



PPTA Annual Report 2010–2011

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Note: This document is a PDF of the original annual report which can be found on the PPTA website <http://www.ppta.org.nz/index.php/resources/annual-rept-2010>

About PPTA

All PPTA activity is guided by a constitution which has the following objectives:

1. To advance the cause of education generally and of all phases of secondary and technical education in particular.
2. To uphold and maintain the just claims of its members individually and collectively.
3. To affirm and advance Te Tiriti O Waitangi.

PPTA's activities include:

- Negotiating collective employment agreements.
- Advising members about conditions of employment.
- Advocating on professional and educational issues.

The 2010-2011 has been a very demanding one for PPTA as for most New Zealanders. All the national collective agreements that PPTA negotiates, the Secondary Teachers' Collective Agreement, (STCA) the Secondary Principals' Collective Agreement, (SPCA) the Area School Teachers' Collective Agreement (ASTCA) the Area School Principals' Agreement (ASPA) and the Adult and Community Education Staff in Schools Collective Agreement (ACE) expired during 2010. Renegotiating these agreements in the continuing straitened financial times and in the face of a government determined to the reduce pay and conditions of employees in the public sector was a challenge; a challenge made even more difficult in the context of the tragedy of the earthquake in Christchurch.

Overview from the PPTA President Robin Duff

Support for Canterbury testimony to the collective spirit of teachers and school communities

Events this year have been dominated by the earthquakes in Canterbury. In a strong testimony to the collective spirit that binds members together, secondary teachers throughout the country rallied to support their colleagues in whatever way they could. They welcomed the relocating students to their schools, raised money for a Canterbury Assistance Fund, sent books to the schools that had lost all their resources, and made lessons and assessments available online. It was a telling reminder that in spite of the introduction of policies that have sought to divide schools, the sense of one profession remains strong. In fact, the multiple governance powers distributed across schools proved such a problem for emergency management that it required a special section in the to the Education Act to allow the minister to override board powers in the interests of students and the wider network. It is clear that secondary schooling in Christchurch will continue to require active support for many years to come.

PPTA continues to advocate on behalf of members professional and industrial interests

In spite of the intense focus on the needs of Christchurch, the Association has successfully settled all the collective agreements it is responsible for and has continued to advocate for members in respect of their professional needs. In April 2011, we ran another one of our successful professional conferences and have been active in supporting members' interests in a wide range of forums: Ministry of Education, Teachers Council, Education Review Office, NZQA, teacher education providers and various other government and private sector agencies with which we have common concerns. It remains the case that many of the government's initiatives do not take adequate account, or sometimes even accurate account, of the needs of secondary schools; nor has consultation always been what it should be. This approach will inevitably impact on the effectiveness and the sustainability of initiatives.

This has been a more than usually demanding year for PPTA and I am pleased and proud to be able to report that throughout, we have retained membership support and remain financially strong.

PPTA General Secretary, Kevin Bunker's foreword to annual report 2010-2011

PPTA membership continues to grow

Membership has continued its steady upward trend this year probably reflecting the organisation's determination to represent secondary teachers' interests without fear or favour. With that in mind, we consult extensively and go to some lengths to ensure the Association is accurately representing members' concerns. The growth in membership may also be a result of the more difficult industrial climate in schools.

PPTA provides support for teachers in a sometimes adversarial employment environment

As well as reducing funding to schools, the government is encouraging the growth of more adversarial employment relationships and greater use of employer prerogative. The ministry of education has introduced a project to provide training for principals and would-be principals but there is still very little on-the-job support and in such an isolated position, the capacity to make errors of judgment that alienate staff remains high. These factors probably have some influence on rising membership as secondary teachers feel increasingly vulnerable to unfair and even illegal employment decisions.

PPTA acknowledges the difficult circumstances in which Canterbury based staff and members continue to work

As well as supporting members through the distress and dislocation of the Christchurch earthquake, PPTA has also had to cope with the destruction of the Christchurch Field Office and its relocation from the "red zone" in the city centre. Like Christchurch secondary teachers, PPTA employees have had to continue working while dealing with personal crises as best they can. We are extremely relieved and grateful that none of our employees or their families came to any physical harm. Full service has now resumed in our Christchurch office. For members in Canterbury, PPTA has provided access to the Employee Assistance Programme and has set up a relief fund to be used to help Christchurch teachers.

PPTA financial health

It was expected that finances would be under pressure this year because of the renegotiation of all the collective agreements. Settlements have been achieved in relatively short time but still at considerable cost; the campaign this time cost around \$500,000. Conscious of this, the executive was careful to husband resources in the 2008-2009 year so the surplus of \$363,434 in the 2009-2010 year covers the financial deficit of \$306,000 for this financial year. Setting aside the exceptional expenditure on the 2010 campaign, association finances are in a very healthy state allowing PPTA to continue to provide all necessary support to members while building up reserves for the next collective agreement round in 2013.


PPTA Decision-making Structures 2010-2011

The PPTA annual conference is its supreme decision-making body

Business between annual conferences is conducted by the PPTA executive which meets five times a year. Executive is made up of volunteers who are practising secondary teachers elected by PPTA members to represent each of the 24 PPTA regions, three representatives from Te Huarahi Māori Motuhake (the Māori executive) and a representative from Komiti Pasifika.

Members also elect the PPTA president, a full-time position based in Wellington, for which the incumbent can take up to two years leave from his or her school.

The executive is assisted in its decision-making by a number of advisory committees and taskforces which are responsible for providing advice on specific issues of concern to secondary teachers.

 [More detail on PPTA structures](http://www.ppta.org.nz/index.php/who-we-are) (http://www.ppta.org.nz/index.php/who-we-are)

 [PPTA History](http://www.ppta.org.nz/index.php/history) (http://www.ppta.org.nz/index.php/history)

 [PPTA staff and contacts](http://www.ppta.org.nz/index.php/contact-us) (http://www.ppta.org.nz/index.php/contact-us)

Membership of PPTA Executive and PPTA groups for the 2010-2011 year

These pages list the names of New Zealand Post Primary Teachers' Association/Te Wehengarua (PPTA) members who have served on the PPTA Executive (the governing body of PPTA) and various PPTA advisory and regional groups over the 2010-2011 year.

