A Vision for our Changing Future

A Vision Amendment Paper



PPTA | PO BOX 2119, WELLINGTON 6140 | P. +64 4 384 9964 | E. ENQUIRIES@PPTA.ORG.NZ
FILE NUMBER: G/AC/2026/CP/UPDATED POST CONF

Overview

This paper proposes amendments to the PPTA Te Wehengarua long-term vision for secondary teaching.

Recommendations

1. That the report be received.

2. That the Vision Areas and Goals, as amended, be approved.

   2.1 Tuatahi – The Teaching Profession
   Vision Areas:
   (a) A well-paid profession
   Goals:
   (i) Base scale rates recruit and retain well qualified subject specialists
   (ii) Reliever rates reflect the importance of relieving teachers
   (iii) Management and leadership payments reflect the value of the work
   (iv) Teachers' pay is free from gender-based undervaluation

   (b) A highly-trained profession
   Goals:
   (i) There is properly funded and relevant PLD for all teachers throughout their career
   (ii) Incentives or rewards exist to upskill and use these skills in the classroom
   (iii) There is appropriate professional learning for those aspiring to mentoring, pastoral and leadership roles

   (c) Teachers are trusted professionals
   Goal:
   (i) Teachers have agency and are empowered to use their professional knowledge, experience and judgement in all areas, including curriculum, pedagogy, assessment and pastoral care

   (d) A culturally responsive and sustaining profession
   Goals:
   (i) There is a culturally responsive and sustaining secondary teacher workforce
   (ii) That the profession operates safely within Te Tiriti
   (iii) There is recognition of kaiako matatau ki te reo Māori me ōna tikanga
   (iv) There is available, regular, and time-resourced upskilling in culturally responsive and sustaining practices
   (v) Schools are resource for whānau and wider community engagement

2.2 Tuarua – Support for Teachers
Vision Areas:
(a) Teachers and school leaders are well supported in their role
Goals:
(i) The employer provides the resourcing for teachers to do their job well
(ii) Schools are staffed and resourced so that teachers can focus on teaching and learning
(iii) Teaching and learning is human-centred and prioritises the professional relationships between kaiako (teachers) and ākonga (learners)

(b) Pastoral care, curriculum and assessment are well supported
Goals:
(i) Pastoral care and guidance time are staffed at needs level
(ii) Curriculum leaders have sufficient time to effectively perform their curriculum leadership role
(iii) Nationally directed assessment and curriculum changes are planned, reasonably phased and adequately resourced

2.3 Tuatoru - A Sustaining Profession
Vision Areas:
(a) A healthy work-life balance in secure jobs
Goals:
(i) There are appropriate controls and expectations around workload
(ii) Teachers are supported in looking after their health and family responsibilities
(iii) Teachers are involved in meaningful engagement around changes that may impact their roles, including AI and technological changes

(b) Sufficient and sustainable teacher supply
Goals:
(i) There are sufficient, high-quality ITE graduates to supply the sector
(ii) There are supports and conditions for teachers throughout the career pathway to encourage retention through to retirement
(iii) There is a deep pool of qualified day relievers available to all regions
(iv) The particular recruitment needs of Kura Kaupapa Māori are addressed

Contents

1 Background 5
2 Themes 6
3 Proposed New Vision Area – Teachers are Trusted Professionals 6
4 Additional Proposed Amendments 7
5 Conclusion 7

Background

1.1 As outlined in the 2024 Annual Conference Paper, '*The Long-term Vision-based Approach for Industrial Negotiations*', the PPTA Te Wehengarua Vision for Secondary Teaching was developed by members in 2021. During the engagement process, members were asked where they wanted the secondary teaching profession to be in 2032.[1]

1.2 The resulting vision, that was developed with Te Huarahi, was to be presented to members at the 2021 Annual Conference, in the annual conference paper, '*Revisiting Our Vision for Education*'. However, due to COVID-19, the 2021 annual conference was converted to an online AGM, and consequently all non-constitutionally required papers were withdrawn.

1.3 In 2022, the Executive followed the intended recommendations of that paper and used the broad vision statements to guide claims development for the 2022 collective agreement negotiations.

1.4 At annual conference 2024, the paper '*The Long-term Vision-based Approach for Industrial Negotiations*' aimed to update the vision, while providing opportunities for members to identify long-term outcomes (goals and targets) to support identification of potential claims and phasing towards achieving the bigger picture vision areas.

1.5 Annual conference 2024 increased the number of vision areas from five to seven, along with a large list of associated goals and targets. These provided a framework for Executive to recommend claims to members for the 2025 bargaining round, while still allowing for members' right to determine and endorse the claims.

1.6 The 2024 annual conference paper acknowledged that the purpose of the recommendations was not to 'bind future annual conferences', or 'remove the option for members to change strategic direction in the future', noting 'we retain the flexibility…if the environment changes…to modify the goals and targets[1].'

1.7 Instead, the purpose of the Vision is to provide guidance and a framework for pursuing members' goals via industrial and non-industrial campaigns, while retaining the ability to pivot as needed.

