

PPTA NEWS

The magazine of New Zealand secondary teachers

Collaboration for Change –
Taradale High School staff
and management join forces
to address teacher workload
page 5



PPTA News



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Time for a Bigger Pie

PPTA president Jack Boyle urges the government to invest in what matters most – people.



Jack Boyle | President, PPTA

A recent survey of the public commissioned by NZEI and PPTA shows huge support for the teaching profession.

New Zealanders know that if we want the right number of well-trained teachers in schools, we have to pay them enough to get them in and keep them there.

Such acknowledgement shows the value and importance New Zealanders place on teachers and education.

Our perspective as teachers means we are well aware of the pressure on schools. We see what needs to happen for our students to get the best from education, and that includes living in a warm, dry, home, access to healthcare when and where its needed, enough money for their family to live a decent life, and more...

Decent, affordable housing is unavailable to increasing numbers of families; healthcare is stretched to breaking point. Just like teachers, nurses are burning out and walking away. Just like our dilapidated and earthquake prone classrooms, our hospitals are suffering from years of the previous government's neglect.

This new government has its work cut out. Investment needs to be made in learning support, school buildings and infrastructure, as well as teacher salaries, affordable housing, more mental health staff and increased support for nurses, among a range of other things.

The good news is – it's do-able.

The slightly more problematic news is – some people don't think it is.

Some people think that New Zealand is a finite economy, a pie, if you like. A pie that stays the same size and just gets sliced into different sized pieces depending on government priorities. That is incorrect.

The measure of success as a nation that teachers are looking for is well-being. A country where every child comes to school warm, dry and with a full belly and where every young person leaves school equipped with the skills, confidence, values and knowledge that will allow them to make the most of every opportunity.

None of these things happen by chance. They happen because of government policies.

We want this government to take the once-in-a-generation opportunity they have and invest in what matters most – people – and pie.

Shrinking our already very low public debt and limiting spending to around 30 percent of Gross Domestic Product will mean this government will not be

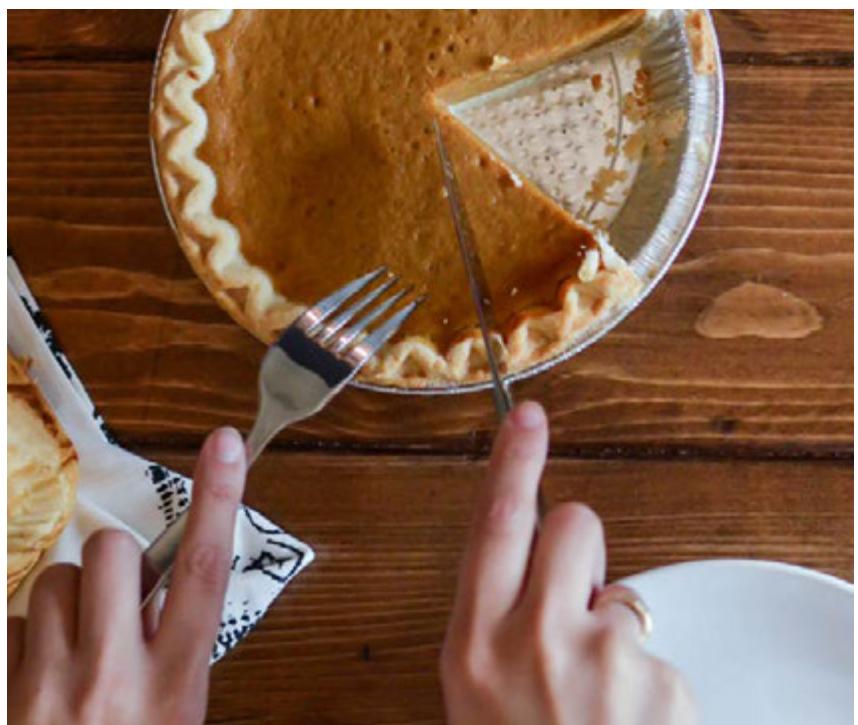
able to address well-being and the social deficit – including fixing teacher supply. To be honest, carving and re-carving the pie while at the same time shrinking it just makes no sense to me.

We want them to put aside pointless self-imposed "rules" and do the work they were put into government to do.

What we know is that decades of curbs on spending here have already hit the education system, which now relies heavily on private sources of funding. 15 percent of the total funding for secondary schools comes from fundraising, donations and international students' fees – hardly meeting the promise of 'free education'.

We also know that the low spending, small government track of the last three decades has seen many workers, including teachers, experience real and sustained declines in their earnings and at the same time the social services that low and middle income people are so reliant on have been more narrowly targeted and eroded.

As teachers, parents, nurses and other stakeholders to the social contract we could be working together to let the government know they could grow the size of the pie.



Teachers celebrate Pasifika culture

PPTA's Auckland region and Komiti Pasifika celebrate cultural diversity at the 2018 ASB Polyfest.

Tuia te muka tangata
Tuia te muka wairua
Whiria te ahurea tuakirikiri
Whiria te ahurea tuamanomano

Thread the fibres of humanity
Thread the fibres of spiritual wellbeing
Bind together the essence of cultural identity
Weave together the diverseness of cultural awareness

- 2018 ASB Polyfest theme

Members of PPTA's Auckland region helped showcase the importance of teachers' roles in supporting cultural events at the opening of the 43rd Polyfest.

They set up and funded a stall at the event sharing information, frangipani and fridge magnets – "an awesome way

to share positive messages about how valuable teachers are with the wider public," PPTA Komiti Pasifika executive member Natalie Faitala said.

The Komiti worked with PPTA's Auckland region to create resources such as frangipani flowers stamped with the PPTA logo and fridge magnets with Pasifika phrases such as 'Si' pe kae hā – We are a small island, we are still great' and 'Na vuli e rawa ni, vakararamataka na, vuravura ka vakayacorī, mai na veisau vinaka – With education, the world is open to you, giving new challenges and opportunities.'

These turned out to be a popular and wonderful way to celebrate Pasifika language and culture and share Komiti Pasifika resources with the community.

Polyfest features traditional music, dance, costume and speech and is recognised as an important showcase of New Zealand's diverse cultures and a celebration of youth performance. As

part of PPTA's collective agreements a total of 30 teacher relief days are allocated to organise, coordinate and attend the events, which are held country-wide throughout the year.

252 performing groups from 69 schools entered the festival's opening event, which saw around 10,000 secondary schools take the stage in South Auckland. The six performance stages included Cook Islands, Māori, Niue, Samoan, Tongan and a diversity stage featuring cultures such as Chinese, Fijian, Tokelauan, Korean and Sri Lankan performers.

Polyfest events have also run in Canterbury and will continue throughout the year with Palmerston North's Pasifika Fusion on 4 July and Southland's Murihiku Polyfest from 27-31 August.

If you have images from any events in your region we would love to share them. Email news@ppta.org.nz



Auckland PPTA members celebrating Pasifika culture.

