

A green-tinted photograph of a city at night, with lights from buildings and streets visible in the background. In the foreground, two silhouetted figures, likely a man and a woman, stand with their backs to the camera, looking out over the city. The overall mood is contemplative and somewhat somber.

**The woes of
adolescence**

Can a government report
ease the sore statistics?

p4

www.ppta.org.nz

PPTA NEWS

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A latte and a lie down

One of Sunday's simple pleasures is to sit down with a cup of tea (or a latte) and the Sunday papers. Sun or rain, they bring a mild sprinkling of news, views and – often as not – some gentle downright silliness. A perfect antidote and delay to the inevitable Sunday night marking and planning precursor to the working week.

This Sunday was supposed to be business as usual – tea brewed, paper in, weather marginal. But it's June, it's nearly the end of term two, and the grand scramble for the education dollar is upon us. In case you're wondering, I'm talking about the education supplement. A perfect disruption to a frazzled educationalist's Sunday morning r'n r.

Of course the private schools will be advertising. They actually believe in market solutions to education, while the tertiary sector waves its various leaves and branches to lure school leavers into its jungle – no surprises there. But, to find a handful of state schools in the mix as well is testament to the extent to which we've all bent over and taken six of the best from the market.

It's not a new song, but more than ever we see secondary schools and tertiary providers tripping over each other in an unseemly scramble to fill our classrooms. Schools, trades academies, private providers, polytechnics, workplace training schemes, even a

tertiary high school are all lining up under the shadowy umbrella of the youth guarantee.

Reclining in the Sunday morning sun, I feel compelled to wonder how much of the time and money spent on maintaining a market approach to capturing the teenage market might be better spent on quaint old-fashioned things like resource development, offering teachers time to share practice and implement the new curriculum and realigned standards, and to support the pastoral initiatives that help kids stay in education.

Weirdly, teachers are not alone in wishing for these things. At the recent National Association of Secondary Deputy and Assistant Principals conference Judge Becroft called for schools to be better funded in their attendance and engagement work. As far as he can observe, schools are working as smart as they can already. What they lack is money. Similarly, the team behind the best evidence syntheses know what schools need – time to absorb and implement the practices they prescribe.

Meanwhile the Ministry of Education continues to strip out advisory services – oops, I mean, to take a blue skies approach and open the contracting process up to the market – and under-staff its own curriculum and secondary outcomes teams. Turns out talk really is cheap – implementation is another matter.

Slightly off to one side of all this the Gluckman report asks whether governments of any stripe might put aside their need for adversarial, term by term initiatives and policy churn in favour of some long term commitments to evidence-based investment in improving long-term outcomes for adolescents. That's a big sentence – and a big question – especially on a Sunday morning. You can almost feel the storm clouds gathering.

It will be interesting to see what our political



by Robin Duff

masters are prepared to do with advice of this magnitude. Signs that the ministry has either the will or the ability to work on this are few. Just look at their current solution to sector dissatisfaction with the management and function of our Resource Teachers Learning Behaviour service. The Education Review Office has reported that the cluster management model is not really working. The ministry's response is to create new mega-clusters, with a new layer of management and accountability functions and (big surprise) a tendering process to select the new lead schools – who will bear singular responsibility for all the employment and operational risk of the new clusters. Oh, and this "transformation" must be cost neutral. No more money for you, schools.

If the ministry were honest it would take charge of the Resource Teacher Learning and Behaviour service, house it within Group Special Education and admit that a centralised approach would constitute a fairer and more efficient use of scarce resources.

Apparently, when it comes to managing an itinerant service to support kids with learning and behaviour issues schools are all supposed to play nice and hold hands. But, when it's time to haggle for next year's student population it's game on – open days, paid articles and advertising, feature articles, websites, you name it. Even with enrolment zones the days of cheering for the school down the road are long gone. ■



"Teaching reading, writing, and arithmetic sounds like a good idea. Let me run it by an educational focus group."