1.8 It is this paper's view that we are currently experiencing a need to re-examine and amend the Vision in response to the changing environment of secondary education. The contextual backdrop has changed since annual conference 2024. We have witnessed a significant increase in changes to educational policy and ideology, curriculum, assessment, reporting, and external review (via ERO and the Teaching Council).

1.9 At the same time, digital technologies including AI are exploding, along with perceived and real pressure on teachers to adopt these technologies. Members are expressing concerns about a loss of professional voice, judgement and involvement in this changing landscape.

1.10 It is important that we ensure that the PPTA Vision for Secondary Teaching is updated as new issues arise as this provides direction for PPTA advocacy and will enable future claims to be developed that meet the emerging needs of our members. This still leaves space for a full review of the vision to also occur every ten years. This strikes a balance between maintaining currency and opening and relitigating the vision too often.

1.11 This paper proposes zooming out to examine the wider vision areas and goals and proposes several amendments to ensure that it is current and appropriate to navigate these changing times. It proposes maintaining most of the vision to ensure stability of the plans already in place to progress these vision areas.

[1] 'The Long-term Vision-based Approach for Industrial Negotiations', 2024. Paragraphs 3.6, 3.3 and 4.12.

Themes

2.1 Annual conference 2024 passed a recommendation to increase the five original vision areas to seven, with the addition of 'A sufficient and sustainable secondary teacher supply' and 'A healthy work-life balance'.

2.2 This paper proposes adding another new vision area, which will be outlined below. The addition of this vision area would mean that the PPTA Te Wehengarua Vision comprises eight vision areas.

2.3 Each time we add a new vision area, it becomes more difficult for advocates, the Executive, regional representatives and the wider membership to wrap their head around the full scope of the Vision.

2.4 For this reason, this paper proposes adding a framework of themes to organise and streamline the Vision, to support its use in both internal and external communications and campaigning.

2.5 This paper proposes grouping the vision areas under three themes. First (tuatahi), we have 'The Teaching Profession'. This theme groups the vision areas that focus on the profession – one that should be well paid, highly trained, trusted, and culturally responsive and sustaining. This theme is about how our members see themselves and expect to be recognised and valued.

2.6 Second (tuarua), we have 'Support for Teachers'. This theme is about the supports that are provided to enable and empower teachers to perform their mahi in their roles and in their kura/schools. This includes resourcing of time and staffing and includes a suggested amendment around human-centred teaching and learning that prioritises the professional learning relationships (outlined further below).

2.7 Third (tuatoru), is 'A Sustaining Profession'. This theme groups the vision areas and goals that will support recruitment, retention and the hauora/wellbeing of our teachers.

Proposed New Vision Area – Teachers are Trusted Professionals

3.1 This proposed new vision area reflects the changing educational and political landscape, that is swinging towards prescribed curriculum, AI marking and increased political direction and control over regulatory bodies.

3.2 This vision area, and the proposed associated goal, advocates for teacher agency and for teachers to be empowered to use their professional knowledge, experience and judgement in all areas of teaching and learning.

3.3 Creating this new vision area will support Executive and the membership of PPTA Te Wehengarua to promote and advocate for trust in the professionalism of our teachers.

Additional Proposed Amendments

4.1 A Well-paid profession – addition of goal (iv)
The cancellation of the Teachers' Pay Equity claim has had a significant impact on the ability to ensure that teachers' pay is free from sex-based undervaluation. The proposed amendment would connect this issue with our vision area for a well-paid profession, thus supporting our advocacy and campaigning for pay equity.

4

4.2 A Highly-trained profession – addition of 'pastoral' into goal (iii)
Previous annual conference papers have passed recommendations around developing claims for future bargaining rounds around pastoral roles, such as Digital Wellbeing Lead and Rainbow Community Liaison roles. This suggested amendment would create space for claims development that expanded the existing goal to include appropriate professional learning for those aspiring to pastoral roles in addition to mentoring and leadership roles.

4.3 Teachers and school leaders are well supported in their role – addition of goal (iii)
The proposed addition of this goal is in response to the changing political/ideological landscape, as described in part 3 above. This goal would emphasise the importance of the human-centred nature of teaching and learning and of professional learning relationships.

4.4 A healthy work-life balance – addition of 'in secure jobs' and new goal (iii)
This proposed additional wording is aimed at reflecting the concern that increased technological changes may impact job security. This amendment would provide for future goal and target development in this area. This is accompanied by a proposed new goal, 'Teachers are involved in meaningful engagement around changes that may impact their roles, including AI and technological changes'. This goal can be applied to different contexts – including meaningful consultation around national-level changes, as well as school- and department-level involvement.

5

Conclusion

5.1 Since 2021, the Vision for Secondary Teaching has provided a big-picture vision for our sector. This vision supports claims development and advocacy and provides a framework for pursuing outcomes for our members. The purpose of this paper is to examine the wider vision areas and goals to ensure that the vision remains current in the changing educational context. The paper proposes the amendments described above and outlined collectively in the recommendations section at the front of the paper.