**Komiti
Pasifika**



**E felelei manu ae ma'au i
o latou ofaga**

*Birds migrate to
environments where they
survive and thrive*

PPTA
NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TEWEHENGARUA

Collaboration for Change

Taradale High School branch chair Bevan King and principal Stephen Hensman talk with PPTA News about their collaborative approach to addressing staff workload issues.

With the help of PPTA's Change Management Toolkit staff and senior leadership at Napier's Taradale High School are working together to address the vexed issue of initiative overload.

Taradale High School branch and Hawkes Bay regional chair Bevan King said the school's change management policy was introduced in response to concerns raised by staff and management about staff work and stress-load.

"For example, initiating Bring Your Own Device (BYOD) teaching had proven to be a productive but stressful initiative for staff and students alike," he said.

The policy has largely been a collaborative effort between Taradale High School principal and Hawke's Bay Secondary Principals Association chair Stephen Hensman and Bevan as branch chair.

Stephen said the process had given him a good insight on the impact of new education initiatives on staff. "I think that what I've found, after 12 years of principalship, is that it's really easy to embrace any change management process without thinking it through well enough."

"Staff can feel that change is being pushed at them by the ministry, NZQA and senior leadership. Sometimes it can feel like a never-ending barrage, that they are flitting from one thing to the next without really settling," he said.

The PPTA Change Management Toolkit, which includes a draft policy which branches can discuss with their boards of trustees, was a great place to start to find some balance, he said. "It's very well thought through."

This kind of collaboration is not a new thing for Taradale High, which has a rich tradition of collegial management, Bevan said.

"Mike Kilty (principal from 1985 to 2003), who sadly passed away this year, introduced this style of management to New Zealand high schools in the late 1980s. Taradale High became a flagship school visited by many delegates from other schools," he said.



Bevan King and Stephen Hensman.

Taradale High's policy garnered much from PPTA's toolkit but also includes material from other sources. Stephen researched the works of academics Bill Pasmore, Michael Fullan, Vivianne Robinson and John Kotter, using the best of their research to bolster the policy.

The policy will be driven by a 'discovery team', a committee made up of a diverse range of staff. Their task is to liaise with staff as to whether or not the change management policy should be enacted for a particular initiative, evaluate whether change is needed and, if so, what is the best way forward. They then communicate their findings to staff, students and parents where applicable.

"Though perhaps the most important role of the discovery team is to identify possible redundancies (programmes no longer necessary) if the new programme is initiated," Bevan said.

"The policy also includes recommendations from the branch. The inclusion of 'opposition research' is probably the most significant. Certain members of the discovery team will be encouraged to play devil's advocate and find reasons why the proposed change may fail or has failed in other settings," he said.

The policy has a legacy stratagem built in to ensure the programme continues once its instigators have moved on from the school. Another important aspect is the early establishment of independent, authentic evaluation processes prior to the programme's initiation, Bevan said.

Stephen and Bevan both acknowledge the policy may slow down progress in some respects but feel they are taking one step backwards to take two forwards. "The idea is that a more thorough establishment approach will save time in the long run, avoiding frustrating retrospective patch-up work and unnecessary duplication."

As branch chair Bevan is trying to be as proactive as possible. "Being reactive means you're always behind the game and often seen as negative and reactionary. As regional chair I'm encouraging other branch chairs to become as proactive as they feel comfortable with and having the discussion with management about the Change Management Toolkit is a great place to start.

Hopefully, other principals will see the change management policy as a key way of strengthening employment relationships and an accountable way of tackling the very real problem of workplace stress-load, instead of waiting for the Ministry of Education to take action."

While the policy was in the early stages Stephen felt confident there was staff and board support. "We need to put our toes in the water and test it out. There is a lot to test and learn and trial," he said.

Stephen said the whole process started just be listening to staff. "When you are a principal it is easy just to want to hear the good news, but you have to listen to the bad as well if you want to do your job properly."

"I would recommend principals just stop and think about the process of change before embarking on it. Change is almost always harder than it looks."

Stephen has valued the opportunity to talk with staff about how it feels to be on the receiving end of initiatives without good planning.

"It was really good to sit down with Bevan who has advocated for having a change management process that is well thought through. He has come in with some absolutely inspired ideas which have informed what we are working with at the moment," he said.

The PPTA Education Change Management Toolkit can be found at ppta.org.nz or through your local PPTA field office.

Summit moves from competition to collaboration

PPTA president Jack Boyle shares his experiences at the International Summit of the Teaching profession in Portugal.

The International Summit of the Teaching Profession (ISTP) is a unique annual event in that it is the only forum where participation requires education ministers and union leaders to attend as partners.

I was fortunate to attend the 2018 ISTP in Portugal recently, along with minister of education Chris Hipkins, NZEI president Lynda Stuart, New Zealand Principals Federation president Whetu Cormick and representatives from Secondary Principals' Association of New Zealand, the Māori medium and early childhood sectors.

Having attended the previous summit in Edinburgh in 2017 with then education minister Hekia Parata, the change in rhetoric from our current education minister was heartening to hear. This time the focus was on making changes to education to meet the needs of the workforce and their communities.

Corporate and 'market' reforms were described as less useful than shared decision making, empowering teachers and principals and supporting schools to be the hub of their communities. Performance pay, hyper-compliance and charter schools were rightly railed against by all except the United Kingdom.

It was very clear that across Organisation for Economic Co-operation and Development (OECD) nations there are real difficulties recruiting and retaining teachers. This situation was directly attributed to low relative pay, increasing complexity of the teaching job and exponential growth in compliance-related tasks.

In countries such as Germany, Norway and the United Kingdom governments have failed to plan for population growth. The parallels with New Zealand were stark.

During a conversation I had with an education minister about the teacher shortages their country was facing, the suggestion that making it easier for teachers from other countries to fill the gaps was met with a guffaw: "Which countries would they come from when



Representing New Zealand: Virginia Oakly (NZEI), Whetu Cormick (NZPF) Jack Boyle (PPTA) and Stuart McNaughton (NZ chief education scientific advisor).

there are worsening global shortages?" Luring teachers from abroad is an ethical issue we must face.

Happily, the actual solutions to teacher shortages discussed by education ministers, union leaders and the OECD at this event were not the 'free market' ones that have been advocated in the past. There is a shared understanding that para-professionals and 'supply driven, hardware-focussed' online learning as cheap substitutes for qualified teachers is not the answer.

Top performers like Singapore have invested in paid Initial Teacher Education, guaranteed trained mentoring for the first two years of employment and continuous funded professional learning (150 hours per year) thereafter. Others have invested heavily in reducing teacher workload and/or on-going guaranteed career pathways.

As Education International general secretary David Edwards made clear in his key note speech, investment in teacher salaries, improved working conditions and a focus on empowering teachers as professionals are urgently needed across the globe.

As we undertake our National Education Conversation and review of the Tomorrow's Schools model it was useful for our new minister and officials to hear first-hand how top performing nations are moving away from competition between schools and towards collaboration.

