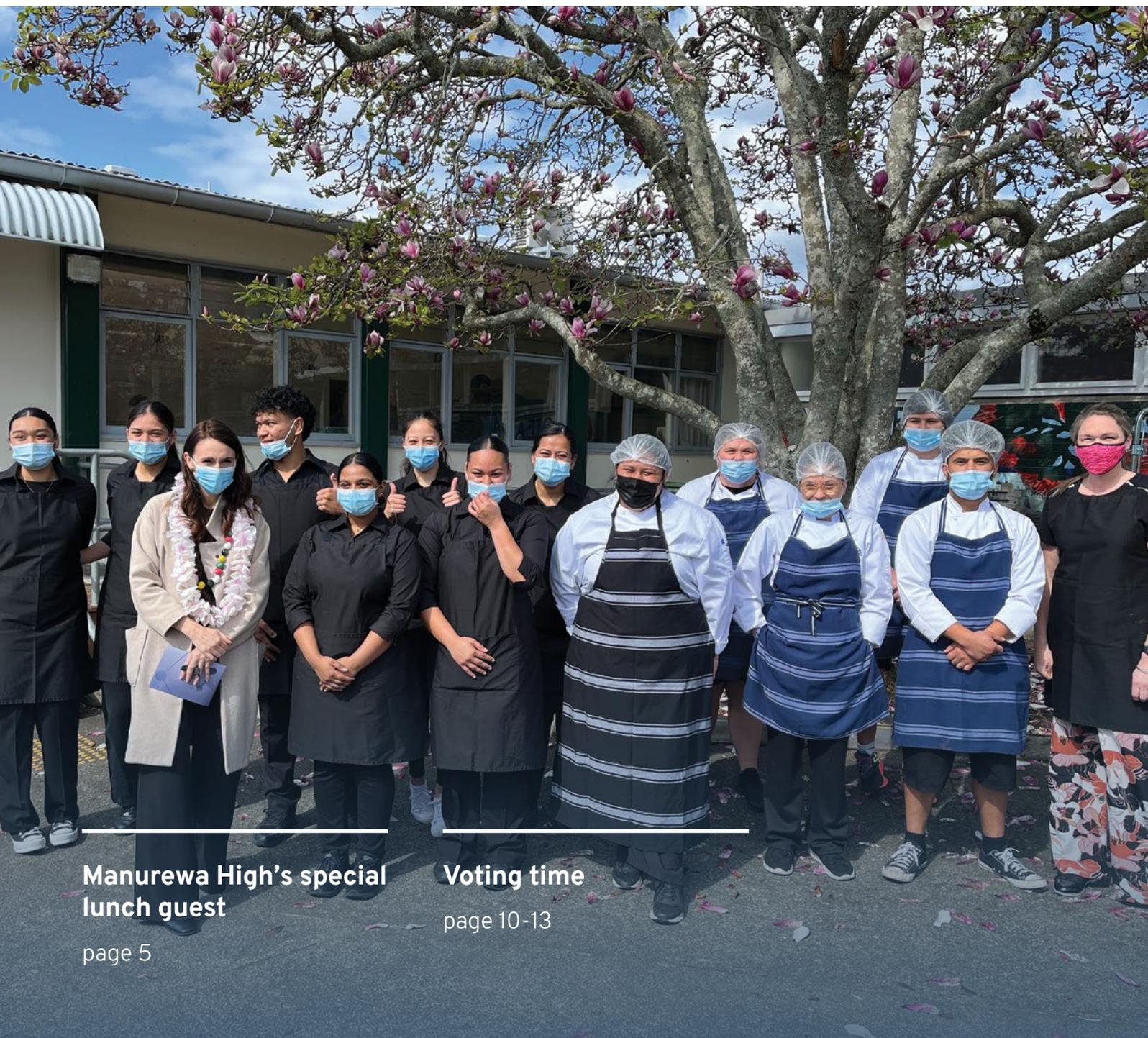


# PPTA News

Uniting secondary teachers of Aotearoa



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**Manurewa High's special  
lunch guest**

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**Voting time**

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## PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

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# It's time to fix the secondary teacher shortage

The teacher shortages that have been plaguing secondary schools for more than a decade need effective, meaningful solutions now

A recent announcement from Associate Education Minister Jan Tinetti that we are going to recruit 700 teachers from overseas had all the optimism of a classroom teacher at the start of the year. While recruiting from overseas while we train our own sounds like a great strategy in principle, there are significant issues.

The teacher shortages we are experiencing in Aotearoa are global. Schools across the world are struggling to staff their schools with the increasing complexity of teaching in a COVID world only adding to pressures that existed previously. In a global marketplace for teachers, our pay and conditions are simply not good enough to attract teachers in the quantity we need.

Results of a survey PPTA carried out back in May painted a dire picture. Almost a third of secondary schools that responded could not find specialist teachers for particular subjects, and almost 50 appointments were made by schools despite there being no suitable applicants. All the evidence suggests that the situation has only become worse since May. These teacher shortages are across the board with principals struggling to staff all departments from the Sciences through to Health & Physical Education.

There is something terribly wrong with our system when a job which should be glorious – working with young people, experiencing the surprise and delight

of watching learning unfold - instead becomes a job that people are fleeing. While COVID has exacerbated the situation, shortages of teachers in New Zealand have been plaguing us for more than a decade. We're simply not attracting enough people into the profession, we're not retaining the ones that we do train, and so we lurch from staffing crisis to staffing crisis.

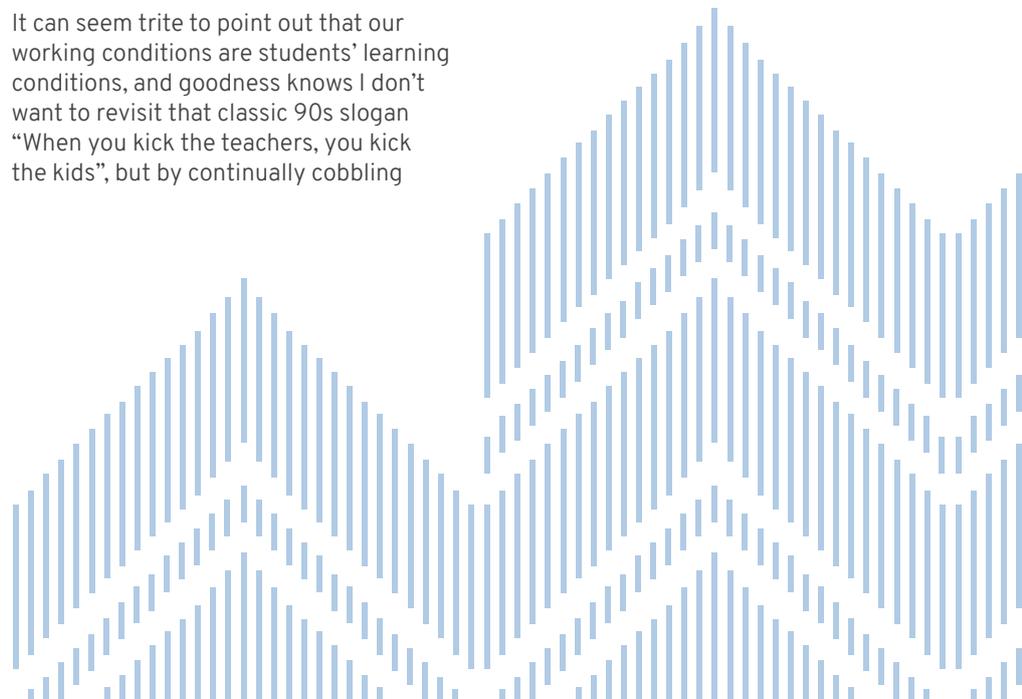
**There is something terribly wrong with our system when a job which should be glorious instead becomes a job that people are fleeing.**

If we want to make sure we have trained and qualified teachers in classrooms we need to have manageable workloads, opportunities to develop our practice and learn, and competitive salaries for teachers right through their career pathway. The claim we have put together seeks to resolve these issues, making sure that we have the staffing we need to support our students whilst not breaking ourselves.