PPTA Executive Committee

Graeme Bridge, Peter Calvert, Doug Clark, Julia Davidson, Robin Duff, Penney Dunckley, Manu Fa'aea-Semeatu*, Natalie Faitala, Kate Gainsford, Jill Gray, Jacinta Grice, Jonathan Handley-Packham, Di Hooper, Anne Hubbard, Joe Hunter, Jonathan Jaffrey*, Peter Kemp, Gazala Maihi, Hazel McIntosh, Susan McVeigh, Vinnie Monga, Sue Plyler, Trudy Reeves, Megan Reid, Angela Roberts, Rangiroa Rongonui*, Erica Schouten, Wiki Te Tau, Te Wharekotua Turuwhenua, Johnny Waititi, Trevor Wilson, Miles Winter

Management Committee

Doug Clark, Robin Duff, Kate Gainsford, Jill Gray, Jonathan Handley-Packham, Jonathan Jaffrey*, Rangiroa Rongonui*, Wiki Te Tau, Trevor Wilson, Miles Winter*

Executive Committees

Conditions Strategy Committee

Jacinta Grice, Doug Clark, Jill Gray, Jonathan Handley-Packham, Erica Schouten, Trevor Wilson, Sue Plyler, Trisha Turner, Miles Winter

Curriculum Advisory Committee

Graeme Bridge, Peter Calvert, Ema Collier, Penney Dunckley, Natalie Faitala, Jill Gray, Jonathan Handley-Packham, Di Hooper, Peter Kemp, Hazel McIntosh, Susan McVeigh, Tihi Puanaki, Angela Roberts

Political Strategy Committee

Peter Calvert, Penney Dunckley, Jill Gray, Anne Hubbard, Peter Kemp, Sue Plyler, Rick Ratana, Te Kawe Ratu, Megan Reid, Erica Schouten, Miles Winter

Professional Issues Advisory Committee

Doug Clark, Di Hooper, Joe Hunter, Susan McVeigh, Angela Mills-Gage, Charis Rata, Trudy Reeves, Megan Reid.

Committees and Taskforces

Te Huarahi Māori Motuhake

Ema Collier, Huhana Davis, Lex Davis*, Marama Fox, Marie Haira, Henare Hutana, Gazala Maihi, Angela Mills-Gage, Sione Niupalau, Tihi Puanaki, Charis Rata, Te Kawe Ratu, Rangiroa Rongonui*, Roxie Tauranga, Wiki Te Tau, Trisha Turner, Te Wharekoutua Turuwhenua, Kevin Waho, Johnny Waititi

Te Roopu Matua

Jacinta Grice, Joe Hunter, Gazala Maihi, Hazel McIntosh, Te Kawe Ratu, Ngawini Smith, Te Wharekotua Turuwhenua

Komiti Pasifika

Manu Fa'aea-Semeatu, Natalie Faitala, Michael Ifopo-Scanlan, Michelle Johansson, Perry Petelo, Vijeshwar Prasad

New Zealand Secondary Principals' Council

Mary Ann Baxter, Chris Betty, Doug Clark, Terry Collett, Julia Davidson, Linda Fox, John Garner, Jim Luders, Rosey Mabin, Warwick Maguire, Kevin McSweeney, Dawn Mitai-Pehi, Lisl Prendergast, Bernie Taffs, Liz Thomson Geraldine Travers, Allan Vester

Senior Positions Advisory Committee

Kim Basse, Kevin Byrne, Kevin Dean, John Douglas, Penney Dunckley, Yvonne Fenemor, Philippa Ferguson, Mairi Fitzsimons, Jo Kahl, Peter Mathias, Penny Prestidge, Angela Roberts, Irene Symes, Mel Young

ICT Advisory Committee

Janet Akhurst, Carolyn Bennett, Graeme Bridge, Jan Collier, Karen Corbin, Di Eastwood, Ruth Elmey, Karen Fahy, Tish Glasson, Sharon Harper*, Gerard MacManus*, Scott Milne, Michael Peterson, Te Kawe Ratu, John Topp, Steve Voisey, Miles Winter

Area Schools Advisory Committee

Bruce Anink, Graeme Bridge, Alec Campbell, John Lee, Katrina Wickham

Adult and Community Education (ACE) representatives

Robyn Hambleton, Judith Havill and Colin Wharton

Young and New Teacher Committee (YANTs)

Angela Mills-Gage, Maria Neville, Thomas Newton, Austen Pageau, Vanessa Pringle, Erica Schouten, Michael Tarry, Katrina Wickham

Rainbow Taskforce for Safe Schools

Jo Belgrave, Lex Davis, Vinnie Monga, Powhiri Rika-Heke, Michael Tarry

Women's Network

Irene Anderson, Susan Atkins*, Robin Blair, Tonia Calverley, Huhana Davis, Amita Ganda, Jane Goodacre, Joe Hunter, Karen Joblin, Kathryn Jury, Raima Kells-Turner, Bernie Lee, Shelly Logan, Beverley McDonnell, Parwati Reddy, Robyn Reeve, Angela Roberts, Verity Rowsell-Starkey, Julie Saul, Jenni Scales, Catherine Smart-Simpson, Jan Snowden, Gaenor Stoate*, Manu Fa'aea-Semeatu, Irene Turnercrombie, Barbara Williams, Tricia Winter

Duty Taskforce

Mary Ann Baxter, Jill Gray, Kendra Greenwood, Jonathan Jaffrey*, Kathryn Jury, Philip Keenan, Stuart King, Peter Mathias, Kevin McSweeney, Thomas Newton, Ana Rees*, Ngawini Smith, April Stevens, Don Stewart, Jan Torrey