Not only had the highest performing nations such as Singapore, Finland and Hong Kong moved this way but, perhaps most tellingly, OECD reports and speaker Andreis Schleicher are now describing "school choice – and by extension, competition – [as] being related to greater levels of segregation in the school system".

New Zealand's international commitment at this conference was a reflection of these threads. It reads:

New Zealand is about to embark on a significant phase of public engagement to identify what we as a country are looking for from the education system, from the early years and throughout life.

The New Zealand delegation is committed to working openly and constructively to jointly lead this conversation in a positive way, without a predetermined outcome, for the benefit of the social, economic and cultural wellbeing of the country.

Further to this, the delegation is committed to co-constructing with the profession the design and implementation of changes that affect the profession.

As always, the devil will be in the detail but rather than being 'done to' there was a real sense amongst the New Zealand delegation that we were entering a phase of 'doing together' and that by empowering teachers and principals rather than prescribing what they should be doing we could continue to be global educational leaders.

From Finland to New Zealand – “we are watching”

Finnish educator and author Pasi Sahlberg talks with PPTA News.

Finnish educator and author Pasi Sahlberg talks with PPTA News ahead of a presentation at Auckland University.

Q. The title of your talk ‘Making our schools better: From test-based accountability to trust-based responsibility’ rather says it all, but can you briefly explain what it will cover?

Pasi: *Many school system leaders around the world have claimed one of the best ways to make schools better is to hold them accountable for student achievement and attach punitive consequences to inability to deliver. Standardized assessments have become common mechanisms to provide data to authorities for these purposes. I argue this has been a wrong driver and we need to build trust in teachers and schools and create sense of collaborative professional responsibility within school communities to educate all children according to their needs and life situations.*

Q. You have visited New Zealand a number of times and have seen the direction our education system has been going. We now have a commitment to close charter schools and our government is in the process of consultation on an overhaul of our competitive Tomorrow’s Schools system, what are your thoughts on the future of education in New Zealand in this light?

Pasi: *I am really excited to follow the recent developments in New Zealand. Courageous political leadership by Jacinda Ardern’s government in education, environment and other issues has potential to pave the way for new ways of thinking about education in other countries as well. Many people are watching closely how this welcomed turnaround in New Zealand will play out. I am convinced that relying more on teachers’ collective professional wisdom in deciding what are the best ways to enhance equity and quality in Kiwi schools is a better way than the previous one that seemed to end up in deadlock leaving many teachers and school leaders frustrated, hurt, and cynical when pushed too far and held accountable for things beyond their powers. Stay the course, we are watching.*



Pasi Sahlberg

Q. What do you see as the opportunities and challenges we face and where do you see us in relation to Finland?

Pasi: *I think it is critical to allow enough time for the planned changes to happen. I often say that to rush the reform is to ruin it. My advice is to go far rather than to go fast. A fundamental feature of Finnish schools is a deep collaborative culture that unites schools and teachers to work towards common goals. You need to keep building public confidence and trust in teachers and schools. Teachers in your schools should use their voice to make sure parents, businesses and other members in their communities understand what the new 30-year education plan is and that the new way in Kiwi education requires engaging teachers and parents closely to figure out the best ways for that journey.*

Q. What are Finland’s current education challenges?

Pasi: *Finland faces similar challenges to many other countries around the world. Budget savings, increasing inequality and diversity and unintended implications of heavy use of hand-held technologies among teenagers and young adults have all brought new challenges to most Finnish schools. I am particularly concerned about the number of adolescent boys and girls who do not find their ways to further education or training after finishing basic school at age of 16.*

Q. What do you see as Finland’s biggest educational successes at the moment?

Pasi: *The Finnish education system remains, regardless of recent setbacks, rather equal and inclusive making it a good place for all children to learn.*

But I think the biggest success is related to our early childhood education and primary schools focusing on children’s play, music and wellbeing without insisting that children start learning school-like things before they are ready. We often say school readiness means school is ready to welcome all children as they are, rather than assuring children are ready for school.

Q. What do you say to people who say there is nothing special about Finnish schools, it’s just about the society being very cohesive, wealthy and mono-cultural?

Pasi: *I would like to say they don’t probably know what they are talking about. I’d like to assure them that Finnish society may be cohesive and have strong social capital in it, but it is not mono-cultural and wealthier than New Zealand or Australia. Then I would talk about Finland’s western neighbors who are very similar in these and other ways but have very different educational performance profiles compared to Finland. Schools in Finland may seem like schools in New Zealand or elsewhere but there are certainly some interesting aspects in the culture of the schools that Kiwis and others find interesting. I have learned all school systems are interesting in their own ways if you just have an open mind and willingness to admit that.*

Q. Is there anything else you would like to share or any advice you would offer our members?

Pasi: *I would like to remind you of the importance to keep children on our side in the sea of change. We too often implement changes on children and expect them to follow our orders. Young people can be, as we have seen in recent youth movements in the United States and other countries, extremely powerful changemakers alongside their teachers. We can change education with our students by giving them voice and responsibility to lead the way in some carefully chosen things. We should never forget the power we have in our youth. Let’s work with them rather than on them.*

Pasi will speak at Auckland University’s Kohia Centre on 5 June 2018. For details contact kohia@auckland.ac.nz

The Tahi Rua Toru Tech Challenge

Digital Technologies Teachers Aotearoa president Gerard MacManus introduces the Tahi Rua Toru Tech Challenge designed to get students excited about digital technologies.

Providing students with rich cross-curricular learning experiences and opportunities to develop solutions to real world problems with the support of industry experts, is a goal for many teachers.

The Digital Technologies and Hangarau Matihiko curricula provide a framework that supports authentic, cross-curricular learning. The Tahi Rua Tora Tech Challenge provides the links to industry support and guidance for the collaborative development of real world solutions in the classroom.

The Tahi Rua Toru Tech Challenge is part of a broader initiative to help teachers introduce the new Digital Technologies and Hangarau Matihiko curricula content into classrooms and get kids excited about digital technologies. It is being led by IT Professionals NZ (the professional body of the IT industry) in partnership with the Ministry of Education, Royal Society Te Apārangi, Code Club Aotearoa, Digital Technology Teachers Aotearoa, AATEA solutions and others.

The challenge supports teams of students to use a range of digital technologies in their classroom to solve real problems for their local community or school, with resources and support from industry mentors along the way.

Tahi Rua Toru Tech will be delivered by a partnership of not-for profit organisations led by IT Professionals and Royal Society Te Apārangi. It is an extension of their highly successful programme called TechHub CREST, which has been held for Year 9 and 10 students for three years. Among the winning student entries in the TechHub CREST programme are an app for colour blindness, an online game about nutrition and an app to assist people suffering from Alzheimer's.