It can seem trite to point out that our working conditions are students' learning conditions, and goodness knows I don't want to revisit that classic 90s slogan "When you kick the teachers, you kick the kids", but by continually cobbling

things together and settling because we don't want to disadvantage our students, we are disadvantaging future students who won't have the teachers and support they deserve.

The old industrial model of education where students were lined up in rows, copying notes down off the board is long gone, but the staffing provisions we have to deliver the more personalised learning our students need remains much the same. We want the very best for our students and so we continue to push ourselves to deliver, but it is coming at a price that sees teachers burning out and leaving the profession, and those looking in from outside unwilling to join us. We must invest in teachers if we are going to invest in Aotearoa.





# Negotiations in full swing

Bargaining is now under way for all of the collective agreements that PPTA Te Wehengarua negotiates. Here is an account of where the various agreement negotiations are at

At the time of writing, PPTA Te Wehengarua was expecting to receive an offer from the Ministry of Education for settling the Community Education Collective Agreement (CECA), which would include coverage of the Out of Hours Music and Art members (OOHMA).

The Ministry of Education has agreed in principle to most of PPTA's claims for the CECA. The sticking points are around remuneration, in particular the alignment of OOHMA rates with community education pay rates, and for cost of living increases across all rates. The bargaining team has reminded the Ministry that the pay increases for OOHMA members are due to the Ministry's failure to make incremental increases over the last 18 years.

## Secondary Teachers' Collective Agreement

The Secondary Teachers' Collective Agreement (STCA) bargaining teams met for two full days of negotiations in late September. Previously, all the negotiation sessions had taken place online, but on Wednesday 21 September, the first in-person session was held at PPTA national office. The focus of this meeting was the culturally responsive claims. These include community liaison allowances for teachers working with Māori and Pasifika communities, adjustments to the Māori Immersion Teacher Allowance to reflect the value of a management unit and recognition of the workloads of kaiako matatau ki te reo Māori me ōna tikanga.

Teams from the Ministry of Education (MoE) and NZ School Trustees' Association (NZSTA) were welcomed with a pōwhiri. PPTA Te Wehengarua Kaihautū Māori Angela O'Donnell-King and Te Huarahi Māori Motuhake member Daniel Hāpuku gave passionate and powerful presentations. They highlighted the overwhelming workload expectations for kaiako Māori, indicating the additional workload expected to fall on these members due to government and Ministry priorities and initiatives (such as



PPTA Te Wehengarua and Ministry of Education STCA negotiations met kanohi ki te kanohi for the first time in late September.

Ka Hikitia, Mana ōrite mō te Mātauranga Māori and new NCEA subject pilots.)

Negotiations are reaching the end of the presentation, clarification and discussion stage. The bargaining team anticipates it will need only one or two more days of negotiations to ensure that each of PPTA's 39 claims has been covered fully. After all of the claims have been presented, it is expected that the Ministry will begin preparing an offer.

## Area Schools Teachers' Collective Agreement

Area school bargaining teams also held two days of negotiations in September. As the Area School Teachers' Collective Agreement is a multi-union collective agreement the negotiations take place with NZEI, the primary teachers' union, representing their members as well.

All of the claims have been presented with supporting evidence. Discussions have focused on talking about the specific context of an area school and how the claims would support teachers and students in these schools. The next expected step is to hear back from the Ministry with an offer.

## Principals' Collective Agreements

Secondary Principals' Collective Agreement negotiations started in August, followed by Area School Principals' negotiations in early September.

The Ministry has shown an interest in the wellbeing claims, in particular the professional supervision / coaching claim. PPTA's bargaining team outlined the coaching and supervision pilot that it ran. The team also spoke about the results of PPTA's principal and senior leader health and wellbeing survey to support the wellbeing claims.

A written proposal on incorporating the professional growth cycle into the performance management process has been presented. However we have struck some roadblocks with this, as NZSTA and MoE have quite a different understanding of what "removing appraisal" means for principals.

A further two-hour Zoom session was held in late September to consider a MoE proposal on secondments, and to discuss changes that could be made to streamline the sabbaticals process.

Negotiations for the secondary principals' and area school principals' agreements will continue over the term break and into Term 4.

### Correction

In the last issue of *PPTA News*, a photograph related to a story about the Pasifika Fono was captioned incorrectly. The photograph was of Leitu Samasei'a, who was the amazing Master of Ceremonies at the Fono. The error is regretted.



# Catering for ākongā by ākongā

## Manurewa High School’s in-house healthy lunch programme has whet the Prime Minister’s appetite

**Prime Minister Jacinda Ardern is such a fan of Manurewa High School’s healthy lunch programme that she popped back for seconds recently.**

Sara Blackburn, the school’s Hospitality and Catering teacher, says during a visit to the school last year the Prime Minister wanted to see how the Ka Ora, Ka Ako Healthy Lunches Programme was being run there as she had heard a lot of good things about it.

Last month, when the Prime Minister visited Manurewa High again to open the new library and business building, she stayed for lunch à la Healthy Lunches team. She and other guests were treated to a variety of tapa size meals, selected by Sara’s class as their favourites from the programme.

While most schools out source the catering for the programme, Sara and her team of staff and ākongā do all the cooking themselves.

“We are very lucky at Manurewa High School to have the facilities we do, as well as a team behind running it. I am a chef by trade, and I then completed a teaching degree, then we have Steve Smith who is also a chef and has worked in the airline industry for many years, and Borin Kim who is also a chef training to be a teacher. I teach the Level 3 Trades Academy Hospitality class, they also work alongside the team of 15 Lunch Programme employees.”

Sara and the team also supply lunches to the neighbouring primary school.

“We are so lucky to have this fantastic initiative in our kura. It’s making a positive impact on our rangatahi and their learning. I like the fact the ākongā are assisting in a real-life kitchen. This experience is real, raw and they are a part of it. To see the ākongā sharing kai with their friends, no matter who, what, or where you are from. We cater for everyone, no matter your dietary restrictions. We have provided jobs for the local community. I am proud that we have hired five past students who have

gained their chef qualifications and are now back as paid employees.

“One of the best things about self-catering is that it enables a high level of quality control. Also the students at our kura are very honest. When they don’t like something, they let us know and we take their feedback on board. And another plus of cooking the lunches ourselves is that we are able to give the students a substantial meal by cutting out the middle man.”

Sara says feedback from students and parents about the school’s lunch programme has been very positive.

“The main response from parents is ‘I wish we had this when we were at school’. Students and parents’ feedback, and suggestions are always taken on board. The feedback is often given to us via our Instagram page where we share the weekly menu.

“I hope the programme continues and other schools come on board and start doing it themselves. It’s so rewarding.”



A typical menu at Manurewa High School



Prime Minister Jacinda Ardern having lunch prepared by Manurewa High School ākongā.