NCEA Workload Taskforce

Russell Brooke, Terry Burrell, Peter Calvert, Debbie Cave-Higgins, Penney Dunckley, Veronica Loveday, Marg McLeod, Brenda McNaughton, Martin Mitchell, Penny Prestidge, Leigh Sykes, Jan Torrey

Staffing Policy

Philippa Ferguson, Maree Furness, Kate Gainsford, Jill Gray, Lucy Jansen, Pat Kelly, Stuart King, Peter Mathias, Kevin McSweeney, Angela Roberts, Don Stewart, Di Wills, Trevor Wilson

SSSG (Secondary School Staffing Group)

Kate Gainsford, Angela Roberts, Jason Smythe, Geraldine Travers, Trevor Wilson

Earthquake Recovery Taskforce

Penney Dunckley, Jacinta Grice, Jonathan Handley-Packham, Brigid Raymond, Miles Winter

Public Private Partnership Taskforce

Chris Betty, Philip Cowley, Trevor George, Susan McVeigh, Michael Nogher, Trudy Reeves

Surplus Staffing Specialists

Auckland: Ian Duffield, Allayne Ferguson, Stuart King, Colin Mackey, Peter Mathias, Hazel McIntosh, Sue McVeigh, Ron Miller, Sue Plyler, Josie Webb, Trevor Wilson

Hamilton: Norm Austin, Rodger Barlow, Ewan Grant-Mackie, Fred Haussmann, Jessie Johnston, Sandy Talbett, Val Thomson

Palmerston North: Jill Gray, Geoff O'Halloran, Martin Sims, Robert Taylor, Vernon Tile, Jan Torrey, Hamish Wood, Miles Winter

Christchurch: Robin Duff, Jonathan Handley-Packham, Michael Summerfield, Di Wills, Miles Winter

Dunedin: Trevor Du Mez, Terry McNamara, Pete Wilkinson

PPTA Regional Officers

Regional Chairpersons

Dave Anderson, Jo Belgrave, Chris Brady, Rae Brown, Raewyn Cairns-Cowan, Carol Carryer, Phoebe Davis*, Ron Elder, Ewan Grant-Mackie, Kendra Greenwood, Tom Haig*, Anna Heinz*, Lynley Hunter, Jeff Keay, Colin Mackey, Esmee McAuley, Terry McNamara, Simon Reid, Powhiri Rika-Heke, Dan Searle, Barry Simpson, Jason Smythe, Debbie Te Whaiti, Robert Torr, Jan Torrey, Peter Walters

Regional Pasifika Coordinators

Alvin Chand, Jess Earnshaw, Manu Fa'aea-Semeatu, Matelita Furneaux, Gabrielle Makisi*, Samy Nayagar, Perry Petelo, Vijeshwar Prasad, Warrenzuriel Togiatama

Regional Secretaries

Chris Abercrombie, Rosemary Adams, Jeremy Ball, Alan Carson, John Chrisp, Ray Curnow, Raj Dawson, Caryl Dimery, Brian Dunckley, Andrea Graham, Diana Henderson, Rebecca Hopper, Wendy Joyes, Dave Langrish, Delwyn Lawrence, John Mackill, Adele Mansill, Rosie Martin, Cheryl Nesbit, Andrea Sims, Gaenor Stoate, Val Thomson, Wendy Toohey, Melanie Webber, Hess Williams, Kim Whyte

Regional Treasurer

Jamie Ashman, Norman Austin, James Bowater, Jan Collier, Kirstin Field, Veronica Gell, Jane Gilbert, Chris Hodge, Nik Hyde-Sergejew, Tony Jones, Stuart King, Terry McNamara, Pauline McNeill, Divendar Nath, Eileen Parsons, Niall Pearce, Carol Power, Vijeshwar Prasad, Vanessa Pringle, Stephen Ross, Peter Sutton, Robert Taylor, Vernon Tile, Sue Young

Regional Women's Coordinators

Irene Anderson, Robin Blair, Amita Ganda, Jane Goodacre, Karen Joblin, Kathryn Jury, Raima Kells-Turner, Bernie Lee, Shelly Logan, Beverley McDonnell, Parwati Reddy, Robyn Reeve, Verity Rowsell-Starkey, Jenni Scales, Catherine Smart-Simpson, Jan Snowden, Irene Turnercrombie, Barbara Williams, Tricia Winter

Te Reo-a-Rohe

Rihari Brown, Jane de Feu, Cherie Ford, Henare Gabel, Simon Hirini, Ameriai Kiriwera, Mere Manning, Joe Manukau, Aroha Paekau, Rick Ratana, Trish Tangaroa, Te Aomihia Taua-Glassie, May Ward, Christine Weepu, Hana Wijohn

Regional Young & New Teacher Representatives

Robert Carty, Andrew Chubb, Georgina Dansey, Tom Forch, Kylie Hickey, Justine Howden, Maria Neville, Thomas Newton, Austen Pageau, Vanessa Pringle, Tim Randle, Sarah Robinson, Graham Sharp, Michael Tarry, Will Taylor, Katrina Wickham

(*left during the year)

The NZPPTA Annual Report of Industrial Activities for the 2010-2011 Year

Settling teacher and principal collective agreements dominated PPTA's industrial activity during the last year.

Secondary Teachers' Collective Agreement

June to December 2010

Unified industrial action

Progress towards settlement in the second half of 2010, was very slow and improvements on the initial zero offer were achieved only through industrial action. A very successful national strike was held on September 15th and was supported by a range of other activities designed to focus attention on secondary teachers' claims. Action included bans on meetings and activities outside the hours of 8.30am to 5.00 pm and sequenced rostering home of year levels. A "wear black day" held on the 1st of July not only provided good publicity but also acted as a unifying activity in branches.