Addressing the exuberance of troubled youth

Teenage pregnancy, abortion, drinking, bullying, crime, suicide and mental health problems. By international standards our adolescents feature prominently in the associated statistics. Does a new report by the prime minister's chief science advisor Sir Peter Gluckman offer any solutions?

Gluckman has been doubly honoured this year. First he receiving the New Zealander of the Year Award then in June he was rated among the top 10 most trusted New Zealanders in a *Reader's Digest* survey.

A supposed faith in science held by the New Zealand public means the findings of scientists like Gluckman are at the forefront of people's minds when it comes to tackling the big issues – most recently in the realm of youth and education.

One such issue is the concerning social statistics of our young people. One of the first tasks the prime minister assigned to his chief science advisor was a report exploring the factors underlying adolescent behaviour and indicating where there may be evidence-based opportunities for changes to policy and practices that might help to mitigate its negative outcomes. The resulting report is entitled *Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence*.

The key message behind Gluckman's findings is the need for tried and tested programmes to be implemented in early childhood and adolescence instead of using programmes that operate out of blind-faith.

The report lists the poor outcomes for young people as teenage pregnancy, abortion, binge drinking, bullying, teenage crime, suicide and mental health problems.

When *PPTA News* spoke with Gluckman he said there was no silver bullet nor a wand to be waved to magically stop New Zealand youth featuring so prominently in statistics.

He advocates a "sustained and consistent approach that does not get caught in partisan politics".

While on the surface this may seem to call for a cross-party approach, Gluckman gave mixed responses on the political elements

of the report – "I don't want to get into the political questions," he said.

"There's a lot of dialogue going on. People are starting to have a more mature conversation and it needs to be a national conversation where evidence informs policy," he said.

The report draws on science that says adolescence is now a prolonged period as the age of puberty has fallen and brain maturation is not fully complete until into the third decade of life.

It emphasises the importance of early childhood where the foundations of self-control are laid.

The report finds that children who do not develop the abilities of self-control in early life are more likely to make poor decisions in later life.

As to the role teachers can play in any necessary changes, Gluckman suggested they could be more honest and evaluative.

"They need to be aware that they don't know all the ways to monitor young people. They need to be prepared to look at evidence, what works and what doesn't work," he said.

Gluckman believes better detection of at-risk youth is needed and more life skills education is required to reduce problems of behaviour.

When asked about the positive behaviour for learning (PB4L) programme he said this was an example of a programme extrapolated from overseas without an evaluative process to determine its effectiveness.

The programme had been taken from an American context and is being used in schools in New Zealand.

"There are an awful lot of things that work in one context but not in others."

"There are too many programmes that appear to have been started on the basis of advocacy rather than evidence ... As a result opportunities are being lost and funds are being



Sir Peter Gluckman

wasted on programmes that will not achieve their objectives," the report finds.

Gluckman says evidence suggests that many of these programmes are not working and may be causing harm.

PPTA News asked how teachers in an already stretched role could better address bullying.

"The nature of bullying has changed in New Zealand and the consequences are different," he said.

He did not offer concrete examples of how bullying could be better handled by teachers but urged them to read his report.

One concern *PPTA* has is the absence of any reference to the health and wellbeing issues of New Zealand's queer students – a problem that has been well documented.

Gluckman had no response to a question about the self-governing structure of New Zealand schools working against system-wide responses nor the Tomorrow's Schools model.

The report in itself is a positive step for New Zealand youth but the question remains whether key stakeholders can work cooperatively toward creating a new reality for young people. ■

On stage, standing up, speaking out

Bullying has been such a profound issue for refugee youth in the greater Wellington region that they've come together to create a performance-based resource for schools.

A group of eight youth from Burma, Sudan, Rwanda and Iraq said when they came to New Zealand as refugees, some with family and some without, they were bullied at school.

The group met in a youth drama and advocacy project through the ChangeMakers Refugee Forum and evolved into a refugee youth drama and advocacy project.

The group decided to share their stories on bullying to create performances and have worked together for six months to form the basis of a resource kit for New Zealand secondary schools.