# Te Petihana Reo Māori celebrations

A petition delivered to Parliament half a century ago was the catalyst for a range of school-based initiatives for the revitalisation of Te Reo Māori

Sir James Henare’s words, “Kua tawhiti kē to haerenga mai, kia kore e haere tonu. He nui rawa ō mahi, kia kore e mahi tonu.” (“You have come too far not to go further, you have done too much not to do more”), are a particularly apt description of the recent celebrations of the delivery of a petition to Parliament calling for te reo Māori to be taught in all schools.

On September 14, 1972, rangatahi from Te Reo Māori Society, Ngā Tamatoa and the New Zealand Federation of Māori Students/Te Huinga Rangatahi o Aotearoa, who wanted te reo Māori to be taught in all schools, presented a petition to Parliament. The petition of 30,000 signatures from people across Aotearoa was signed predominately by Pākehā.

Angela O’Donnell-King, PPTA Te Wehengarua Kaihautū Māori, remembers looking up at some of the key role models involved with the petition, such as Hana Te Hemara, Syd Jackson, Tamē Iti, Rāwiri Paratene and Hone Harawira who even at the time were well-known activists committed to the revitalisation of the Māori language and culture.

“Movements such as Ngā Tamatoa were created in the era of the civil rights movement in the United States of America – this was our fight for language and cultural development here in Aotearoa New Zealand.”

A significant range of initiatives have been introduced progressively as a result of Te Petihana Reo Māori, including the 1987 Māori Language Act, Te Taura Whiri i Te Reo Māori (the Māori Language Commission) and Whakaata Māori (Māori Television). “The petihana was a catalyst that led to the establishment of all these initiatives.”

## Birth of Te Kohanga Reo

In 1977, when Kara Puketapu became head of the Department of Māori Affairs, he introduced the philosophy of Tū Tangata (Stand Tall). He supported organic, Māori-initiated, grassroots initiatives such as Te Kōhanga Reo, that focused on total immersion in Māori



Celebrations at Parliament last month of the 50th anniversary of Te Petihana being delivered.

language and values for pre-school children. It brought elders who were fluent speakers together with their mokopuna, the preschool generation, and the parents, following the Māori model of whānau development.

The first Kōhanga Reo opened at Pukeatua in Wainuiomata in April 1982. Today there are 480 kōhanga reo throughout Aotearoa and about 70,000 tamariki have attended.

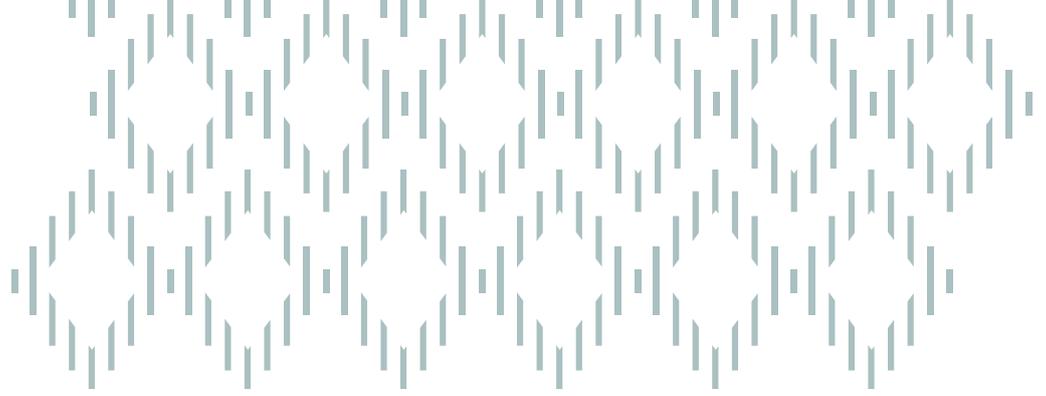
## Kura Kaupapa Māori

At the school level, kura kaupapa Māori followed kōhanga reo, with the first kura kaupapa Māori, Te Kura Kaupapa Māori o

Hoana Waititi, opening in West Auckland in 1985.

In mainstream schools, the mid-1980s saw the introduction of taha Māori, total immersion units and bilingual units. These continue to cater for the 80 percent of tamariki Māori who still attend mainstream schools. “More investment is needed to build the Māori medium space including the remuneration of proficient te reo Māori speaking teachers,” says Angela.

“We still have so few teachers who are fluent and proficient in te reo Māori. Graduates are coming out of the wharekura but most are not entering



Kaihautū Māori Miriama Barton and Angela O'Donnell-King are leading PPTA Te Wehengarua's work to establish a Te Reo Māori subject association.

teaching because the pay and conditions can't compete with other careers.”

She acknowledged all the work that the Ministry of Education was putting in place to ensure te reo Māori is valued and prioritised in education. “However these initiatives and strategies cater to only a small proportion of the need that is out there.”

### Te Reo subject association

An initiative that Angela is particularly excited about is the establishment of a Te Reo Māori subject association for secondary teachers, particularly kaiako who feel isolated and unsupported in their role as a sole Māori teacher in school. The establishment is being developed by PPTA Te Wehengarua- Te Huarahi Māori Motuhake, Te Reo a Rohe, and Māori members-in conjunction with Teacher Development Aotearoa and the Association of Language Teachers.

Angela says the Te Reo subject association will be curriculum-based and focused. “It will provide a centralised hub for those teachers who are delivering te reo Māori, to help reduce the isolation they feel in their mahi as te reo teachers, and give them resources to help them and networks to support them.”

A proposal for the subject association will be tabled at the PPTA Te Wehengarua Executive and Te Huarahi hui in November.



Te Petihana Reo Māori was delivered to Parliament on 14 September 1972. Credit – Stuff Ltd.

### Te Petihana Reo Māori exhibition

An exhibition featuring the original Te Petihana Reo Māori (the Māori language petition) has opened at the National Library's Te Puna Foundation Gallery in Whanganuia-a-Tara Wellington.

The exhibition, Tōku reo, tō ohoho, showcases the original petition alongside photographs of significant moments along the journey of te reo Māori development, an official language of Aotearoa.

It runs until 3 December 2022.

# A teacher's tips for managing stress

Building rest into your cycle of work is the main lesson learnt by one participant in the THRIVE resilience building programme

Building recovery time into her busy-ness is the most important tip that English teacher Eliza Bartlett picked up from a recent resilience-building workshop.

The THRIVE online research-based workshops, run by Victoria University of Wellington, are funded by PPTA Te Wehengarua including paying for relief.

“The main thing I’ve taken away from the workshop is the need to build rest into the cycle of work. Work and then recovery. Allowing rest to actually be part of being productive, rather than the temptation of just pushing yourself more and more because there’s always more to do. I am trying to build in recovery time to my busy-ness, with limited success, but I am trying.”

Another strategy which Eliza uses is compartmentalisation. “For example, I try and keep a sabbath on Sunday and make it a work-free day, and I think that’s tremendously important. When I’m working I work hard and I’m focused but then when I’m doing something else such as family time I try to really separate that. I definitely prioritise sleep (10 or 11pm-7am) and I think that if I hadn’t done that I just wouldn’t have been able to sustain the work that I’ve done over the years, or keep all the various balls in the air.”

Equally important as strategies for stress management are support networks – even just one or two. “I’m a person who naturally recharges alone rather than in the staffroom. So for me, it’s just having one or two or three close relationships within your school context, someone you trust and who can be a sounding board for you. And someone you can go to when you just feel a bit annoyed, something’s gone wrong and you realise it’s actually because your expectations were awry or you did something, just someone to talk to.”