Media focuses on pay claim often ignoring the professional concerns of teachers

An extensive campaign kit was prepared for members to use with their school communities to ensure they were well-informed about the reasons behind the claim. It was somewhat frustrating, however, to find that the media rarely engaged with aspects of the claim that concerned professional issues, health and safety and class size, preferring to focus solely on the pay claim.

Christchurch earthquake

The Christchurch earthquake of September 4th 2010 put paid to the involvement of Canterbury teachers in the industrial campaign. Executive exempted the whole region, recognising that they needed to focus on getting their own lives in order and re-establishing some kind of educational normality for their students. As part of their public activities on the strike day, members raised money for the PPTA Canterbury Relief Fund.

Ministry of Education ignores professional concerns of teachers but does respond to industrial pressure

The ministry of education responded to the pressure members had created though the various forms of industrial action by making offer that amounted to 2.5%. Significantly for members, it did not address the problems of class size and included a demand for more employer discretion over call-back days. PPTA members rejected the proposal and continued with rostering action, bans on meetings and camps and the withdrawal of other goodwill activities. They prepared for intensified industrial action in the New Year.

NZ Educational Institute settles primary teacher agreement while secondary teachers continue with industrial action

The primary teachers' union, NZEI, facing similar intransigence from the ministry also sought approval from members for industrial action in 2011. PPTA and NZEI members in area schools also affirmed their willingness to join the struggle. Consequently, it was very disappointing to learn in early December that NZEI had decided to settle; a choice always available to it, because the existence of the entrenchment clause in the primary agreement allows it to vary its agreement to claim any additional money that PPTA members might achieve.

January to June 2011

Industrial action continues while teachers look for ways to ensure salary recognises professional qualifications & experience

PPTA members continued action which included not returning to schools before the formal beginning of the year on the 28th January and not working past 5 pm which meant many schools had to cancel beginning of the year camps. At paid union meetings in the third week of February, members endorsed a further programme of industrial action and approved a new claim which rearranged the salary steps to reduce the cost of the salary flow-on to primary teachers.

2nd major earthquake in Canterbury - teachers choose not to continue industrial action under such circumstances

On the 22nd of February, Christchurch suffered an even bigger earthquake than September 4th, this time with considerable loss of life as well as further property damage. It was immediately clear to executive that the planned industrial action could not continue in the face of such a tragedy.

STCA settlement reached

The negotiating team redoubled its efforts and although the ministry negotiators remained as intransigent as ever, a settlement was forged on 16th March and ratified by an 86% majority. The settlement was a for a lump sum payment of \$300 and an increase at the top of the scale of 2.75%. There was no reduction in conditions and some improvements, for example: time for heads of departments to work with year two teachers, paid relief for teachers who participate in kapa haka, and polyfest, senior managers' sabbaticals and minor changes to the work experience credits, part-time appointments and to the orientation support provided for overseas teachers. This was some achievement given the difficult fiscal and political climate. The term of the agreement is until January 2013.

STCA Outstanding Matters: Work groups for class size and non-contact for part-time employees

Two matters that are critically important to PPTA members and which couldn't be resolved during bargaining have been moved into working groups. The class size group had its first meeting on the 31st of July and work is currently proceeding on the development of terms of reference for the part-time non-contact group.

Settling the secondary and area school principals' collective agreements

Secondary Principals' Collective Agreement

As noted in last year's report, 2010 was the first year that PPTA bargained jointly with SPANZ (Secondary Principals' Association). At first, principals had to contend with the same zero offer that secondary teachers had been faced with and then were similarly challenged to accept what primary principals had taken. Agreement was eventually reached on a settlement, at the start of 2011. It established a new career structure which delivered an average of about 5% to principals. Importantly, the new career structure was not entrenched to primary principals. While working together with SPANZ seemed to be in the best interests of all principals, there should be no doubt that without the resources and expertise of PPTA, there would have been no settlement.

Area School Principals' Collective Agreement

Faced with the option of either accepting the same settlement that primary principals had taken or following the model set by secondary principals, area school principals were adamant in their support for the secondary model. The ministry initially offered only the primary principals' agreement but was eventually convinced to work with the secondary principals' settlement. It took until April 2011 for agreement to be reached on a pay and career structure for area school principals that replicated the secondary principals' agreement.

 [Link to the NZ Secondary Principals' Council website \(http://www.nzspc.org.nz\)](http://www.nzspc.org.nz)

Settling the Area School Teachers' Collective Agreement (ASTCA)

Area school teachers faced a similar dilemma as area school principals in having to decide which of the two teachers' collectives, primary or secondary, to follow. As PPTA and NZEI bargain the area school agreement together, there was also some debate between the unions about the best course of action. In the end, the solution was a specific area school scale that combined the best elements of both the secondary and the primary settlements. The agreement was ratified on the 31st of May 2011 which caused some area school members to express concern about the delay between the secondary and primary settlements and their own. In is in the nature of things, however, that the larger agreements need to be settled first in order to set the rate.

Adult and Community Education Staff in Schools Collective Agreement (ACE)

Last year's annual report commented on the removal of almost all the funding from community education and PPTA's active involvement in what proved to be an unsuccessful campaign to get the money reinstated. The result is that the sector has been decimated and only 24 schools still receive funding. The Ministry of Education saw this as an opportunity to declare the ACE agreement as irrelevant and needed

considerable persuasion to come to the table. The end result was effectively a rollover of terms and conditions, with a small increase for non-teaching coordinators. A settled agreement until 2013 will provide at least some protection for employees in this sector.

Resource Teachers: Learning and Behaviour

The Ministry of Education determined in 2009 that it wanted to reorganise the RTLB Service in order to better reflect geographic need and to provide more effective support for schools in terms of the Behaviour Action Plan. This has presented ongoing industrial issues as the ministry's desire to transfer RTLBs between employers without the employee's consent is, in PPTA's view, illegal. Consequently, discussions about a variation of the collective agreement to legitimise a staffing transfer have not made much progress and RTLB are having to cope with continuing uncertainty.