The culmination of their hard work resulted in a short play about



Empowerment through performance: Youth drama group Collabor8 are taking their stories about the bullying of students with refugee backgrounds to Wellington schools.

bullying and the way it impacts refugee-background young people.

They performed their collaborations on World Refugee Day using the name Collabor8 and moved audiences across Wellington with stories about their experiences in New Zealand secondary schools.

They said bullying came in many forms and the reasons for it varied.

Having a lack of English speaking skills created problems for some refugees and having non-English speaking parents alienated by the New Zealand school system and reluctant or unable to intervene meant bullying could be left unresolved.

Some felt schools were not always culturally sensitive.

The group hopes to perform to secondary schools in the Wellington region to educate other young people about the

pressures refugees face in New Zealand.

A resource kit on bullying will accompany a DVD of the performance and will be distributed to high schools around the country, both for teachers to use with their students and also for teachers to use to build their knowledge of the issues faced by refugee-background students. ■

Getting to grips with PB4L

Implementing the positive behaviour for learning (PB4L) programme in schools is frequently subject to interpretation. These FAQs offer a guide.

Q: Does PB4L mean getting rid of the withdrawal room?

A: PB4L has a “continuum of logical consequences for students to discourage problem behaviour.” In plain English, that means, if your staff agrees that a withdrawal room still has a place within your school’s discipline system it stays.

Q: Is PB4L a structured programme that tells us what we can and can’t do with the students?

A: Yes. PB4L is based on a collaborative approach grounded in consultation with the whole school community.

Q: Does PB4L mean we are only allowed to say positive things to the students and nothing else?

A: PB4L means explaining, modelling, practising, and consistently

acknowledging. It doesn’t mean that students never get told off if they misbehave, but it does mean that all staff share a responsibility to ensure students learn the preferred behaviours.

Q: Can the principal opt out while others do the work and have the commitment?

A: No. The principal has to be committed and lead staff in implementing “behaviour as part of core business” along with teaching and learning in a school.

Q: Can teachers be taken through competency if they are shown up by any data to be having more behaviour problems than other teachers?

A: No. The whole ethos of the programme is teacher support, and whole-school practices, with collegial back up.

Q: Why does it take so long to put it in place in a school?

A: It takes time to bring people on board and collect and analyse the data so we know what to do as a school to solve some of the problems. Research suggests that whole school change can take three to five years to implement and embed.

Q: Why has the word “support” been left out of the New Zealand version of the programme?

A: We don’t really know, but teacher support is integral to the programme, with everyone taking responsibility for consistent approaches in the school – and a no blame approach.

If you have follow-up questions or comments, get in touch with us at PB4L@ppta.org.nz. ■

Christchurch schools need certainty

PPTA president Robin Duff has called on the minister of education Anne Tolley to provide job security for secondary teachers in Canterbury.

Robin Duff called on the minister last month for guaranteed minimum formula staffing (GMFS) to be secured for 2012 at the same levels as in 2011.

“The central difficulty for anyone dealing with the after-effects of the quakes is uncertainty. Most teachers in Canterbury are not only affected personally but they are often going the extra mile to support their students.”

He said the schools that were struggling the most had been those doubling up due to structural damage.

“A considerable number are running extra lessons and tutorials. There is a reluctance from schools to enforce safety regulations, breaks, duty and other regulations as a result of this unique situation. This cannot continue with our knowledge and support,” he told the minister.



Daily commute: A bus of Avonside Girls' High School students arriving at the gates of Burnside High School, but for how long?

“Schools losing pupils will be doubly hit with lower funding and potential job loses if GMFS is not frozen at the level it was before the earthquakes,” he added.

“Funding schools at the same level would relieve pressure on secondary teachers and enable a quick and effective recovery.”

While teachers were accepting diminished working conditions in recognition of the difficult times, PPTA is not prepared to allow this to continue indefinitely, he said.

PPTA has set up an earthquake taskforce group with assigned staff available to work with Ministry of Education officials. ■

Canterbury quake tales

A series of books have been published to tell the stories of residents in Christchurch and raise funds for the region.