Eliza says she was extremely fortunate for several years to have a wonderful job-sharing colleague. “Due to the nature of our job share we were meeting every week, to coordinate about our classes so



Completely separating family time from work is very important for Eliza.

we had a very rich collegial, debriefing relationship and it was very learning-focused as well. If you can cultivate a relationship like that I think that is superb.”

She says having a manager who is actively and successfully mentoring you, helping you address workload and other issues is very helpful. “In schools we need to put more emphasis on effective middle and senior management skills.”

Workload is the number one source of stress for Eliza. “I’m sufficiently experienced and I work at a school where I pretty much feel like I can handle the day to day challenges of the classroom.

“Being in the classroom is my favourite time, that’s my fun time. It really is workload and what drives the workload? As an English teacher our planning and particularly our marking workload is high because often we’re marking things that are long form, essays or writing which might be creative or formal writing which requires a kind of personal investment. A student has usually put some of themselves into it so you do need to respond in a way that does justice to that. There’s a lot of assessment of course,

and moderation and all the processes that go around that, and then there’s a fair bit of administration.

“I want to emphasise that there is a structural concern about teacher workload for the profession as a whole. It is a union, government and community issue. It’s not just about working smarter.”

And her advice to a new teacher who’s feeling overwhelmed by the nature and stress of the job? “You’re not alone and we’ve all been there. It’s absolutely okay to say that you’re struggling with something, whether it’s curriculum, classroom management, workload. Share the tricky stuff that’s going on for you and let other people in there to help you to see what steps to take.”

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# Celebrating The Correspondence School's centenary

The struggle for equity of access to education is at the heart of a new book charting 100 years of Te Kura – The Correspondence School

**Going the Distance – 100 years of Te Aho o Te Kura Pounamu – The Correspondence School**

By Gael Woods

2022 (Te Aho o Te Kura Pounamu)

When a grand old lady reaches 100 years she deserves a biography and that's what *Going the Distance* is - an account of the history of Te Aho o Te Kura Pounamu, The Correspondence School.

The book details the evolution of Te Kura from 1922 when it was a one-woman show with Miss Janet MacKenzie delivering instruction from a room in the old Government Buildings in Wellington to the large, complex organisation it is today.

At its heart, this is a story about the struggle for equity of access to education, starting with the country kids wanting the same educational opportunities as town kids and expanding to include children in hospital and those with disabilities, Māori students (from 1932) pregnant schoolgirls, special needs students, prisoners, and second chance education for those in adult education.

There are many heart-warming stories from people for whom correspondence education was a lifesaver: From lighthouse children excited about "the big green envelope arriving and we'd all be 'what does the teacher say?'; to desperate teenagers, "I'm on your roll because I'm pregnant and the principal of my former school asked me to leave"; and prisoners experiencing positive learning support for the first time, "...Gradually he emerged from his well of loneliness and his emotional flatness gave way to spontaneity."

As is usually the case in education, the story is quite often about unfunded roll growth, inadequate building and facilities, understaffing and lack of support for educational initiatives and new technologies. It's also the story of school leaders and teachers going above and beyond to overcome any disadvantage that isolation may have created for students and their families.

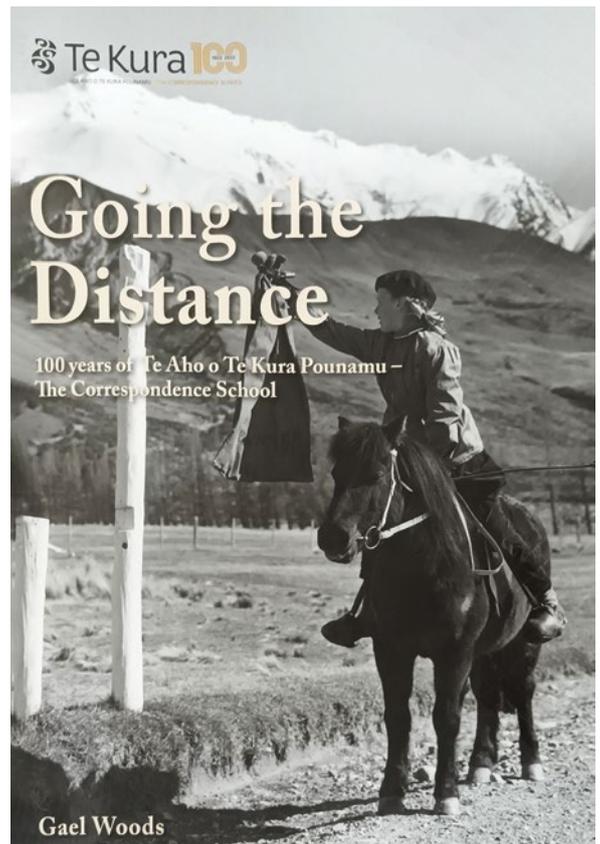
"Those early days were golden years of adventure with teachers like pioneering prospectors searching for gold and finding it tucked away in remote and isolated spots all over the country..."

Long before teachers in conventional schools were discussing the importance of learning relationships, personalised programmes and self-directed learning, Te Kura teachers were doing it.

And it wasn't a job for the faint-hearted. Visits to students in remote locations involved "being rowed or rowing themselves over estuaries, travelling on horseback, horse cart, railway jiggers or flying foxes, rides hitched with rural delivery trucks, cream lorries, on tractors and often on foot."

Perhaps the lowest point for the school was after the introduction of bulk funding in 1989. The formula was insufficient for staffing the school and led to redundancies. At the same time demands on the school had never been greater as Tomorrow's Schools enabled schools to suspend more students while teacher shortages led to more dual enrolments. The substantial increase in at-risk students for whom the traditional correspondence model was unsuitable added to the challenge. The possibility of closure was an ever-present threat.

Woods, who was the RNZ education reporter at the time, is well-placed to review this period. It stands as a reminder to PPTA members to never trust politicians who want to fund schools on the basis of simplistic (but easily delivered and audited) formulae rather than student needs.



It took almost 20 painful years to stabilise the finances and to restructure the school to better serve a different group of students, who didn't reside in remote locations as such but were certainly alienated from traditional schooling.

It goes without saying that this book should be in school libraries but it would also be an excellent resource for a non-fiction study or for a unit on research skills. It's probably most useful in schools as a social history - full of interesting details about Aotearoa New Zealand over the last 100 years and complete with quotations and illustrations that bring the journey alive. The chapters on schooling during WWII and the 1948 polio epidemic lockdown are particularly insightful.

All the best for the next 100 years Te Aho o Te Kura Pounamu.

- Bronwyn Cross is a former PPTA Te Wehengarua Deputy General Secretary.



# Presidential elections 2022

Voting for the positions of president, junior vice president and Māori vice president opens in early Term 4. PPTA has received two nominations for each of the three positions. Each candidate explains why they should be elected. Voting closes Friday 28 October



## Presidential candidate – Miles Langdon

I am running for President because I feel the union needs strong direction. In particular, on the issue of pay, we need salaries that attract and retain the best graduates.

There is an ever growing proportion of people in Godzone who are finding it more and more difficult just to get by. And the unions have a role to play here, to highlight the inequality in New Zealand and the increasing desperation many are facing.

Teachers, together with Police, nurses, firemen, and ambulance drivers are indispensable state workers all performing a valuable, critical service yet our pay packets do not reflect this. With inflation rampant and daily living costs outstripping wage increases these critical services are struggling to find capable staff - to the chagrin and detriment of middle-class New Zealanders.