Staffing and Funding of Secondary Schools

School funding cut - through cuts to base funding and the introduction of quarterly funding

In 2010, Treasury advised the government to remove the automatic adjustments to base funding which occur through demographic (rising rolls) and other projected changes (teachers moving up salary steps). Full implementation of this proposal, which is a mechanism for cutting funding, came a step closer in May 2011 when the budget increase to the operating grant was targeted specifically to roll rises, heat, light and water and ICT funding. There was also an adjustment to base funding for secondary schools but the amounts schools receive will depend on their school size and type. The average increase will be 2.9% though inflation is closer to 4%.

Quarterly funding disadvantages all secondary school students

The 2011 year also saw the introduction of quarterly funding promised in the 2010 budget. Schools must now count their rolls every three months, and funding will be adjusted accordingly. Because secondary schools lose students throughout the year, (usually for reasons the schools has no control over) this is a funding cut which has been calculated by one Auckland school as around 2% of the operations grant. PPTA has been publicly critical of this policy because it discourages schools from seeking alternative training and work options for students and forces them to cut programmes as the funding reduces. The students who remain at school are disadvantaged because subjects may have to be trimmed from the timetable and discretionary options like sporting and cultural activities curtailed. Secondary Principals' Council (SPC) has also been active in raising their concerns with the minister. Treasury anticipates that this policy will cut \$6 million per year from secondary schools.

Banking staffing entitlements - a pressure on boards to under-staff schools

Although schools have been able to bank staffing entitlements for some time now, until the 2010 budget, they had to pay the ministry of education back in cash if they went into staffing overdraft yet gained no benefit if they under-used their entitlement. Now, however, they may cash-in up to 10% of their staffing for \$50,000 per FTTE. This mechanism seems to be intended to pressure boards of trustees to address shortfalls in the operations grant by understaffing the school. PPTA branches have been warned this year that they will need to monitor staffing use in their schools very carefully.

Teacher Supply

The Ministry roll projections for 2011 were overly cautious as in the previous year. There was a staffing reduction of over 500 FTTE (Full Time Teacher Equivalent) signaled to secondary schools. The net effect of such overstating of the reduction was that many schools began the 2011 year under-staffed relative to the number of students actually arriving.

PPTA's March 2010 staffing survey showed that recruitment and retention pressures had eased somewhat (as a result of the recession) but that just under 13% of the

secondary assistant teaching jobs advertised at the start of the year had one (5.1%) or no applicants (7.5%) and 27.6% of those jobs had no one (13.8%) or only one applicant (13.8%) who was suitably qualified for the job.

In a report to the Minister of Education dated July 2010 the Ministry acknowledged that vacancies in English and Maths remain historically high and other subjects continue to cause concern. They also warned the Minister that teaching (unlike other professions) is not regarded as a 'first choice' career and that over recent years there has been pressure to ensure that teacher supply demands are met. While noting that overall teacher supply pressures had eased (a conclusion reached by combining secondary and primary figures) they advised that teacher supply is dynamic and will quickly reverse as the wider employment market improves.

Inevitably there were staffing reductions although most were managed by attrition or by take-up of the voluntary offers. The organisation is grateful, as ever, to the work of the PPTA surplus staffing specialists who ensure that the process of shedding staff in schools is managed fairly and transparently.

Political Issues and Submissions 2010-2011

PPTA continues to engage with all political parties, though it is fair to say that the National-led government seems not particularly interested in the views of either unions or secondary teachers. On the other hand, we have acknowledged that they were prepared to approve a settlement that established a different pay scale for secondary teacher from that that primary teachers have – something that Labour-led governments have never been prepared to contemplate.

PPTA would prefer to see more genuinely collaborative policies and practices

The Association has continued to express concerns to the government about policies that impact unfairly on secondary schools and secondary teachers. Of these the youth guarantee raises most concerns. It seems that PPTA's fear that tertiary institutions would use the funding to recruit students already doing well in secondary schools and not the disengaged teenagers that the policy is supposedly designed for is being realised. The 2011 budget increased the number of Youth Guarantee places from 2,500 to 7,500 which means the taxpayer is fully funding tertiary fees for these students while parents of secondary school students continue to have to support their children's schools with fundraising and donations.

The government is also continuing to expand places in trades and service academies some of which are run within secondary schools and are genuinely collaborative across secondary and tertiary institutions. PPTA continues to monitor these activities.

Principals take common sense approach to Employment Relations Act changes

The government changes to the Employment Relations Act came into force on 1 April 2011. The change that gave unions most cause for concern, the provision allowing employers to "fire at will" in the first 90 days does not appear to apply to those covered by the PPTA collective agreements and the second change, designed to make access union access to workplaces more difficult has not affected PPTA because secondary principals have, sensibly, not chosen to exercise such powers.

Submissions

PPTA has made the following submissions during 2010 -2011:

- Follow up on the 2007 Select Committee review of technology delivery in secondary schools;
- Secondary Principals' Council response to consultation on University Entrance Requirements;
- Education Workforce Advisory Group report – "A Vision for the Teaching Profession."

 [Download PPTA submissions](http://www.ppta.org.nz/index.php/resources/publications/cat_view/14-publications/100-submissions)

(http://www.ppta.org.nz/index.php/resources/publications/cat_view/14-publications/100-submissions)

PPTA Professional Activity 2010-2011: A Union of Professionals

We are unapologetic for saying that no other organisation in New Zealand has the experience and expertise in secondary education that PPTA has, nor the ability to tap into the views of 18,000 professionals. Secondary education is central to the Association's focus and within that we regard it as impossible to separate industrial and professional issues. PPTA's professional activities are considered just as important as the industrial ones.

Curriculum and Assessment – workload a major concern for teachers

The increased teacher workload associated with the large-scale changes from the curriculum alignment of standards has been the major issue for members in the last year. The paper on NCEA to PPTA Annual Conference 2010 attempted to address workload by encouraging members to assess no more than 18 credits in any course they teach. Delegates amended that to 20 credits but implementing this nationally across all schools and subjects has proved a challenge.