They include stories from primary and secondary youth in New Zealand and give insight into the impact the Christchurch earthquakes have had on the psyche.

Tales for Canterbury

by Cassie Hart & Anna Caro (editors)

This anthology of short stories shows that survival can be achieved in the face of seemingly impossible odds, hope can be found in the most

unexpected places, and new futures slide into view where there was nothing.

Tales for Canterbury is an opportunity for readers everywhere to give support to the people of Christchurch, who have shown resilience and bravery as they work

to rebuild their lives and city. This charity anthology features tales by more than two dozen writers from New Zealand and beyond who have generously donated their works.

The stories are set in past, present, and future times. Worlds are touched by disaster, magic, and the otherworldly. Everyday truths are explored, and the shape of the future is never clear.

Tales for Canterbury will be released in paperback and on ebook – all profits will be donated to the New Zealand Red Cross Earthquake Appeal. See talesforcanterbury.wordpress.com for more details

Chur Chur: Stories from the Christchurch earthquake

Freerange Press

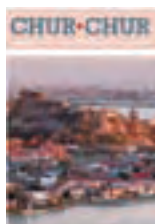
This special issue of Freerange is a window into the lives of some who are affected. It was put together by an interdis-

ciplinary collective of people worldwide and features stories from people who experienced the 22 February earthquake.

As Gina Moss explains: “Many people are still homeless and jobless, and some have lost loved ones. I can get my head around the physical damage that Christchurch has sustained, but the emotional I find hard to understand.

“I wish I could assure my friends that it will be over soon... but it won't. I can't relate to their trauma and shock, to the stress they are living in, and I can't share their burden of a life so changed by one event. But I can listen to their stories and I hope that helps. That is what this special edition of Freerange is about. Let's listen, it's the least we can do.” – Gina Moss

Get a copy of *Chur Chur* for just \$10 on the www.projectfreerange.com online store and all proceeds go to the Architecture for Humanity project in Christchurch. ■



Infamous comments just plain wrong

The quest for women's equal rights in the workplace found a new low with Employers and Manufacturers Association (EMA) chief executive, Alasdair Thompson's comments suggesting women earn less than men because they take time off for their periods or childcare.

His comments caused an uproar across the country and have reignited the equal pay debate.

If the Human Rights Commission's findings in the *New Zealand Census of Women's Participation 2010* are anything to go by, the struggle for women still continues.

The report follows progress, or the lack of it, for women across the corporate and private sectors at governance and management levels in New Zealand.

In the report's preamble, equal employment opportunities commissioner Dr Judy McGregor says, "the bad news is that in a number of significant areas, women's participation has stalled and is sliding backwards. This is occurring significantly in the state sector which has traditionally been a leader for women's advancement in public life.

"New Zealand made a promise internationally of 50% gender parity in government-appointed bodies by 2010, which has not been met and has now slipped to an 8.5% gap."

Although this information is focused on the private sector, it is worrying what might be occurring in manufacturing, given comments like Thompson's.

Thompson has since apologised saying he now believes gender plays no part in how productive a person is or what they should be paid.

The Green Party said that by allowing Thompson to keep his job, the EMA must hold a view of women in the workplace similar to his.

"This shows that these deeply offensive and sexist attitudes are behind the continuing pay gap between men and women, and why the Equal Pay Act urgently needs amending," said Sue Kedgley.



Last year Labour MP Sue Moroney commented that the National-led government was failing women.

Moroney drew from the same census saying women make up 32% of MPs, 30% of cabinet, 72% of teachers and 47% of school principals.

"There are only three female editors out of the 26 daily newspapers, while 26% of the country's judges are women, as are 29% of the New Zealand Police force."

"Although 59% of the workers in public service are women, only six out of 34 public service departments

have a woman chief executive," she said.

The report also identifies a 15.4% gender pay gap in the public service, which is greater than the total labour force gender pay gap of 13%.

Green Party MP Catherine Delahunty has written a member's bill to make it easier to enforce the existing law by improving information employees had access to.