And secondary teaching, with generally university educated personnel, seems to be the demographic most vulnerable. Salaries are just not competitive enough to lure bright graduates - nor to retain existing ones.

On the issue of workload: the first thing I would address is the, at times, crippling weight brought on by the requirement to write, moderate, assess, and re-assess NCEA internals. Exam marking used to be all done by NZQA - why has it devolved to us?

Class numbers remain high in most schools; this of course could be alleviated with more staff and so attractive remuneration is again a key factor in addressing this.



## Presidential candidate – Melanie Webber

We become teachers because we want to make a difference. We care about students, and we want to do all we can to ensure that they have the best opportunity for success. Teaching is an amazing job, but it is also an increasingly unsustainable one. In these uncertain covid times with the additional pressures of huge system change I have felt privileged to be a voice for teachers in expressing the concerns we feel, making sure that our experiences are represented in Wellington, and solutions are found.

ACT party leader David Seymour likes to say, “there’s a reason they’re called the teachers’ union, not the children’s union”. For me this couldn’t be further from the truth. Thanks to the strength of our collective, we remain the voice that stands up for the right for all students to a high quality public education. I am regularly reminded of this when I find myself the only teacher in a room where policy that impacts not only teachers, but the students we teach, is being discussed.

However, whilst believing in the power of public education we cannot allow ourselves to be sacrificed on its altar. PPTA’s vision for education talks of having the space to experience the ‘surprise and delight’ of watching learning unfold. That’s what I want for us. Well that, and being able to afford to live. Pay and conditions must make sure that we are not only attracting teachers into, but also retaining them in, the profession.

We know that it is teachers that make the difference in the classroom, and yet all too often we are worn down by administrivia and continual underfunding. We are facing a significant crisis in staffing our schools.

Now more than ever we need to be speaking up for what is right for schools, for students and for teachers. I am proud to be a part of a union that does this, and I would be proud to be chosen again to speak on your behalf.

Nāu te rourou, nāku te rourou, ka ora ai te iwi - With your food basket and my food basket the people will thrive.

# Junior Vice Presidential elections 2022



## Junior Vice Presidential candidate – Chris Abercrombie

Having had the experience of working in a range of schools and in different areas of Aotearoa New Zealand, I understand and have dealt with the pressures that we face around the motu. The pressures that have been placed onto teachers have continued to increase significantly, with the impact of COVID, the NCEA change package, and the curriculum refreshes/rebuilds.

Having been Junior Vice President for the previous two years and acting President in Term Two of 2021, I have gained the experience needed to fight for members at this time of great change. I believe that I have been a strong voice, one that reflects the diversity of experience of teachers in Aotearoa New Zealand. I understand the many obstacles and concerns we face in our daily working lives. I've also felt the incredible joy and sense of pride that we all have as teachers within our classrooms and schools.

We are all part of the journey; all our teachers are paddling in the same waka. Therefore, we need to ensure that every teacher, regardless of where they are in Aotearoa New Zealand or at what stage of their career they are at, that they are all able to receive the same guidance and support. That they are invested in, so they can help their students, schools, communities, and all of Aotearoa New Zealand to reach their full potential. When we stand together in solidarity, we bring out the best, we can achieve this goal.



## Junior Vice Presidential candidate – Stuart Prossor

I am putting myself forward as Junior Vice President focusing on pay and conditions. We felt highly regarded after the 2019 Accord was signed off by the Secretary of Education, as it was a monumental victory achieved by the PPTA.

I've spent hundreds of hours over the past three and a half years researching the Accord agreement via the OIA; sending copious emails to the MOE and the Teaching Council; engaging in phone conversations with the Minister's Office; and providing Select Committee submissions challenging the establishment, and in the face of predictable bureaucratic pushbacks, our treatment has been disingenuous.

The necessary Accord 'high trust environment' tenet interlocks with its other areas – reducing workload for teachers and principals, our wellbeing, and the removal of performance appraisal. The so-called removal of performance appraisal is a disaster for many schools due to the prescribed involvement and over-interference of the Teaching Council. Our sensible suggestion of renaming it 'Professional Growth' has seen some kura still incorporate many elements of this overreaching accountability tool.

In effect, a re-branding, but essentially the same. I want all the Accord tenets revisited and fully agreed upon, enacted in schools, and this can only occur if it is back on the 'top table.'

As a classroom practitioner, it's become glaringly apparent that the mental health of our ākongā is negatively affected, and teachers and our colleagues in SLTs are burning out at an ever-increasing and depressing rate. Many teachers describe our job to me as overwhelming due to the incessant controlled and demanding workload.

We can't afford to be individual school branches constantly fighting for particular conditions. We should regroup as an entire membership of thousands and, like the best unions, bind together. For me, the respect between all teachers and SLTs requires recognition that continual proper adult negotiated Korero is imperative. As a PPTA, we collectively need to be together in the trenches, continually facing up to and calling out whatever government is in office at the time, fighting for our fundamental rights of pay and conditions. Ngā mihi nunui.



# Māori Vice Presidential elections 2022



Māori Vice Presidential candidate –  
Vincent Hapi

My strength is not an individual, my strength and valour is my family and Tainui and NZPPTA.

He waka eke noa Māori Vice President, ko te hāpai ō. We are all on this waka together.

The role of “Māori vice president” is a platform for teacher voices to carry the aspirations of kaiako maaori to work collaboratively through the lens of mana orite co-leadership through a Treaty of Waitangi lens to collectively work in partnership. I believe that kaiako maaori are the central pillar for the future of education and to ensure that their voices are heard to help find solutions for the challenges of workload issues and navigating through COVID19 online teaching.

I believe the role of MVP is a kaitiaki for all teachers to provide pastoral care and support. As a kaiako maaori whanaungatanga relationship with all kaiako maaori irrespective of where they originate from is important enabling me to connect and easily relate to the aspirations of all kaiako maaori - it is healthy to have a point of difference that gives added value and mana enhancing to voice our kaupapa.

With my governance and humble leadership experience I can make a difference to convey mana enhancing and strengthening relationships, exhibiting humility in leadership, knowledge of maaori world and pakeha world as well as our treaty obligations. Te Hapai ō is a voice of confidence to guide, to lead and to bring us together exemplifying a humble distinguished leader of authority.