Conference also requested the establishment of an NCEA Workload Taskforce, and this group met in late Term 4 and developed a range of very specific recommendations which are being progressed through Executive and with the ministry of education and NZQA.

In Term 4 2010, PPTA surveyed members about this workload, and received 3,259 responses. This survey provided very detailed data about the particular workload pressures and where they were having their greatest impact. This work led to the establishment of an NCEA Workload Advisory Group by NZQA with membership including a number of members of PPTA's own workload group. The group met throughout the first half of 2011 and considered issues such as quantity of assessment, support for assessment, moderation (both internal and external), communications, the Principal's Nominee role and issues for isolated schools and Kura Kaupapa Maori.

As a flow-on from the discussions of the Workload Advisory Group, NZQA has also developed a resource kit to assist schools with alignment work for Level 2 and 3, particularly to provide useful links to reduce workload. PPTA welcomed the minister's decision in June 2011 to allow schools two teacher-only days to work on standards alignment issues. It was reassuring to note that the minister was acknowledging the pressure that secondary teachers are under.

Recruiting and retaining teachers in the technology curriculum area

PPTA continues to make a special case for lobbying on all aspects of the technology curriculum given its contentious history and the ongoing problems with teacher supply and resourcing. At the beginning of 2011, PPTA wrote to the Education and Science Select Committee asking that it investigate the range of problems that continue to plague

the delivery of this curriculum area. At the time of writing the Committee had agreed to begin some discussion around the issue.

 [Technology delivery in New Zealand secondary schools](http://www.ppta.org.nz/index.php/resources/publications/doc_download/1230-technology-delivery-in-new-zealand-secondary-schools)

(http://www.ppta.org.nz/index.php/resources/publications/doc_download/1230-technology-delivery-in-new-zealand-secondary-schools)

Ministry of Education vocational pathways advisory group

PPTA is represented on a Pathways Advisory Group set up by the ministry of education to oversee the development of five vocational pathways in manufacturing/technology, construction/infrastructure, service industries, primary industries, and social and community services, operating through NCEA. The first meeting was held in June 2011 and has been followed by sector working groups to develop each of the five pathways.

Working with Teachers Council

PPTA continues to relay members' concerns to the Teachers Council and to seek input to any decisions and policies that impact on members.

PPTA monitoring Registered Teacher Criteria (RTCs) practices in schools

PPTA was represented on the group that developed the new Registered Teacher Criteria (RTCs) which apply to, all Year 1 teachers and all teachers renewing their practising certificates from the beginning of 2011. PPTA is monitoring practices in schools to ensure that managers do not implement them in ways that are unnecessarily onerous for teachers.

RTCs for teachers in specialised positions

PPTA has also been lobbying the Council to produce guidance for schools on how to apply the RTCs for teachers for secondary teachers in highly specialised roles, such as careers advisers, guidance counsellors, e-learning coordinators, and international student coordinators, and even for non-teaching senior leaders. At the end of 2010, the Council convened a group of people in specialist roles of this kind, and is developing material to assist schools with this process but as yet the information does not seem to have reached schools.

RTCs and the introduction of unnecessary bureaucracy in some schools

There has been some concern also that in adapting systems to put into effect the new Registered Teacher Criteria for beginning teachers seeking to achieve full registration and for experienced teachers renewing their practising certificates, some schools are making unnecessary and onerous changes to their appraisal systems. PPTA has been working on guidelines on appraisal to avoid it becoming an exercise in performativity.

Legal status of the Teachers Council

Annual Conference 2010 called for PPTA to work towards change in the legal status of the Teachers Council, from crown entity to statutory authority. The Council's thinking has been along the same lines, and progress on the matter may be made later in 2011.

Registration categories review: No change

There appears to be very little movement on the Council's review of registration for which there was a consultation in 2009. This canvassed possible changes in the categories of registration, the length of time a teacher could remain provisionally registered, and other matters. PPTA will continue to monitor this, especially in terms of potential negative impacts on teachers in specialist roles that are not primarily based in the classroom.

Induction and Mentoring Pilots

PPTA has been an active supporter of the Teachers Council induction and mentoring pilots which will finish at the end of 2011. Evidence from the pilot will inform PPTA's work on career pathways for teachers, and in claims for time, training, and recognition that mentor teachers have a key role in developing and retaining young and new teachers in the profession.

Professional Learning and Development

Reduction in professional support for secondary teachers

The government decision to divert School Support Service (SSS) funding away from broad-based curriculum support into supporting national standards in primary schools in 2010 was a source of profound concern for PPTA for two reasons: firstly because it took the focus away from a new and world-leading curriculum into a policy which puts that curriculum at risk, and secondly because it had flow-on effects on the availability of subject-specific support for secondary teachers. PPTA expressed concerns about this to the ministry of education on more than one occasion. PPTA also objected to the later decision to put all SSS funding from 2012 out to tender because it will inevitably mean less specific and specialised support for secondary teachers.

Professional Learning and Development (PLD) Toolkit

At members' request, PPTA has developed a professional learning and development toolkit to assist members in auditing the quality and availability of professional learning in their schools. <http://www.ppta.org.nz/index.php/resources/publication-list/1651-pld-toolkit>

 [Professional learning and development toolkit](#)

PB4L (Positive Behaviour for Learning)

PPTA has continued to monitor this initiative as it rolls out to schools and has representation on the Education Sector Reference Group (ESRG). In May 2011 Executive was alerted to the fact that schools were not necessarily consulting with PPTA branches before committing to the scheme. The matter was raised with the secretary for education and at the reference group and it has been agreed that there be a three-week time-delay between the presentation of the PB4L school wide programme and completion of the staff readiness giving teachers have a chance to consider and discuss the programme.