Tahi Rua Toru Tech is team-based and will take place in ten regions over ten weeks. Students have two opportunities to participate – once in term 2 or in term 3. There will be regional winners, who will compete for the national championship, which will take place in November. There is also a “people’s choice award” for those students who provide the most compelling content –

such as photographs, videos and blog posts – to support their entry to the competition website 123tech.nz.

“Every student in New Zealand has the potential to shine in Tahi Rua Toru Tech – and gain an understanding of the new Digital Technologies & Hangarau Matihiko curriculum content at the same time. This is not only a challenge for students who are ‘good at maths’, successful digital technologies solutions require the application of every skillset, including design, logic, art and people skills,” Deputy Secretary Student Achievement Ellen MacGregor-Reid says.

“It is particularly pleasing that the challenge emphasizes team work, as students will be required to work in groups. Great solutions are not invented by individuals, they are created by teams of people working together to achieve a common goal.”

To learn more about Tahi Toru Tech visit 123tech.nz

To learn more about the new Digital Technologies & Hangarau Matihiko curriculum content visit education.govt.nz/digitech



Digital Technologies Teachers Association representatives Chris Dillon and John Creighton update PPTA's ICT committee on the Tahi Rua Toru Tech Challenge.

Changes in the teacher laptop scheme

An overview of relaunched TELA+ teacher laptop scheme.

Late last year the TELA teacher laptop scheme changed contractors and was relaunched in March 2018 as TELA+.

In light of this PPTA News is running an overview of what the scheme provides and how it can be accessed.

What is TELA?

The TELA Teacher Laptop Scheme is a Ministry of Education subsidised laptop leasing scheme for eligible teachers and principals in state integrated schools. The scheme also provides a helpdesk, warranty and repairs service.

Laptops are leased for three to five years and then replaced with the school's choice of device from the latest TELA catalogue. With the school's permission there is choice of laptops that can be leased.

Eligibility to join the scheme

Schools must be state or state integrated. Teachers must be; permanent full-time or part-time (at least 50% full-time equivalent), working with Years 1 to

13 classes or relieving for a permanent position in Year 1 – 13 classes (long-term relievers are only eligible if they are relieving for a permanent position that doesn't have a digital device.)

Who has the new contract?

A competitive tender process was followed to select a TELA scheme support services provider. As a result of this Cyclone Computer Company will support the scheme for the next three years, starting 1 March 2018.

The scheme has been renamed TELA+ and was launched online on 2 March.

What has changed?

The TELA+ scheme no longer offers Toshiba devices but has added Acer, Apple, HP, Lenovo and Microsoft to its range.

There will also be a wider selection of devices that will include laptops, tablets, hybrids and Chromebook models.

How this will affect you

The Ministry of Education subsidy will continue for eligible principals and teachers.

The TELA website (tela.co.nz) continues to operate with a new design and additional features.

Any devices purchased under the TELA scheme before 1 March 2018 will continue to be covered for services and repairs under the original terms agreed to at the time of purchase through the TELA scheme.

Accessing the TELA+ website for the first time after the changeover on the 1st of March

If you're accessing the new TELA+ website for the first time, use your original TELA email address or user code. For your security, you will then be asked to enter a new password.

Joining the TELA+ scheme

If you're not a member, and meet the eligibility criteria, ring or email the TELA+ helpdesk on **0800 438468** or support@tela.co.nz

(Additional reporting Aotearoa New Zealand Education Gazette CC BY).



The TELA teacher laptop scheme has added Acer, Apple, HP, Lenovo and Microsoft to its range.

Education and the future of tax

PPTA president Jack Boyle talks about PPTA's submission to the Tax Working Group on the future of tax in New Zealand.

PPTA believes that high quality publicly funded education and the economy are intertwined, president Jack Boyle says.

"We see that a fairer tax system could support a free and adequately resourced education system and reduce the negative impacts of poverty on the learning of vulnerable students."

This belief underpins the association's submission to the government's Tax Working Group (Te Awhewhe Tāke) which is examining the structure, fairness and balance of New Zealand's tax system and gathering New Zealanders' views about its future.

"Our position is that taxes are the shared contribution we make to support our public goods and services; our schools, streets and highways, our hospitals, national parks and beaches, our public health infrastructure, safe food and water, our personal safety and national defence as well as a range of other services.

"In developed countries, public spending covers much of the cost of education and health to give equal access to these basic services – every child should have access to education, regardless of their parents' income, and everyone should have access to health care, especially when circumstances are difficult," Jack said.

"If we don't raise enough tax we undermine our society and the services and structures which support it."

Education, the economy and the tax system

PPTA believes high quality publicly funded education and the economy must combine to produce equitable and sustainable social and economic outcomes for all students and their families.

Education, science, technology and innovation are key areas New Zealand should focus on to move our economy forward but our current expenditure per capita in compulsory sector education is low compared to other OECD countries, Jack said.

In education state funding needs to be sufficient to support state schools



PPTA supports a fairer tax system for all students and their families.

(through decent wages for teachers, adequate numbers of teachers, modern and well maintained property and enough operational funding to deliver the best education we can manage.) Those schools would in turn be supported by a Ministry of Education, Oranga Tamariki, health and social welfare services with enough funding to be effective, he said.

"A low tax-user-pays economy has created a growing underclass of people who cannot access services to meet their health and welfare needs and has led to many children growing up in poverty. "PPTA believes the last decade of under-resourcing of the public services has seriously undermined their capacity to fulfil their core functions. We do not support the continuation of this and encourage policies which will repair the damage done to those services."

PPTA's preferred economic model

PPTA's 2007 annual conference endorsed a democratic market economy which serves the needs of all New Zealanders, not just the top 1% of income earners and corporations.

Underpinning this would be a fairer tax system which; redistributes tax contributions and ensures all income streams above the annualised living wage are taxed equitably and rejects regressive tax measures such as GST .

"Wealth accumulation for some has led to greater hardships for others. All the economic indicators show the poor in New Zealand are relatively poorer, families in the middle are being

squeezed while the rich are wealthier than ever," Jack said.

The optimal taxation system allows society to function well, while fairly recognising each person's ability to contribute.

"In a fairer model the overwhelming majority of New Zealanders would pay no additional tax and many would pay less but some with significant assets would pay more."

Housing affordability

The impact of an unrestrained and unbalanced housing market is another significant issue for secondary schools in an increasing number of areas of the country, Jack said.

"Firstly, the inability of young teachers in particular to live in areas like Auckland, Wellington and Queenstown Lakes is exacerbating existing teacher supply problems. Secondly, unaffordable rental and housing markets increase student transience, which impacts on the educational outcomes of those students on the schools trying to cope with increasing levels of transience."

While we need to build more houses and rental accommodation, measures that rebalance investment into more productive areas of the economy and help to drop relative accommodation costs are desirable, Jack said.

Charitable status

Work by professor John O'Neill, on which he has made a submission to the working group, shows that some organisations with charity status in education generate substantial financial equity while making very minimal charitable contribution.