This would make it easier for employees to find out if there is illegal gender-based discrimination in a workplace.

The Pay Equity Challenge Coalition said Thompson's outbursts are precisely why the Equal Pay Act needs to be modernised and strengthened.

"The law needs to protect employees from those with outdated and misinformed view of the role of men and women in the workplace," said spokesperson for the coalition Rebecca Matthews.

Green MP Catherine Delahunty launched Equal Pay Amendment Bill as an effective way of dealing with the wage gap between men's and women's pay.

The existing legislation is 40 years old – and the proposed bill aims to break down the culture of secrecy around pay, as most women and their unions find it difficult to access information to be able to address the issue of unfairness in pay. •

Surrey gives to Christchurch

PPTA is grateful for the donation of funds from the Surrey Teachers' Association in British Columbia.

Funds donated by the organisation would go to members affected in Christchurch in the series of earthquakes.

The Surrey Teachers' Association is a British Columbia Teachers' Federation "local" of 5000 members.

The group were moved by

the situation in Christchurch and the struggles with ongoing aftershocks.

President Denise Moffatt contacted the PPTA to ask how it could best support members in Christchurch.

"I would like to send our warmest thanks to this group of teachers, who are thinking of their fellow teachers in Christchurch," said president Robin Duff. •

Two teacher only days for NCEA announced

Schools could take two teacher only days between now and the end of the year to work on implementation of the new level 2 NCEA standards.

The minister of education's announcement suggests that one would take place before the end of August, and the other during term 4 – both days are within the 380 half days.

The days are being granted to assist schools with planning and preparation for new NCEA standards after the phasing in of the new curriculum-aligned standards began this year.

"These teacher-only days are optional," said minister of education Anne Tolley.

PPTA president Robin Duff welcomed the support days and said members had told him of the pressure that level 1 alignment is causing – some teachers were still rewriting courses at this stage of the year.

"Teachers will be relieved to get this added support. The extra workload generated by NCEA had been very heavy for secondary teachers," he said.

"Secondary teachers will be better placed to deliver the changes related to NCEA with two additional days."

He said he welcomed the announcement as part of the ongoing commitment to fully support the implementation of NCEA in schools.

During the 2010 PPTA annual conference, a call was made for two teacher only days a year for this work to be done. It asked for two days before May 2011 and called for further days and resources throughout the implementation of the curriculum alignment of standards.

PPTA wrote to the minister in June 2010 asking for this time and has continued to raise this with the minister. The New Zealand Secondary Principals Council (NZSPC) also asked for this time.

PPTA would continue to push for



two days in both 2012 and 2013 to further support schools.

NZQA and the ministry were developing a planning and preparation toolkit for teachers to use, if needed, over the two teacher only days.

It would include course planning advice and templates, as well as information on managing assessment and moderation.

Details will be available on the NZQA website. •

Secondary won't face burden of national standards

The national standards sector advisory group (NSSAG) is out of touch with the reality of the pressures teachers face in the classroom according to PPTA president Robin Duff.

The minutes of its recent meeting proposed that national standards be rolled out to years 9 and 10.

The NSSAG claims there are some students who struggle to make a successful transition to secondary school and imagines that in the absence of national standards secondary schools don't know who these students are.

The group claims once national standards are introduced they will be able to identify students "who experience such difficulties," and will apparently be flooded with resources to "counter these difficulties".

The minutes from the NSSAG's last meeting go on to say, "if we could improve the level of external assessment at the upper end of secondary schools it would be through a reduction rather than an increase in its

frequency and prominence".

Robin Duff said the group didn't seem to have understood that over-assessment wasn't just a problem with external assessments.

"Assessment is already a stress in secondary schools without adding to it," he said.

Minister of education Anne Tolley moved quickly to distance herself from the recommendations saying there were no plans to introduce national standards in secondary schools.

Robin Duff welcomed this renewed commitment from the minister. He said she had already given this assurance to PPTA in May last year but since then the NSSAG has called for their introduction to years 9 and 10.