Other than that, PPTA remains disappointed that, two years after the Taumata Whanonga called for more deliberate interventions in cases of disruptive and even dangerous student behaviour, the government has not seen fit to prioritise funding support for schools. Meanwhile the ministry continues to pressure schools to retain students whose behaviour means they are a risk to themselves and others.

A Vision for the Profession

In August 2010, PPTA made a submission on the report of the Workforce Advisory Group, *A vision for the Teaching Profession*.¹ It commented that “PPTA finds it offensive that a group hand-picked by the Minister and accountable to no-one except the Minister could purport to publish something under the title of ‘A vision for the teaching profession’. This vision represents the views of its authors, but in no way does it reflect a consensus of the teaching profession.”

PPTA sought under the Official Information Act both the minutes and associated papers of the advisory group itself, and the Ministry’s analysis of the submissions received. The latter request has been rejected and was appealed to the Ombudsman. The former request was met, but with sections of text withheld under various clauses of the Act. There are suggestions in these documents that the Ministry was seeking to steer the group towards tighter appraisal and application of standards, external assessment of teachers (e.g. along the lines of the National Board for Professional Teaching Standards in the US or the Excellent Teacher positions in the UK), “incentivisation” of teacher PLD, and career pathways linked to performance pay.

Support for the group’s proposals appears very limited but all the evidence to date, including from a two-day forum held in April and attended by PPTA, is that no account is to be taken of the profession’s opposition.

Teacher Education Providers

The Association has continued the practice of meeting with the secondary teacher education providers twice a year, a relationship which has proved fruitful to all parties. It breaks the isolation of individual institutions and facilitates the sharing of information while encouraging joint problem-solving. As well as the implications of the Teach First NZ programme, other issues that have proved quite contentious this year are the proposal to introduce initial teacher education courses at Level 8 up from the previous Level 7, a change that PPTA is not convinced is warranted, and the government’s decision to commercial professional development delivery.

Teach First NZ

PPTA was consulted at the end of 2010 about support for a “field-based” version of Auckland University’s secondary teacher education course, being developed by a philanthropic trust named ‘Teach First NZ’ in conjunction with the university. The proposal is not unlike other Teach For All schemes around the world which take a group

¹ http://www.ppta.org.nz/index.php/resources/publications/submissions/doc_download/941-submission-on-education-workforce-advisory-group-vision-for-the-teaching-profession

of graduates through a summer school intensive, then place them in schools for the next two years with responsibility for about three classes and with mentoring support.

PPTA Executive concluded that for it to support such a scheme the Teach First people would need to be regarded as students, not as teachers. SPC also raised concerns about the nature of the employment relationship the school would have with these graduates. PPTA continues to meet with Auckland University to discuss the programme and in the meantime has commissioned Murdoch University, Perth, to conduct a literature review on Teach For All type courses around the world. The report of this study will be available from the end of November 2011.

Subject Associations

PPTA has also continued the practice of providing an annual forum where subject association activists can compare notes and share important understandings about teaching and learning. The meetings are also very helpful in providing PPTA with feedback on how curriculum and assessment changes are impacting on individual subject areas.

Edscapes: mapping teachers' professional lives: April 2011

PPTA continued its practice of holding professional conference that focus on issues of concern to secondary teachers. This year's conference focused on engagement and leadership, with keynote presentations by Ben Levin, Christine Richmond and Judyth Sachs and a range of workshops that linked teachers' professional and industrial interests. Notable this year was the offer of twenty free places to teachers from Canterbury, providing them with an opportunity to spend time on professional activities away from the devastation of their city.

PPTA membership activity 2010-2011: The heart of the union

This section of the New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA) annual report for the 2010 - 2011 year provides an overview of PPTA membership activities over the year.








While the steady rise in PPTA membership over the last few years is a source of affirmation and satisfaction, a high level of membership does not tell the whole story. It is critical that it is matched by equally high levels of membership engagement and activism. The heart of the union lies in membership activities, nationally, regionally and in the branch.

National Membership Activity

PPTA Annual Conference

Annual conference held annually at the end of September is the supreme decision making body in the Association. In 2010, annual conference considered papers on:

Conference Papers

-  [Private Profiteering or Public Private Partnerships](#)
-  [From Islands to Archipelagos: Developing secondary school leadership](#)
-  [The Teachers Council: Government patsy or voice of the profession?](#)
-  [Building on Excellence: How to make a good schooling system even better](#)
-  [No Silver Bullet: An update on issues relating to behaviour and engagement in secondary schools](#)
-  [Mind your Language](#)
-  [NCEA Internal Assessment: A harder job than professional marking!](#)

<http://www.ppta.org.nz/index.php/annual-conference/conference-papers>

Other Conferences

Other events organised by PPTA over the last year include the Edscapes Professional conference held in April 2011 and the annual Māori Teachers' Conference held in Rotorua in July. PPTA also sent a delegation to the CTU Women's Conference held in June 2011.

PPTA Service Awards

PPTA service awards are an initiative designed to recognise significant contributions members or former members have made to fellow members and the association through their activism and commitment.

The 2010 recipients were:

Hamish Duncan, Marilyn Ayers, John Forster, Diane Wills, Bob Devlin, Rob Torr, Jessie Johnston, Fred Haussmann, Terry McNamara, Jane Gilbert, Moeke Paaka, Jane de Feu and Di Hooper.

Regional and Branch Activities


High levels of union activism require training and support and as an education union, PPTA takes this very seriously. We begin the year with a training session for some 200 regional officers at the Issues and Organising Seminar in Wellington. One day is given over to specific training for the roles of treasurer, secretary, te reo-o-rohe, regional women's coordinators and regional chairs. Young and new teachers (YANTs) also hold a training day. The next two days are given over to workshops and speakers on a range of professional and industrial topics. Regional Chairs meet again for one day in June and again during annual conference. Regional women's coordinators caucus at annual conference and follow-up with a meeting towards the end of the year

Membership education

The prime mechanism for membership training is through our Mahi Tika employment relations education programme. A core three-stage course Building Productive Employment Relationships is offered annually, as are targeted courses for provisionally registered teachers, staff representatives on boards of trustees, new migrant teachers, regional officers and the PPTA executive. Under the Employment Relations Act employers provide paid leave to PPTA members so they can attend Mahi Tika courses. All other course costs are met by PPTA.