PPTA proposes that charitable status should only be granted (and continued) where a significant proportion of the income to the organisation is returned in charitable activities and that charitable tax exempt status in general may require review to ensure that businesses cannot shirk their tax responsibilities by claiming tenuous charitable status.

PPTA has suggested a number of areas for the Tax Working Party to consider. The full submission is available on ppta.org.nz

COL survey findings deserve a closer look

PPTA president Jack Boyle responds to some questionable reporting around the findings of a recent Communities of Learning survey.

Statistics are used as a powerful (and ostensibly ‘unbiased’) way of explaining our world.

However, we learn time and time again that we should always keep the quote attributed to Mark Twain about “lies, damned lies, and statistics” in the back of our minds, as the misuse of statistics to bolster weak arguments is common.

A case in point, a New Zealand Herald article (Teachers: \$300m ‘communities of learning’ have flopped – 1 April 2018) described how, “only 34 percent of teachers in communities of learning (COL), which were set up by the former National government to increase collaboration between schools, believe the communities are strengthening their own teaching”. Armed with this ‘statistic’ the article’s author concludes that communities of learning are a “flop”.

The report states that, of the teachers surveyed who were part of a community of learning, 40 percent indicated that participation gave them opportunities to collaborate with other teachers, 34 percent indicated it supported their capacity for inquiry, and 34 percent thought it strengthened their own teaching practice well or very well.

However, the figures were not broken down into responses from those in a newly established community of learning and those who had been in a community of learning for up to four years.

PPTA believes respondents’ attitude to communities of learning are likely to be different depending on how whether their COL is newly formed or well-embedded. This matters because consigning communities of learning to the dustbin without considering the impact on those schools and teachers who have worked to get it off the ground and are making a real difference for young people seems not only hasty but also incredibly wasteful.

Communities of learning are not perfect. PPTA has gathered plenty of evidence about problems with the current model. The previous education minister’s haste to see COL scaled up has clearly had an impact, including poor implementation and overly managerial structures; the opposite of what was intended as a highly collaborative model.

Identifying and addressing weaknesses in the structure and implementation and fixing them is not achieved by misleading

statistics. There is not enough evidence yet to decide that that the whole thing is a grand waste of money.

The reality is: Communities of learning are working well and as intended in some places. If we use the Teaching and School Practices Survey Tool to measure the impact of our work, and work to improve the model by bolstering collaboration and creating classroom-based career frameworks to strengthen practice, we have a duty of care to our members to do just that.

Further, for a primary principal, even with the best of intentions, to state that, “Across NZEI and PPTA we’d rather you put that money into special education than into paying a few teachers to go around telling other teachers how to do their job”, is an unfortunate overstep. Our members have not said that they would prefer the COL money be spent on something else, and although we wish it were otherwise, we do not make the decisions about where the education budget is spent. Statements like that assume one can either have increased special education spending or a career framework and professional learning for teachers.

PPTA says that there must be both!



Talking community and collaboration at the set up of the Palmerston North East community of learning.

“It’s heartening to know NZers have got our backs”

A survey jointly commissioned by PPTA and NZEI shows the majority of New Zealanders support teachers.

New Zealanders have made it clear they have got teachers’ backs in a survey commissioned by PPTA and NZEI in March.

Of those surveyed there was widespread agreement there is a shortage of teachers (85 percent) and that teachers needed a pay rise to continue the vital work they do (83 percent).

77 percent agreed teachers were bogged down in administration and there were high levels of support (91%) for more government spending on education.

PPTA president Jack Boyle described the results as a ringing endorsement of what New Zealand society believes. “It’s that teachers and education are a public good. Support that and the benefits will be multiple and powerful,” he said at a media launch of the findings.

The research was done by online polling company The Navigators between 22-26 March, surveying a nationally representative sample of 1000 adults over 20.

NZEI president Lynda Stuart, who presented the findings with Jack said the research was commissioned because both organisations wanted to know how the public felt.

“Schools are publically owned organisations, they are our communities. They are there to set up our children and young people for life. We are pleased to report that the public share our concerns,” she said.

“There’s widespread agreement amongst the public that there’s a teacher shortage – 85 percent of the public agree with that. 83 percent of New Zealanders know what is happening in schools. They understand that we need a pay rise and there’s a real sense in our communities that wages need to rise across the board,” Jack said.

Most respondents to the survey (82 percent) agreed a pay rise would improve teacher numbers and address shortages. Of those who agreed 91 percent believed at least a moderate pay rise was needed.

“When asked the percentage increase



The majority of the public supports the vital work teachers do.

they recommended, it was decent. 67 percent wanted teachers to receive more than a 10 percent increase and 90% wanted more than 5%,” Lynda said.

The results were an opportunity for the government to put people first, Jack said “91% of New Zealanders want more money to be spent on education, for the system and the profession to be funded properly. I think this is a very good message to the government. They need to know the public supports them on this,” he said.

“We have been saying that teachers need more time to spend with each child, that reducing over assessment, unproductive box ticking and red tape is one of the ways we can make that happen. Children, parents, they get it. They see it every day and what this survey tells us is that most New Zealanders understand what a barrier it is,” he said.

“We are confident that the Minister of Education and the Minister of Finance want to address the big issues that have been for a long time left to accumulate over the last decade, and today we are really pleased to see that

the public back us on that,” Lynda said.

This year both primary and secondary teachers will be negotiating with the government about their pay and conditions of work. “It’s really heartening for us to know that New Zealanders have got our backs. They understand that the claims we are preparing are the right ones for their children, for the profession and for our community,” Jack said.

“Our parents and communities know the great work that teachers do, that schools do. Survey after survey shows teachers are respected, valued, well-liked and what this survey shows is that the public knows what teachers are saying. We’ve got to make teaching a more desirable career and these issues aren’t just for teachers. They are issues for our country. Education is a keystone for this country. It’s time to support education in Aotearoa,” he said.

PPTA members can access the survey results through the member only section of ppta.org.nz, others interested can email news@ppta.org.nz

Paid Union Meetings

Nationwide meetings to vote on Secondary Teachers Collective Agreement claim

Paid union meetings for the upcoming Secondary Teachers' Collective Agreement will be held throughout the country starting this month.



PPTA members will join their colleagues in meetings throughout the country to discuss the upcoming negotiations for the Secondary Teachers' Collective Agreement (STCA).

The paid union meetings (PUMs) are a chance for members to meet with schools from their regions and their representatives on the PPTA executive to learn about, discuss and vote on our claim and the process for adding to it.

The nationwide meetings will be happening between 23 May and 8 June 2018.

Members can check the details of their paid union meetings and will be able to view a copy of the claim to be discussed on the members' only section of ppta.org.nz.

Introducing your negotiating team

A team of PPTA representatives will be taking members' claims to the bargaining table and negotiating on their behalf with the Ministry of Education. They are a mixture of PPTA staff and elected representatives from PPTA's executive and Te Huarahi Māori Motuhake.