"Anne Tolley clearly has an understanding of the problems of over-assessment in secondary schools that the NSSAG lacks," he said.

"Its suggestion that rolling national standards into years 9 and 10 would stop student disengage-



ment is ludicrous. Students in years 9 and 10 already undertake NCEA assessments.

"The proposal is both ideological and mischievous and secondary teachers will be relieved that the minister has shown leadership by not going along with it. It's not as if secondary schools don't have enough on their plate." •

Public education in focus - what parents had to say

PPPTA is conducting research into the perceptions of public secondary education by parents in New Zealand.

A series of focus groups have been held across the country to survey parents with secondary school aged children to gauge their views on education as it stands in New Zealand.

A group of parents from a broad cross-section of greater Wellington schools that included schools such

as Queen Margarets' College and Wainuiomata High School offered a wide range of positives and negatives in their encounters with secondary education.

Parents generally seemed realistic about secondary education, especially the workload teachers faced.

They admitted to finding NCEA complicated but were happy with it. PPTA will release more details from the polling later this year. •



New group to report on class size in October

The perennial issue of class size is now the focus of a joint working group at the hub of secondary education.

The secondary school staffing group (SSSG) was established by this year's STCA settlement as a response to members' claim for maximum class size controls.

The group comprises representatives from PPTA, the Ministry of Education, the New Zealand Secondary Principals' Council (NZSPC), the Secondary Principals' Association of New Zealand (SPANZ) and the School Trustees Association (STA).

Squish!
An image PPTA has used to promote its call for class size maximums.



In October 2011 the group expects to produce a report to the Secretary for Education that will consider the impacts of class size

and develop solutions for classes that are too large.

The report will identify current practices and any staffing changes needed to meet these objectives.

PPTA president Robin Duff said he was glad the ministry was now willing to engage with the issue constructively.

"This is largely due to PPTA members insisting class size was an integral part the last collective agreement negotiations," he said.

"The goal now is to ensure a substantial and authoritative report will result." •

Ministry still giving RTLBs the run-around

Discussions with the Ministry of Education are ongoing about the transformation of the resource teacher learning and behaviour (RTLB) service. A key aspect of the change is that new lead schools will be selected, which means most RTLBs will be asked to work for a new employer.

The ministry timeline indicated they wish to appoint lead schools by 30 September and then issue affected RTLBs with a letter on 7 October saying their position is disestablished and they are being "transferred" to a named new lead school.

The ministry is currently touring the country explaining aspects of the transformation to principals and RTLBs. From 2012 there will be only 42 clusters nationwide, each with a lead school and a new cluster manager.

PPTA will only agree to a variation if all affected RTLBs have access to all the surplus staffing options.

The ministry claims there is a mechanism for "public servants" to be transferred via technical redundancy to an alternative suitable position. This is contrary to a legal opinion PPTA has sought.

The ministry also said the primary issue is protection of employment and if PPTA insist on affected members having the right to surplus staffing provisions,

boards of trustees may then have the corresponding right to choose new RTLBs and may turn some down.

PPTA maintains that this would not serve the interests of the ministry – it could increase the number of redundancies they have to pay.

The changes also mean that PPTA members faced with a lead primary school would have to change their union affiliation. Members have been very clear about their reluctance to be put in that position. •



Out in the field

Valuing the role of short-term relievers

Information and advice from PPTA's intrepid field officers.

Ewan contacted his field officer. He is a short-term reliever who, despite the frustrations, enjoys his job. He has a long association with the school where he does most of his work. He coaches a sports team and supports school events such as galas. The income is important to him, but the school is also an important part of the social fabric of his life. However, Ewan is increasingly irked by the casual way in which he is treated as an employee.

He is often asked to take morning tutor/whānau time, so attends the staff briefings as a necessary preparation for this. He is not paid for this work and then sometimes has an hour to fill in before his paid work starts. He often does lunch or interval duties and is not paid for this either. Because few staff frequent the staff-room these days (they are all off in corners doing data analysis) it has become more or less the domain of the relief teachers and they often get called out to quell playground riots. Ewan doesn't mind doing this, but wonders at times if his many voluntary contributions are recognised or valued.

