resource.
- If a school is moving to a digital version of appraisal documents there needs to be adequate time for preparation and training. Beware of flashy systems that provide great looking data but don't necessarily link well with teacher practice and student learning.
- Some schools focus on teacher inquiry. This will need to have reference to the PTC at some point. To do an inquiry process well the goals should be narrow and deep rather than broad and shallow.

For more information ...

Useful resources on appraisal, including model documents, can be found on the PPTA website, just google "PPTA teacher appraisal resources".

ERO & EDUCANZ joint system-audit not part of PPTA boycott

The Education Review Office has sub-contracted with the Education Council (EDUCANZ) to conduct the audit of 10% of renewals of practising certificates per year required by the EDUCANZ legislation.

Members should co-operate with this ERO process as it is not covered by the PPTA boycott of the council's nominations or formal consultation processes.

The exact words of the Education Amendment Act 2015 are "The functions of the Education Council are ... to ensure that appraisals made by professional leaders for the issue and renewal of practising

certificates achieve a reasonable and consistent standard, by auditing and moderating the appraisals made for at least 10% of the practising certificates issued or renewed in each year."

Members have been concerned that this audit, if conducted by the council, would add significantly to the cost of registration. At this stage, PPTA has no knowledge of the financial arrangements for the contract between the council and ERO except that ERO staff have assured us that they do not anticipate making a profit from the work.

The audit will be done as part of

ERO's regular review visits to schools, and will be a system audit which requires ERO to view only the summary documentation, not full individual appraisal records. It applies only to teachers whose practising certificates have been renewed, or who have been recommended to move from provisional to full practising certificates, in the previous 12 months.

The focus will be on the decision-making processes used by schools, not on individual teachers. Information about the audit process can be found at <http://ero.govt.nz/Review-Process/Education-Council-Audit>.

IN THE NEWS



ACT defends 1 in 5 failure rate

A recent issue of ACT's Free Press newsletter magnanimously declares "serious difficulties" at one of the original five charter schools, but is quick to reassure us of the "dramatic changes" the government has undertaken to make amends while the other four new charter schools are all "showing smooth running, innovation, and promising results" in their first six months of operation.

Imagine the consumer reaction to a car manufacturer's assurances that "despite wheels falling off 20% of our new range of hatchbacks (that are based on a dodgy overseas design) there don't seem to be any problems with the other 80% in the first six months they've been allowed on the road".

Parking mad

After having their basic human rights to park their car at school brutally crushed, students from prestigious private school Christ's College have had to apologise.

The boys hit the headlines after going to the media with claims that being unable to find a park for their car at school was "affecting their education".

"I've bussed for four years, I feel like I've earned the freedom to drive to school," said one.

The public backlash was swift with many criticising the students' privileged position. According to the school's headmaster Simon Leese the "vast majority" of the boys at the school were fuming as they felt it was reinforcing stereotypes of private school students. The boys were now "feeling as if they had made a major error of judgement".

Taking a 'punch in the face' for the profession

The bizarre world of American politics just got a little weirder with New Jersey governor and presidential hopeful Chris Christie announcing the national teachers' unions deserved a "punch in the face".



As the union has no literal face, teacher Russ Walsh has offered the Republican candidate his own, saying "I regret that I have only one face to give to my profession."

"If Christie wants to punch the teachers unions in the face, he needs to realise that he is punching every teacher in the face. He is punching each and every dedicated teacher who has been working to improve the lives of children for decades ... So, governor Christie, here is my face. Take your best shot. I won't hit back. I will just pick myself up, dust myself off and go back to being the best teacher I can be."

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 1976.

Experimenting with cigarettes

Experimenting with smoking took on a whole new meaning in 1970s Health classes, as explained by Rutherford High School Health education teacher S F Evans. "Fred Bloggs has been caught and punished for smoking at school, this would be the appropriate time for the class to have their lesson on the evils of smoking ... We could get a pupil to smoke (parents' permission of course) and conduct physiological experiments to show what each cigarette does to the body. Better still to have him connected to a digital pulse meter so that that class can see and hear the increase in his pulse rate and that it takes about 20 minutes to return to normal. Conclusion reached by even the slower pupils: speeding heart will wear out more quickly."

Smoking experiment recording pulse rate change on the digital pulse meter with the flow meter beside



Mr Webster's Bloomers

A favourite among English teachers in 1976 was a new book *Mr Webster's Bloomers - English Bashed and Unabashed*. The art of 'bashing' English is interpreting words by one's own rules of logic. Some examples; Alkalise - promises made after three martinis;

Triplet - a very short journey; Radioactivity - switching from one station to another; Derided - thrown from a horse, and; Truant - an honest insect.

The case against the tour

South African apartheid and sport was a very hot topic in 1976 and in the *PPTA Journal*.

"For over fifty years our sporting relationships with South Africa have been ruled by their politicians. They excluded Maoris from four All Black tours. They deny all rugby players in South Africa a chance to play rugby at all

levels on merit. If we believe there should be no politics in sport then we can only achieve that aim by taking the commonly accepted international principle of non-discrimination in sport and say 'we play with you when your politicians stop interfering and allow sport to be run by sportsmen who select teams on the basis of merit, not by politicians on the basis of race.'

PPTA

All PPTA members are eligible to run as candidates for PPTA president, junior vice-president and positions on the executive for the year 1 Feb 2016 - 31 Jan 2017.

If this sounds like you, ask your branch chair for nomination information and application forms or download it all from www.ppta.org.nz. **Nominations close 5.00pm Friday, 18 September 2015.** If this isn't you, and you're just content to vote, watch for candidates' blurbs in a *PPTA News* presidential elections supplement due in branches in October.

SEEK POLITICAL OFFICE

at PPTA!



Annual Conference 2015

YOUR VOICE, YOUR VOTE, YOUR UNION

It's not too far, far away before the PPTA team in your region will be selecting delegates. Let your

Regional Chair know you're interested. Keep

watching www.ppta.org.nz for details ...