Ellen Curnow

Buller High School, Nelson/West Coast
PPTA executive member



Graham Smith

Marlborough Boys' College, Wellington/
Marlborough, PPTA executive member



Rob Torr

Wanganui Collegiate, PPTA Manawatu-
Whanganui executive member



Joe Hunter

Otago Girls' High School, Otago
PPTA executive member



Powhiri Rika-Heke

Alfriston College, back up for
PPTA Te Huarahi Māori Motuhake



Wiki Te Tau

Reliever, PPTA Te Huarahi
Māori Motuhake



Jen Dive

PPTA national office advisory officer



Doug Clark

PPTA national office advisory officer

Bright Spot Awards to boost classroom innovation

Education research organisation, the Education Hub, launches new teaching awards.

A new funding initiative to help support innovative teachers has been launched by education not-for-profit the Education Hub.

Funded by the NEXT Foundation, the Bright Spot Awards are each worth up to \$75,000 over two years and will enable teachers and schools to design, implement and develop an innovative project. Funding can be used for teacher release time, specialist support and resource costs. Successful applicants will also receive ongoing one-on-one support from industry experts.

The awards are the brainchild of former secondary school teacher, academic,

and Education Hub founder, Dr Nina Hood, who says the initiative offers an exciting opportunity for teachers to develop their ideas and lead the way in innovative classroom practice.

“Our teachers are constantly coming up with new ways to respond to their students’ needs, but they often struggle to find the time or resources...The Bright Spots Awards are an opportunity to create, trial, develop, and evaluate an innovative practice and then to share or scale it up across other schools. This sharing of practice will bring big benefits to New Zealand schools, teachers – and ultimately our students,” Nina said.

Those interested have until 1 June

to submit their applications and the Education Hub will be running in person and online support sessions throughout May to help teachers complete these.

Four awards are up for grabs and successful recipients will attend workshops in October and January to help hone their projects, ready to begin implementation at the start of the 2019 school year. The first year of the two-year programme is earmarked for innovation development and evaluation, while in 2020 successful projects will be rolled out to other schools.

For further information about the Bright Spots Awards and application details visit www.theeducationhub.org.nz

Who is behind the Education Hub?

PPTA member Jonathan Booth asks who is behind the Education Hub. Founder Nina Hood responds.

Greetings,

Who is the ‘We’ that is behind the Education Hub? How is it funded and by what organisations/individuals?

Regards, Jonathan Booth



The Education Hub is led by Dr Nina Hood, who started her career as a NZ secondary school teacher before undertaking a PhD and becoming a University lecturer. The Hub has four trustees, Maury Leyland (Chair), Professor Graeme Aitken, Andrew Grant and Andrew Poole. Alongside the trustees we have an educators’ advisory group comprised of teachers, school leaders, academics and a PPTA representative. We have a small team of people working with The Education Hub, undertaking our knowledge translation work, supporting our research agenda, developing

our website, and overseeing our marketing and communications.

Currently, we are entirely philanthropically funded. We have received grants from The Fletcher Trust, The Aotearoa Foundation and NEXT Foundation, as well as from a private individual.

For this information and more, please visit our website: www.theeducationhub.org.nz.

*Best wishes
Dr Nina Hood
Founder, The Education Hub*

Sustainable teaching

PPTA member Brett Smith shares his thoughts on what needs to be done to attract and retain quality teaching professionals.

Recently I read Nigel Lowe's piece (Something needs to be done to retain our teachers PPTA News April 2018), I agree with many of his comments.

I felt a degree of affinity with Mr Lowe. I have considerable non-teaching experience, and hold both practical trade qualifications and academic qualifications (BSc and BA) and I spent some years in the military.

Teaching is the hardest job I have ever undertaken -period. While I would like to wax lyrical about my own experiences, I have instead decided to concentrate on what I understand is one of the main reasons teachers are leaving the profession: Lack of Sustainable Practice in individual careers.

When I compare my work with friends who are not teachers, I am reminded just how wrong things are within the profession, and the need for total reform. In order to understand what is a sustainable career in teaching we need to equally understand this in the context of other careers, and what is acceptable practice in the workplace.

Teachers are salary workers, that is we work for a fixed income, yet teachers hours are not fixed. Teachers are given considerable responsibility for our youth, both in education, moral guidance and in pastoral sense. We support our communities and families, deal with several government departments, technological change and we have our own personal families and responsibilities.

In practice, the workload of teachers has grown considerably since the introduction of NCEA. While most teachers I have spoken to have welcomed the NCEA review we can only hope the corresponding workload is reduced. Most teachers I have talked to, who have taught pre-NCEA, have stated their non-teaching workloads have increased dramatically. Equally, they state non-NCEA paperwork has increased. NZQA required us to enter data on assessments standards and pre-moderation. In simple terms we are now doing the data entry job for NZQA! True, teachers were given a small incremental time allowance to deal with NCEA (non-contacts). However, this is not remotely enough.

In most schools I have worked, technology



The workload of teachers has grown considerably since the introduction of NCEA.

is simply handed to staff, often after a brief introduction, and you are told to simply do it! In the real world, you would train staff to carry out their respective duties; even KFC train their staff.

Reporting is another bone of contention. The ministry requires schools to report to parent/caregivers twice a year. Some schools have decided this is not enough and have doubled their reports, yet one of the most common comments heard from parents is: 'I do not understand my child's report'. This alone proves the need for simple to-the-point plain word reports. Parents want the blunt truth, not something that makes the school look good and might head off any possible complaint.

Pastoral care now takes up considerable time. Teachers I have worked with mention technology has increased pastoral work through cyber-bullying etc. Equally, compared to 30 years ago, the numbers of families needing support have grown, and hence our pastoral workload.

NCEA has so many pitfalls and failures it is no longer ethically viable or dependable in its current form. Schools and students have evolved to manipulate the system so much that employers cannot trust the system. Equally, NCEA does not follow the curriculum. We assess standards, not the curriculum, this needs to change.

Here are some suggestions, based on practical experience, of how to potentially reduce teacher workload; some of this is very broad and would involve government reform.

- Short plain word reporting, twice a year only, invite parents to interviews and phone them.
- If senior management asks you to take

on a technology based task without training -refuse, until the training is given, and ask for time to do this.

- If senior management has a poor ERO report on an aspect, go over it with them because the 'fix' might induce more workload. Seek PPTA help if the issues are petty.
- No NZQA in schools period. NCEA, This is the model I can only hope we move to: Level 2 and 3 only. Academic subjects 1 internal only marked 1-50; One national external exam marked 1-50; Practical subjects two internals marked 1-50 each. Achieved 50 (-C), Merit 70 (-B), Excellence 85 (-A). Internals and external written by subject associations; moderation of internals achieved by school clusters, national moderation every three years by collective. NZQA simply accept grades given -just like they do for ITOs. All assessment tasks must follow the curriculum. Share/help/support fellow teachers; if something is unreasonable, say so.
- Refocus on teaching and learning. Teaching is vital. Measurable outcomes for students is important, but they must be real, no smoke, no mirrors.
- Cut the unnecessary -question every form you are asked to fill, if it cannot be justified, ask not to do it.
- Take time for family
- Do not accept more work for no money. Just say no.
- Double teacher aide hours available, treble in high-needs/issue schools.