In closing, Sir James Henare state:

*Kua tawhiti kē to haerenga mai kia kore e haere tonu,*

*We have come too far not to go further”*

*He nui rawa ōu mahi, kia kore e mahi nui tonu.”*

*Ehara taku toa i te toa takitahi engari he toa takitini*

*Kei aku rangatira kei ngaa mataawaka o ngaa hau e wha ko koutou tooku kaha, tooku taituara. He waka eke noa Māori Vice President, “Ko te hāpai ō”. Kei runga noa atu taatou katoa i te waka e koke anga whakamua ana ki te anamata o te ao hoou ma ngai taatou ngaa kaiako maaori.*

*Ki ahau nei “Ko Te Hapai ō” he waka e kawē ana i ngo taatou tumanakotanga me oona koroingo katoa. He ringa raupa teenei turanga e whakamahi i oona wheako me oona haepapa ki te mahi ngatahi i raro i te kotahitanga e hautu ake nei teenei turanga i te ara o te mana orite e pā ana hoki ki te tirohanga o te Tiriti o Waitangi otira te hononga mahinga tahitanga.*

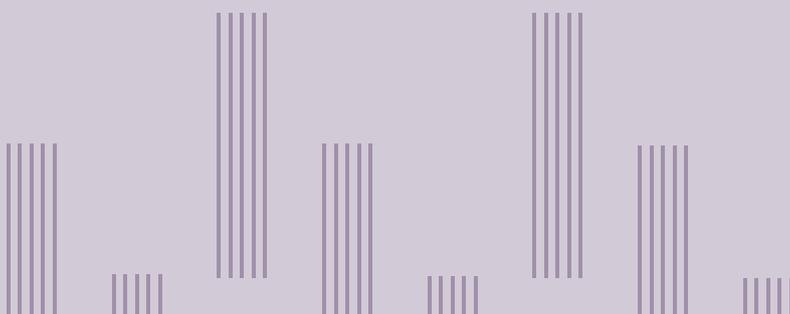
*Ki taku whakapai ko ngaa kaiako maaori te pou tokomanawa e taukawe ake ana te matu o te matauranga e rangona ai ngaa reo o ngaa kaiako maaori me oona hiahia me oona nawe e whai rongoa mo ngaa uauatanga me ngaa toimahatanga o ngaa mahi huhua a te kaiako.*

*E hautu ana taatou katoa e kokiri ana taatou i te aahuatanga o te mate korona Delta me te whakapakari pukenga ki te whakaako ma te huitopa Aue kokiri e. Ko te hapai ō, he kaihautu hoki ia hei whakaruruhau mo ngaa kaiako maaori e whariki ana i ngaa pou o te whare tapawha, wairua, tinana, hinengaro me te whaanau whaanui. He tangata tuitui ahau Ahakoa ko wai ka manaaki ahau.*

*He tangata matatau hoki ahau ki te ture constitution of Te Wehengarua. Ka mutu he tangata whakaiti ahau ki te whakatinana i te puawaitanga o te rau aroha otiraa ngaa take mana maaori motuhake. Ko te oranga aku rangatira, mahia te mahi hei painga mo te iwi otira mo koutou.*

*Hei Whakakapi ake naa Tā Hemi Henare te koorero:*

*Kua tawhiti kē to haerenga mai kia kore e haere tonu, He nui rawa ōu mahi, kia kore e mahi nui tonu.*





### Māori Vice Presidential candidate – Te Aomihia Taua-Glassie

I truly believe that recognising te tiriti o Waitangi in its true form will alleviate many issues impacting on Māori teachers in our workplace spaces, in the union and the wider community. Furthermore, I would focus on policy change that has been currently implemented and influence further policy change that is necessary to advancing Māori education, Māori student aspirations and Māori teachers opportunities. Therefore, I look to the past to navigate the present decline that continues to disadvantage our people.

Regardless of the issue of the time, the time has come for Māori to seek out the solutions to decolonize our spaces. It is not to say that all are ignorant or that we have been negligent to our bicultural responsibilities. Furthermore, my focus will be to encourage change like that of the strategy to revitalize reo Māori, one person at a time, in spaces of change. In the hope that I can further advance Māori teachers' needs, our ancestors' aspirations for us, not only for us as teachers but also our students. Therefore, we need to encourage and recruit more Māori into teaching. Secondly, how do we ensure NETS are supported to retain them in their positions and ensure better working conditions for all.

To conclude, I hope my words and experiences will be of benefit to Māori teachers and I will endeavour to advance issues that impact Māori teachers with our tangata tiriti. My vision will not waiver regardless of the climate of spaces, my focus being for Māori by Māori by encouraging others to wholeheartedly support this journey. Together as one, aspirations of all will be realised.

*“Hīpokina Te Tiriti o Waitangi ki tōna ake kakahu, kāhore ki te kākahu, ki te kara o Ingarangi”*

*Recognise the tiriti o Waitangi in its distinct form, rather than accept it as a subjugate of English rule*

My grandfather, Nā Houpeke Morore Piripi

*Ko tōku whakapono mā te tiriti o Waitangi anō ngā take kaiako Māori e aweawetia te mana taurite ki ngā wāhi kura, ki ngā wāhi uniana me ngā wāhi hapori. Ka mutu, he tirohanga nōku ki ngā kaupapa here e kōkiri ana i te mātauranga Māori, i te ākongā Māori manako nui me ngā kaiako Māori whāinga angitu. Waihoki, he tirohanga whakamuri hei aronga whakamua ki ngā āhukatanga nekuneku e haere tonutia ana.*

*Ahakoā pēhea te take o te wā tāria te wā, nā te Māori anō tōna kaitoitoi ki ngā kapatau mōtītī o te tangata tiriti i whakahaere ai. Ehara i te mea he kūare noa iho, he ngoikore te tangata tiriti korekore hiahia ki te mōhio me te marama i ngā take hira ā te Māori. Ka mutu, mā tōku kaha anō te akiaki pērā ki tā te rautaki whakarauora reo ki tēnā, ki tēnā tangata tiriti, ki tēnā tangata whairawa ki tērā taumata pupuri mana e puta kaupapa here ana, ā, e āhei ngā kaupapa here kia kaha kōkiri haere ngā kaiako Māori hiahia, ā mātua tupuna manako ai mō ā rātou tamariki mokopuna. Hoino, ko ngā tino take nui o te wā ko te ākina a Māori ki ngā tūranga kaiako. Ka rua, me pēhea nōki te tiaki me te manaaki i te NET kia noho motuhake ia ki te tūranga kaiako me te mea ano me pehea te hapahapai ngā kaiako heipūtanga ahakoā te tautōhito o te kaiako.*

*Hei whakakapi i ngā kōrero mō te kaupapa nei mā aku kupu e whai māramatanga me ngā painga mō te Māori me te whakaatu ki a tangata tiriti mā i tō rātou kūaretanga ki ētahi ā tātou nei take.*

*Raua atu ahau e matarehurehu ana ahakoā te huarere o te wā. He huarahi tō tika taku mō te painga Māori mai i te Māori. Ko tōna tikanga ka haria e ahau tēnei waka o tātou mā runga i tētahi terenga mēnā te tangata e ngākauria ana ki te whakakotahi i ngā whakaaro mō te terenga. Kotahi te hoe o te waka, ka ū te waka ki uta.*

*“Hīpokina Te Tiriti o Waitangi ki tōna ake kakahu, kāhore ki te kākahu, ki te kara o Ingarangi”*

Nā toku karani papa, Nā Houpeke Morore Piripi



# Taking time out to study

Further study is a great way to have a change, enhance your teaching career opportunities and still get paid

**Head of Arts at Waimate High School, Nicole Solomon, has swapped the art room for the lecture theatre to return to university this year and further her goals as a lifelong learner.**

Nicole, who already has a Bachelor of Fine Arts (BFa) and GradDip Teaching Secondary, is studying toward a Masters in Māori and Indigenous Leadership at Te whare Wānanga o Waitaha, the University of Canterbury. This post graduate degree aims to equip leaders across a wide variety of sectors with skills and knowledge to advance aspirations of Indigenous people and enhance leadership capabilities in organisations working with Māori.

Nicole’s focus is the education sector and critically engaging with what the NCEA, local curriculum, and New Zealand Histories changes look like in the classroom.

Nicole is studying by distance and says the course can be mentally and

emotionally challenging. “However, I enjoy the face to face wānaka (regular three-day intensives) with classmates and the feeling of success when hard work pays off with good grades.”