The employment conditions of short-term relievers are detailed in Part 4.4 of the STCA. If they are employed for the full day they should be paid the daily rate, which is 1/190 of the annual rate. In this case it is reasonable for them to be asked to take the tutor/whānau class and, possibly, to do a duty stint. If they are employed for less than the full day they should be paid at the hourly rate, which is 1/950 of the annual rate, with a minimum payment of two hours. In this case, they should not be asked to do those duties. If they are, they should be paid for them. Part-time teachers receive an 11% loading to their salary but this does not apply to relief teachers. Short-term trained relievers (employed for six weeks or less) cannot be paid above step 8 on the salary scale (the old step 10).

Day relief teachers feel they're

in a vulnerable position. They have entitlements but they feel that if they mention them the phone may stop ringing. How many of them, for example, claim the travel allowance payable under clause 7.7 in the STCA? If they are paid at the hourly rate and do things like take tutor classes or do duty they should be paid for this work, but some of them do not realise this and others may be reluctant to insist on it.

Most schools recognise the importance of looking after their relief teachers. They do a valuable job and if they do not feel valued or fairly treated they will become difficult to find and that is an additional problem, easily avoidable, that schools can do without. Sometimes they can come to seem like "part of the furniture" and are carelessly treated.



PPTA branches should be aware of the fact that they can play a part in ensuring that relief teachers are well treated. It may be time to do an audit to ensure that their employment rights are being met. What about the branch shouting a morning tea for relief teachers? ▪



WELLINGTON VACANCY

PPTA advisory officer

We're looking for someone to join the policy and advocacy team in our national office in Wellington. The team's responsibilities include negotiation and interpretation of collective agreements and policy development/advocacy in areas of concern to secondary teachers.

This particular position will focus on professional issues particularly those around professional learning and development, leadership and student behaviour support.

We want someone who understands secondary teaching, writes well and can work flexibly, co-operatively and collectively. Occasional travel is required.

PPTA is an equal opportunities employer and applications

from Māori and all sections of the community are welcome. E ngā mātāwaka o te motu, tēnā koutou katoa.

Applicants may bring support people to an interview, with prior notice. Assistance with removals may be granted to the successful applicant.

An application form and job description may be obtained from Leata Laulau, phone (04) 913 4231 fax (04) 382 8763 or email leata@ppta.org.nz.

Applications close at 5:00pm on Tuesday 9 August 2011 and should be addressed to:

The General Secretary
[Advisory Officer Position]
New Zealand Post Primary Teachers' Association
PO Box 2119
WELLINGTON 6140



Corporal punishment

When management practices in New Zealand schools become a cause for public concern there is a set procedure where principals and boards may be suspended and a commissioner appointed to investigate.

But in Peru it seems they like to let things spill over first.

Recently a group of angry parents and students mobbed a high school in Lima, accusing the principal of sneaking school funds and getting drunk on the job.

Police officers were unable to control the angry crowd as it began to riot in the school, smashing windows and breaking down doors.

The mob then dragged principal Felix Leonardo Nuna out of his office and whipped and assaulted him.

With the help of tear gas police eventually broke up the riot and escorted Mr Nuna to safety.

Mr Nuna was not arrested and has denied the allegations.

A representative from the Peruvian Ministry of Education said it required proof of his misconduct before it would take any action.

Disturbing precedent

Schools beware. The consequences of the unsafe antics of teenagers are yours to wear.

Recently a Melbourne school was found responsible for an incident in which a girl received a serious eye injury at school.

Tanjil Duan, 18, was left with permanently impaired vision and will require surgery to remove a cataract that developed as a result of the injury four years ago.

The law firm representing the girl said teachers failed to follow proper policies for the supervision of students at lunchtime and recess.

Ms Duan, who was then in year 9, was chatting with friends in the barbecue area of Braybrook Secondary College when a coin being tossed between two boys struck her in the left eye.