Remember this: If you do not have a sustainable teaching career, you do not have a career.

Abridged. For the full version visit ppta.org.nz

Secondary teachers need support to bring out the best

English Teacher Tessa Twigley asks Minister of Education Chris Hipkins to help bring out the best in her students.

Tēnā koe Mr Hipkins,

I am writing to you today as a kaiako who needs your help to bring out the best in all of my students.

We teachers need you to do your best as the Minister of Education for our akonga in Aotearoa. We welcome your leadership with manaakitanga and we hope that you reciprocate this goodwill. We need your help to bring out the best in our students.

I am a teacher because I believe in the infinite potential of our young people. I am a teacher because I want to help our tamariki recognize and tap into their potential. I am a teacher because I really just want to bring out the best in my akonga. I know that I am not alone in this motivation. We have so many kaiako who see the potential in the tamariki in this country and work tirelessly to help them see it in

themselves. Our educators work really, really hard for our learners, and I am worried that if we don't start working together to change some things in our education system this hard work will be lost. What worries me most is that all the potential that I can see in our children will be lost with it.

For teachers to be able to bring out the best in our students we need a few things. The PPTA is our collective body; the PPTA is teachers, and it is education. The voice you hear from the PPTA is the sound of teachers standing together and speaking our truth. It is through our collective voice that we will be asking for your help in bringing out the best in our students. First and foremost we need you to hear our voice, we need you to listen to our voice, and we need you to echo our voice in government.

We need to get to a place where teachers can walk into the classroom prepared and energized to take on the challenges of helping our students

become successful and effective learners. We need to get to a place where teachers can afford to live in the communities that they contribute so much to. We need to get to a place where being a teacher can also mean having financial security. We need to get to a place where being a teacher is a valued and respected profession. We need to get to a place where students aspire to be teachers, otherwise we won't have any anymore. We need to get to a place where teachers feel like they can bring out the best in their students, and we need your support getting there.

Mr Hipkins, please don't just be the Minister of Education, be the Minister that stands with education for education.

Nāku, nā

*Tessa Twigley
English Teacher, Pakuranga College
PPTA Co-Chair*



Managing workload?

PPTA member Derek Fenton asks what the Secondary Teacher Workload Working Group has achieved.

We have just received a bundle of posters outlining some potential discussion points to overcome this major issue.

Is this really the most significant outcome that has come about as a result of the Secondary Teacher Workload Working Group? These discussion points would have taken most teachers about 30 minutes to compile. It sounds like a bad joke – “how many bureaucrats does it take to ...?”

What actual tangible outcomes has this working group achieved? Where is the discussion on the need for more non-contact time for teachers? Let’s look at real issues E.g. Paid long service leave to refresh burnt out teachers.

In Australia and many other countries that value teachers this is the norm e.g. 1.3 weeks per week after 7 years continuous service. Many other industries/organisations in NZ also provide paid long service leave. Let’s also look at the sick leave entitlement, when was the last time that this was reviewed? We know that the job is more stressful and that teachers are getting older this will mean more sick days. I suggest that an extra 25 days (minimum) per band of sick leave needs to be added to address this issue.

I could go on and on but I need to complete some more marking before I start some moderation.

Derek Fenton
Westlake Girls’ High School

Thanks for your letter about secondary teacher workload. The posters you received were developed as part of the workload working group, a multi-agency group formed out of the last STCA negotiation process. There were many recommendations to come out of this, which can be found in the Secondary Teacher Workload Working Group report at ppta.org.nz

NCEA was considered one of the significant contributors to workload. The idea behind the poster is that it front-foots the workload issues related to NCEA that schools can have some control of. In many schools there is pressure from senior management that is leading to over-assessment and over-engineering of the process and it is hoped that this poster may help staff in those schools to start a conversation that leads to change.

There is currently a review of NCEA being undertaken by the Ministry of Education, and we would strongly encourage you to become involved and submit on this when the consultation for this opens this month. Keep an eye on our communication channels as we will be encouraging teachers to be involved. PPTA is involved with the review, and holds four positions on the reference group, as well as two additional positions via our principals and senior positions groups.

Workload drivers other than NCEA are covered in other sections of the report, and those recommendations are being worked on across all of the agencies. They are also issues that we raise regularly with the other agencies, in a number of forums. In the report there are 62 recommendations in total, and of these 47 had full agreement from all member agencies.

Of course, we are well aware that there is also a real need to address workload through collective bargaining too, and the claim this year is designed to work towards that.

We hope that this explanation alleviates some of the concerns. We regularly hear from teachers their concerns around workload, and we continue to work for improvement in this area.

PPTA president Jack Boyle

Managing NCEA workload professionally

Why? Overassessment has adverse effects on student wellbeing and on teacher workload. It's also poor professional practice.

How?

- Encourage learning, not 'credit-farming'**
- Teach more, assess less**
Aim for fewer than 20 credits in each course
- Focus assessment on Years 12 and 13**
Consider how much assessment your learners need in Year 11
- Minimise your marking**
One unit of work can provide evidence for more than one standard (within the subject or cross-curricular)
- Quality is more important than quantity**
Provide guidance about how much is enough, don't let your students go overboard with evidence
- Adapt your programme to your students**
Establish at the start of the year a suite of standards that may be assessed, then adjust as the year progresses
- Reduce the need for further assessment opportunities**
Assess your students when they're ready or by gathering evidence over time
- Capture conversations with colleagues**
Conversations on student work at grade boundaries can be evidence of internal moderation

Next steps:

- Use a scheduled staff meeting to ensure everyone knows the real expectations
- Use the 'NCEA Myths' on the nzqa.govt.nz website as the starting point for your discussion
- Ensure there is consistency across all departments/faculties in your school, and if in doubt, contact NZQA

Logos: PPTA, NZQA, Ministry of Education, Education Review Office, Department of Education, Te Kaitiaki Take Kōwhiri.

A finger on the professional pulse

PPTA News talks with Anthony Neyland, our new professional issues advisory officer

A mountain-biking, musical, mathematician is the newest recruit to PPTA's national office in Wellington.

Anthony Neyland has taken on the challenge of the professional issues portfolio, following the retirement of long-serving PPTA advisory officer Judie Alison.

The professional issues portfolio covers everything from professional development, education council and regulatory issues to initial teacher education, teacher qualifications and more.

A number of these are topics being addressed in government reviews at the moment, which means Anthony has to have his finger on the pulse.

"It makes what I am working on really current. Anything you can name at the moment I am going to have some interest in," he said.

Anthony is loving the job so far, describing it as challenging, stimulating and a bit terrifying. "It's quite a change moving from the whiteboard to doing policy, but I am enjoying the opportunity to think deeply and engage with the complex issues."