Nō reira, Ko te manu e kai ana i te miro, nōna te ngahere; ko te manu e kai ana i te mātauranga nōna te ao. The bird who partakes of the miro berry owns the forest, the bird who partakes of education owns the world.

A colleague of Nicole’s, Marie Donaldson, has returned to part-time study this year.

Marie is studying toward a Doctor of Education at Te whare Wānanga o Waitaha, the University of Canterbury. The Doctor of Education is designed for professionals in education and related fields. Built on a cohort model of inquiry, the Doctor of Education provides a structured, supportive, rigorous approach to doctoral study. The Doctor of Education builds leadership and commitment, fosters scholarly

excellence, and allows candidates to connect educational research with questions of professional practice.

Marie’s focus is te reo Māori and she hopes to bring together local education settings with a common reo Māori, contextual to Te Waimatamate where her school is based.

“Although studying by distance can be challenging and isolating at times, I especially look forward to coming together with my classmates, course lecturers and my Doctorate supervisor once a term.”

Nō reira, ma te huruhuru, ka rere te manu, adorn the bird with feathers and it will fly.

A wide range of study leave is available for PPTA Te Wehengarua members under the various collective agreements. Applications for study awards open in April 2023 and will close in early June.

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



Marie Donaldson



Nicole Solomon



## It's the little things

New teachers at Hillmorton High recently received a poetic pick me up from their colleagues

The Dire Straits and the Lulu of your first year teaching

*Lorde it's a Massive Attack*

*and enough to give you Split Enz, The Moody Blues and Black Sabbath weekends*

*or a case of the Lady Gaga's...*

*or even send you to The Chemical Brothers.*

*It does tho... get better and better.*

*You get back your Sting*

*The Verve and your Red Hot Chili Peppers.*

*All those Simple Minds, Small Faces, Sonic Youth & Boys II Men.*

*Such huge human potential and they are looking to you.*

*Teaching is a grand vocation...*

*and we never joined for the Johnny Cash.*

### Staff Welfare Committee

On behalf of the Horomaka Staff.

Hillmorton High School teacher wrote the poem, above, for his Year 1 colleagues when he heard the end of term pressure was taking its toll.

“We have nine provisionally certificated teachers at Hillmorton and the stress at the end of the term

is pretty horrendous for new teachers. As chairperson of the welfare committee, I was aware that some of them were taking mental health days and experiencing stress headaches.

“So I bought them a bar of Te Reo chocolate (Whittaker’s Miraka Kirimi), wrote them this poem and put it in their pigeonholes. The poem, card and the chocolate were appreciated – no one returned the chocolate.”

Vern says he’s not a poet but he has dabbled. “I have cobbled together some ditties for weddings, anniversary best wishes, and the like.”

The human element of teaching is what Vern, a special needs teacher, most enjoys. “Teaching is a personable vocation and relationships are paramount, the benefits are mutual.

“You certainly experience the truth of the ancient saying that ‘there is more happiness in giving than receiving’.

”The dynamics, humour and camaraderie of classroom teaching are often uplifting. As the students are in my class for at least three years, it is a tremendous privilege to have that sort of close and longstanding influence on these young people. I do also, particularly enjoy working with the students’ whānau.”



## Helping you find your feet

PPTA’s Network of Establishing Teachers (NET) is a source of support for beginning teachers

Establishing your teaching career is a hugely exciting time as you follow your passion and your dreams and build the foundations for an amazing career. It is also extremely challenging and stressful at times, even without COVID.

PPTA Te Wehengarua Network of Establishing Teachers (NETs) is for teachers in their first 10 years teaching in Aotearoa New Zealand.

The network has the following goals:

- To provide a support network for young and new teachers
- To establish national and regional networks of young and new teachers
- To nurture activism
- To support recruitment and retention initiatives.

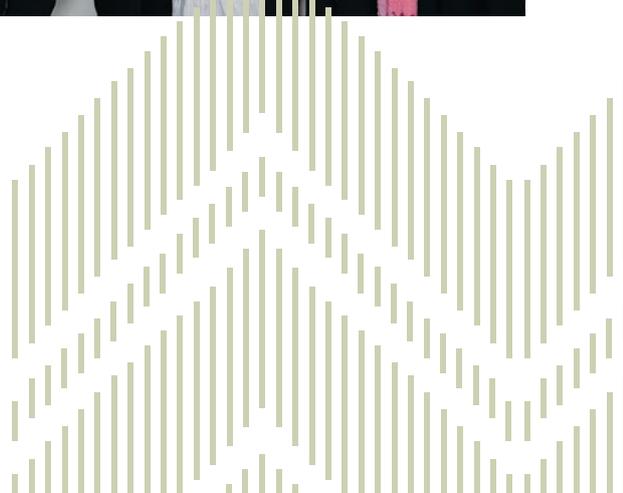
The NETs committee is highly active, meets regularly, and advances the concerns of beginning teachers at a national level.

To join the network email [membership@ppta.org.nz](mailto:membership@ppta.org.nz) (or tick the box on PPTA’s membership application form.

To be put in touch with your school or regional contact person email: [net@ppta.org.nz](mailto:net@ppta.org.nz).

Facebook private group: PPTA NETS

We look forward to seeing you.



# Mihi ki ngā kaiakao Māori

Canterbury and Aoraki kaiako Māori were guests at a dinner recently in appreciation of all they do

A dinner to thank and celebrate kaiako Māori for all they work they do is becoming a tradition in Canterbury – this is the third year it has been held.

Daniel Hapuku, Te Huarahi Mana Motuake member, said the dinner was held to honour the greatest heroes – the Reo Māori teachers in Canterbury and Aoraki.

Special guests included PPTA Te Wehengarua President Melanie Webber, Te Hāpai-ō, Māori Vice President Vince Hapi, General Secretary Michael Stevenson and Kaihautū Māori Miriama Barton and Angela O'Donnell King.

Guests enjoyed a kōrero with Lynne Te Aika (Ngāi Tahu / Ngāi Tūāhuriri),

Kaihautū for Te Ahu Mai o te Reo ki Kāi Tahu and Te Hurinui Renata Clarke (Te Arawa / Ngāi Tahu) who talked about the strengthening and recovery of Kāi Tahu's Reo Māori and Te Hāpai-ō, the Māori VP Vince Hapi who talked about his position at PPTA Te Wehengarua.





# School attendance misinformation

New Zealand schools have seen a significant decrease in attendance this year – and National says it can't be excused by Covid. But is that actually true? Emma Vitz dived into the data

The National Party has been sounding the alarm on a “truancy crisis” in New Zealand, with leader Christopher Luxon recently claiming that 55% of students aren't attending school regularly.

As many have pointed out since, the definition of regular attendance is attending school at least 90% of the time – so if a student misses more than one day per fortnight, or more than one week per term, they are not considered to be attending regularly.

However, I'd like to put aside the definitions and turn to a slightly more interesting argument National makes about truancy in New Zealand – that it can't be explained by the pandemic. In May, National's education spokesperson Paul Goldsmith said: “Given there has been a serious fall in regular attendance at schools over the past five years, excuses that the latest figures are a result of Covid-19 don't wash.” Let's dive into that.

Between 2011 and 2016, the percentage of half days for which students in New Zealand were marked as present hovered around 91%. This includes all students in years 1 to 13. By term four of 2019 (i.e. the last term before the pandemic began), this had dropped to just below 90%. This is not exactly a precipitous drop, but it is a slow and steady decrease in students being present at school.