She said the area was supposed to be a chill-out zone where balls and games were forbidden, although the area was never supervised.

The state Education Department will be made to pay \$120,000 compensation after the courts found the college had breached its duty of care.

Smart A Rse

In Maine a senior high school leaver's prank hit the headlines not so much for its cleverness but for the fact it slipped right past the school's administrators.

Bangor Area High School grad Ethan Rosenberry says he invented an award when the guidance office passed around forms to seniors to report any awards they had received. His made-up award was named for Jack Hitte (middle initial: S).

When contacted by *The Express-Times of Easton*, Rosenberry said he wanted acknowledgment that he'd won jack ... yeah.

He said the school's administration wasn't too pleased when the award's name was read aloud by the principal. But he still got his diploma after a stern talking-to. ▪

Chalkdust: a look into PPTA's past

A series looking at education through the eyes of the *PPTA Journal*. This month we travel back to 1969. NASA was fast closing in on the moon, everyone was getting giddy about a new technological era and education, of course, wanted to be a part of it too.

Once, you wouldn't have taught without chalk ... now its tape

"... Sound, given the exciting flexibility of tape and a Philips tape recorder, is the most potent and meaningful attention-getter known. The use of this ally brings surprising results – first hand experience of the cry of a Tui, the roar of a Māori haka, that actual speeches of Churchill and the right way to pronounce 'Paraparumu' is a far advance on the cold, printed word."

(Advertisement)

School timetabling by computer

"The compilation of a school timetable is clearly of the genus

of tasks that a computer is highly suitable for ... however, we soon discover that matters are not so clear-cut ... The human timetabler, of course can make adjustments; changing the Social Studies classes of Miss X and Mr Y about, quietly removing Mr Z's Friday afternoon shopping period, leaving Mrs W with three periods of knitting on Thursday ... In short then, we believe that timetables can be produced by computer ... a useful by-product is that the timetable is produced neatly printed in a form intelligible to the most ancient classics master or geographers. Those expecting cabalistic signs and punched holes such as they find on their cheques may breathe freely once more."

(Article by DC Kent & R Harries)



Now black is white ... and chalk is written off for good

"Goodbye to the blackboard and squeaking chalk. Magi-board is the all time answer for clear, easily read instruction. This patented white board is used with special water based free flowing coloured markers. At a touch it wipes clean with a damp cloth. Already established overseas, Magi-board has been proven to be the revolutionary answer to the blackboard."

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NEW ZEALAND SECONDARY PRINCIPALS' COUNCIL
OF THE POST SECONDARY TEACHERS' ASSOCIATION

Building cooperatives in South India

Five cooperative-based businesses and more than 120 micro-enterprises will be created over the next three years in Tamil Nadu, South India with UnionAID assistance.

The project will build on the work of the past three years which has organised more than 30,000 people in Dalit and Tribal communities which is helping them to achieve economic independence.

India may be thriving economically but its prosperity fails to impact on these two peoples – India's poorest and most disadvantaged groups – most of whom are landless, own no assets, and have high rates of indebtedness and illiteracy. About half live below the poverty line on less than \$1 a day.

This new project will work at a grass roots level by breaking the cycle of poverty and discrimination while improving livelihood choices and economic security.

The project plans to assist these communities to:

- establish five co-operative-based businesses based on goat and sheep rearing, agricultural farming, sandal making, bamboo basket weaving, and Gypsy craftwork;
- form 120 micro-enterprises in floristry, jewellery crafts and



Meet Rajalakshmi and Rana from the Gypsy community

Rajalakshmi (R) and Rana are the leaders of the Gypsy (Narikurwar) community which is part of the UnionAID project. They settled on government land near Madurai and are organised as a union, proud of their achievements. They want to work with her other Narikurwar communities to create a jewellery-making cooperative.

organic manure products; and

- train 155 Dalit and Tribal representatives to deliver basic vocational skill training to 1045 people from local communities to develop their business skills, earning capacity and employability.

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