He has the education background to be able to understand these issues too, having taught both students and teachers and worked for the Ministry of Education.

Anthony lectured in mathematics education at the Wellington College of



Anthony Neyland

Education for five years, was Head of Department (HOD) maths at Nelson College for nine years – during which he completed a master's degree in education systems in maths. Following that he worked at the ministry for three years in education workforce policy and then spent a further eight years as HOD maths at Sacred Heart College in Lower Hutt, the last year of which he acted as the school's PPTA branch chair.

Anthony decided to apply for the advisory officer role because he was impressed with the positive influence PPTA could have on the education system.

"I really like the proactive position PPTA has in the education community. People often think unions are reactive

but I think this union is very proactive in being a vanguard for education, as well as doing union work," he said.

Coming into the job with the change of government was an exciting experience for him too. "After nine years of having a government saying 'no, no, no', we at least have a government that says 'maybe, maybe, maybe,'" he said.

Describing himself as a local boy, Anthony was born and bred in Hataitai in Wellington. "My mother's still living in the same house I was born in," he said.

"I came from an immigrant family. My parents moved from England to New Zealand for a better life and education has always been important. It is something that has underpinned my whole life," he said.

Anthony is a keen mountainbiker and a music enthusiast, particularly appreciating Bob Dylan. He has also been known to play the piano on some occasions.

A personal challenge for Anthony is to understand all the issues that inform his solutions. "The major challenge is that education and education system is very complex – and you have to be very well informed and able to respond to these complexities.

"I will also need to remember how I got here, that I started off as a teacher in the classroom. It's really easy to forget the reality of all that," he said.

JOIN THE CO-DESIGN PROJECT

Help shape financial capability teaching.

Sorted in Schools is a new programme being developed by the Commission for Financial Capability and teachers. 50 schools have already signed up. Join the team!

For more information visit cffc.org.nz/sortedinschools

Sorted in Schools
Building wealthy lives



Teachers have a right to be safe at work

Advice from PPTA's intrepid field officers on safety in schools

The issue of violence in schools has recently been in the media following the release of information on the number of primary and secondary students who were stood down for having assaulted a teacher in 2017

(Revealed: Shocking number of teachers getting the bash from violent students, Newshub, 28/04/2018).

Secondary school students account for 119 of the 748 students that were stood down for assaulting a teacher last year. The actual number of violent incidents will be much higher than this figure. This is due to the under reporting of health and safety incidents. Teachers are sometimes discouraged from reporting when schools put the consequences for the student or the desire to avoid publicity ahead of the need to manage risks to health and safety. These figures also miss incidents of verbal abuse, threats, and violent incidents and abuse by others such as parents, caregivers or visitors to the work site or online.

Schools are dealing with a number of students with challenging behaviours. This is even more so where students and their families are under stress, and is evidenced in the higher incidence of violent behaviour in Christchurch, where schools are dealing with students who are suffering trauma post-earthquakes. There is also insufficient support available to assist schools in dealing with these issues.

The Ministry of Education does recognise the real challenges that schools are facing. They are investing \$35 million to expand the Behaviour Service and this will include adding an additional 56 specialist staff. New guidance has also been issued on the use of physical restraint and training is being provided on preventative and de-escalation techniques.

Physical restraint should only be used when a teacher is properly trained. A teacher may use self-defence if they reasonably believe that there is a serious or imminent safety risk



to themselves or any other persons, including the student.

The PPTA has also recently updated our guidance and our Safety in schools toolkit which provides practical resources for dealing with and preventing bullying, harassment and assaults. You can find it in the Advice and Issues section of ppta.org.nz or through your local field office.

Teachers have often been expected to tolerate a level of violence in the workplace and this is unacceptable. PPTA policy is that members follow the guidelines in the Safety in schools toolkit and that assaults on teachers should be reported to the police in the first instance and then as a health and safety incident. Teachers should not be discouraged from calling the

police when dealing with a student who is posing a risk to themselves and to others. An assault is a criminal act.

The PPTA also provides Health and Safety training for elected health and safety representatives and for senior leaders in schools. Once a health and safety representative has attended training, they have the power to issue a cease work and/or a provisional improvement notice. These can be useful tools to escalate the issue of a student's dangerous behaviour and can assist in getting a response from the school and also from the Ministry of Education.

For queries on health and safety contact hands@ppta.org.nz and for further information and to register for a PPTA health and safety course visit the Events page at ppta.org.nz

Weaving the fibres... Connecting Communities

24th NZPPTA Māori Teachers' Conference and Symposium 2018.

Weaving the fibres
Connecting Communities
Tui, tui, tuituia!

The 2018 PPTA Māori Teachers' Conference will run from Sunday 8 July to Monday 9 July 2018

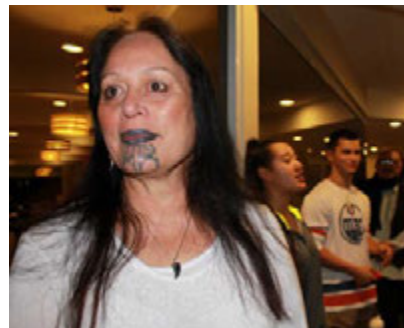


The conference speakers will cover a range of topics including implications for genuine relationships, working collaboratively with the communities we serve, reclaiming Māori history, teaching truthful respectful colonial history and Mana tangata mana ōrite

There will be a panel of Māori 'movers and shakers' speaking on weaving the fibres connecting communities.

Hosted by: Sudima Lake Rotorua Hotel,
Venue: Millenium Hotel,
1270 Hinemaru St, Rotorua
Pōhiri 12.30pm, Sunday 8 July 2018

Te Huarahi Māori Motuhake extends a warm welcome to all people interested in attending and a special invitation to PPTA members to register once the forms are posted. The first 80 registrations from PPTA members will be free.



Movers and shakers at last year's hui.

Ama Takiloa PPTA Pasifika Fono lighting the way

PPTA's 2018 Pasifika fono welcomes Pasifika teachers and teachers of Pasifika students.

The PPTA Pasifika Fono 2018, Ama Takiloa, is open to all Pasifika teachers and all teachers of Pasifika students. Ama Takiloa means to light the way in the Tongan language. Ama is the torch and Takiloa is to lead into the future.



The fono programme includes inspiring speakers and a range of workshops. The theme Ama Takiloa encourages educators to be that torch that will light the way and lead our youth to prosperous futures.

There will be three strands to Ama Takiloa: lighting the way for ourselves, lighting the way in our communities

and lighting the way in our classrooms. The fono will be both enlightening and motivational for those that work with Pasifika students.

It is being held at the Holiday Inn Auckland Airport, 2 Ascot Road,

Mangere, Auckland. The fono starts on Monday 16 July and finishes on Tuesday, 17 July 2018.

Information, registration forms and calls for workshops can be found in the 'events' section of the PPTA website.



Pasifika teachers leading the way.