Any figures since then must be interpreted in the light of the pandemic. And 2022 is the biggest outlier of them all.

Given that Term 1 of 2022 coincided with New Zealand's first real widespread wave of Covid, is it any wonder that school attendance dropped to 84.5%, the lowest since records began in 2011?

To see whether this lower attendance really does stem from Covid, I looked at weekly absences in Term 1 of 2022 by region and compared these to Covid cases in the corresponding DHBs.

Absences from school are categorised as justified or unjustified, and I've broken justified absences into medical and other.



It's not clear whether a student who is absent from school because they're a household contact but don't test positive themselves would be considered a medical absence or fall into another category, so these absences may also be influenced by Covid.

Overall, there is a clear correlation between the number of Covid cases reported in a particular part of the country and the number of students absent from school during that time. The similarity in the way these develop is seen in every region of the country, from Auckland's sharp peak to Nelson's flatter hump.

We can also see the way omicron swept through the country from north to south at the beginning of the year. Auckland peaked in both Covid cases and school absences at the end of February, while the lower North Island isn't hit until March. In the South Island, cases and absences don't peak until the end of March.

Of course there are also some concerning trends in unjustified absences, which in Auckland in particular make up a significant part of the peak in absenteeism in term one of 2022.

Whether this is due to poor data collection (i.e. miscategorised Covid absences) is unknown, but it's certainly a possibility. It could also reflect a genuine increase in truancy that coincided with the omicron wave.

Overall, there has been a slow but steady decrease in school attendance over the past 10 years, a trend which could be seen before Covid. However, that's a decrease in the order of 1%, not the 5% or more drop we've seen more recently.

Coming back to Paul Goldsmith's statement, you'd be hard pressed to argue that the pandemic has had no effect on student absenteeism in 2022. The correlation at a weekly and regional level is just too strong to ignore. We can focus on improving school attendance without pretending that the global pandemic that finally hit New Zealand at the exact time students went back to school this year had no impact.

*Reprinted courtesy of The Spinoff.*

*Graphs are available at <https://thespinoff.co.nz/society/09-08-2022/whats-really-behind-the-truancy-crisis>*



# Out in the Field

Plans to reorganise workplaces have a much greater chance of being successful when best practice is followed

Aroha had just become Principal at Veritas High School. She quickly became aware that units were not equally spread across curriculum areas. Aroha identified some equity issues and after liaising with the Senior Leadership Team (SLT), a managerial decision was made to consult with teaching staff on the status quo regarding unit distribution.

### Exploring the equity issue

Transparency in the workplace was important to Aroha and the SLT. To begin the consultation process, the SLT shared all relevant information with teaching staff. A snapshot of the current unit allocation was documented. The document showed all units attached to positions of responsibility and was made available to all teaching staff.

Aroha and her team then shared the work they had done linking curriculum and pastoral responsibility, as it aligned to the school's well publicised long term goals. Feedback was sought from

teaching staff, on whether they felt the current allocation was aligned with the school's strategic goals and whether the current unit allocation was fair and equitable.

Aroha allowed four weeks for staff to give their feedback. Feedback forms were designed by SLT and provided to staff to assist in gaining feedback on key areas. Other forms of verbal and written staff feedback on the unit allocation were encouraged. In addition to the individual feedback, the branch met two weeks into the consultation process. A short branch submission was made on the current unit allocation.

After four weeks the feedback was collated by SLT and shared with the teaching staff. Most of the staff feedback was that unit allocation did not appear to be fair or equitable across departments. It was noted there was a disparity of unit allocation between those holding similar roles. It was also identified that some areas where units were attached,

no longer existed. Staff fed back that other areas of responsibility aligned to the school's strategic goals were not adequately remunerated.

### The reorganisation process

Aroha considered the feedback and made the managerial decision to initiate a school based reorgansiation.

The impacts of the proposed changes needed to be identified. This step was particularly important so staff could meaningfully comment on the change proposal.

A reoganisation document was created and shared for consultation. More time would be needed if there were questions that needed to be answered. Aroha encouraged the consultation to be interactive and participatory.

Before sharing the reorganisation document with all teaching staff, Aroha met individually with those teachers whose positions might lose units or be disestablished altogether under the



Staff fully engaged in the process.

proposal. She explained no decisions had been made and encouraged each of the individuals to seek representation and to engage fully in the consultation process and to ask questions. She also explained that if any of their permanent units were disestablished the school would continue to pay them for those units for one year from the date the unit was disestablished. Aroha took the time to answer the questions the teachers had.

The reorganisation document included:

- the rationale for the proposed change – equity and aligning units more closely with the school’s strategic goals was stated as the rationale.
- what units would be removed, what they would be replaced with and why. This ensured clarity and transparency around the proposed changes, sufficient to enable staff to give their views on proposed unit usage.
- the impact of the proposed change was identified. This section was

detailed and included details around the effect of the proposed change on courses and services to students. The details of the cost to the school, and the salary of lost units were also included.

- the timeframe for consultation and when final decisions would be made.
- a reminder of how challenging these situations can be difficult on all involved, and the importance of being respectful throughout. There was a reminder that EAP Counselling was available to all staff.
- an assurance that the decision-making process was transparent. A PPTA surplus staffing nominee would be present, as the ‘eyes and ears’ of the Association, while management made its decision.
- a reminder that no decisions had yet been made, that all questions relating to the proposal would be answered, if more information was needed it would

be shared, that all feedback would be considered and accommodated where possible but that the final decision sat with the school’s management.

### The outcome

Staff engaged fully in the process, the local field officer came in, answered questions and gave a powerpoint presentation of reorganisations. Individuals directly affected by the proposal sought the support of the field officer and made written submissions.

At the end of the consultation process, the feedback was considered. Some of the proposal was adopted and finalised. In other areas and based on the feedback received no changes were made. Those staff who did lose units were spoken with first, offered support and received salary protection for one year.

## Sign up to The Negotiator

Negotiation for all of the PPTA Te Wehengarua Collective Agreements are now under way.

You can receive regular updates on how negotiations are going, by signing up to PPTA’s e-bulletin, The Negotiator.

Avoid FOMO and sign up for The Negotiator today!



# Leaving teaching?

## Please fill in our survey

PPTA Te Wehengarua runs an ongoing survey to provide annual information from secondary teachers and school leaders on why they leave teaching in New Zealand schools.

This information is not collected by the New Zealand Ministry of Education or any other organisation from those who leave. We believe this information is essential in planning for the future.

The survey can be completed in five minutes and responses will be anonymous. Just go to [ppta.org.nz](http://ppta.org.nz) and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts - [rwilletts@ppta.org.nz](mailto:rwilletts@ppta.org.nz)

### PPTA Membership Alert

## Have your details changed?

Changed schools? New email address? New phone number? Let us know! We have important information to share but can only get it to you if we know how to find you. If your contact details have changed, please let us know.

### You can update your details online!

All you need to do is visit [ppta.org.nz](http://ppta.org.nz), and look for the log-in button at the top right of the page. Once logged in, you will be taken to the membership dashboard where you can update your details by selecting the 'view profile' tab.

If you have any difficulty logging in, just email [webmaster@ppta.org.nz](mailto:webmaster@ppta.org.nz).

### Have any PPTA membership questions?

If you would like to get in touch with our dedicated PPTA Te Wehengarua membership team, they will be more than happy to help.

You can reach them at [membership@ppta.org.nz](mailto:membership@ppta.org.nz) or phone our national office on 04 384 9964.