Mahi Tika - PPTA's employment relations education

Well over 600 members took part in our Mahi Tika programme in the last 12 months. Evidence suggests that members who have completed the mahi tika programme are more likely to be actively involved at all levels of PPTA and are more effective at representing members' interests in the workplace.

 [Mahi Tika training](http://www.ppta.org.nz/index.php/events-/events-mahitika) (<http://www.ppta.org.nz/index.php/events-/events-mahitika>)

Other PPTA organised education programmes, seminars and courses

In addition to the Mahi Tika programme, regions run a range of other courses on a regular basis, such as branch officer training and regional and inter-regional seminars which focus on professional and political issues. In these cases PPTA pays the full costs for participants.

Principals managing school employment relationships

A course entitled *Employment Relations for Principals* is also available. It is targeted at principals and deputy principals and was developed in conjunction with the New Zealand

School Trustees' Association and the mediation service of the Department of Labour. A number of issues, including the withdrawal of funding by the Minister of Labour, have prevented this programme being delivered in 2010-11. This has been extremely disappointing as participants described it as very useful professional development that assisted them in managing employment relationships.

Health and Safety in the Workplace

A critical part of well being for members is ensuring their workplaces are safe and healthy. Elected health and safety representatives are members of the school's health and safety committee and, once trained, have real powers to issue hazard notices to address identified workplace hazards which may include stress.

In response to the decision by ACC to withdraw most of the funding that enabled delivery of the health and safety training provided by the Council of Trade Unions, PPTA, in collaboration with other unions, has developed two-day Basic Rep course which was delivered three times in the first half of 2011.

The collective agreement was settled without the ministry offering anything to address the claims related to health and safety partly because the School Trustees Association suggested that they were issues that could be dealt with between boards and branches at school level. With that in mind, PPTA has issued guidelines to branches about keeping safe while doing playground duty and is encouraging the 20% of branches whose boards do not provide free flu vaccinations to ask why they are being treated differently from other secondary teachers. The other health and safety issue that was not resolved was overlarge classes in practical subjects. It is now being pursued in the working group on secondary staffing.

Kaupapa Māori: PPTA 2010 - 2011

Te Huarahi is the national Māori body elected on an iwi geographical basis by Māori members of the New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA). Te Huarahi has responsibility for making decisions which impact on Māori members.

As a result of a constitutional change at the 2010 PPTA Annual Conference, Te Huarahi now has twenty members including the new representatives from Whanganui, Awakairangi Wairarapa and Whanganui-a-Tara ki Otaki Huarahi.

Te Huarahi hosted yet another successful Māori Teachers' Conference, attended in July 2010. This one was the sixteenth and they continue to be enthusiastically supported by members. It was followed by the PPTA-sponsored Ngā Manu Korero speech contest which Te Huarahi organises and promotes.

Te Huarahi welcomed the achievement of relief days for teachers involved in kapa haka which were a result of the 2011 collective agreement settlement.

Politically, Te Huarahi participated in the national Waitangi celebration at Waitangi and keep in regular contact with Maori members of parliament.

Te Huarahi has contributed to the work of reference group for He Kakano, the secondary school pilot on leadership.

External Networks: PPTA 2010 - 2011

The New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA) meets regularly with all parties that have an interest in secondary education: political parties, various sections of the Ministry of Education, New Zealand Qualifications Authority, the Education Review Office, the Teachers Council and the Tertiary Education Commission.

Union networks

As well as the other education sector unions, the New Zealand Educational Institute and the Tertiary Education Union, and the wider union movement represented by the Council of Trade Unions, PPTA also keeps in contact with a diverse range of groups such as Business New Zealand, the Industry Training Federation, the New Zealand Computing Society, the Rural Education Reference Group (RERG), the Catholic Education Office and the Independent Schools Education Association (ISEA).

Liaison with other education agencies

PPTA plays an active role in contributing to policy development in education and represents secondary teachers on a number of reference groups such as: the Behaviour Action Plan Reference Group, the Leaders' Forum, Leaders' Forum Qualifications Group, the Standards Review Expert Group, the Literacy Reference Group, the Numeracy Reference Group, NZQA University Entrance Group, Advisory Group for the development of new literacy and numeracy unit standards, Rural Education Reference Group, Study Awards, Grants and Sabbatical Panels, the Schools Consultative Group, the Teachers Council Induction and Mentoring Pilot, the Teachers Council Reference Group and the Registered Teacher Criteria Reference Group, (RTC), Pathways Advisory Group, School Statistics Monitoring Group.

Principals' Representation

PPTA also has representation on the following groups through the New Zealand Secondary Principals' Council: Area Schools Association, the Attendance and Engagement Project, Asia New Zealand, the Behaviour Action Plan Reference Group, Education Outside the Classroom, ESOL Advisory Committee, Initial Teacher Education Reference Group, Teachers Council Induction and Mentoring Pilot, Language Teaching Advisory group, Professional Leadership Strategy External Policy Group, Leaders' Forum, Leaders' Forum Qualification Group, National Education Network (NEN), Network Provision Regional Forums, NZ Vice-Chancellors' Sub-committee on University Entrance, NZQA University Entrance Group, Paerangi Principals' Lead Group, Payroll Reference Group, Scholarship Process Advisory Group, School Statistics Monitoring Committee, Secondary Principals' Sabbatical Selection Panel, Immersion Study Awards Reference Group, Teachers Council Satisfactory Dimensions Review Reference Group and the Implementation of the Registered Teacher Criteria Reference Group, Pathways Advisory Group, Rural Education Reference Group and the RTLB Principals Working group.

International Union Links: PPTA 2010 - 2011

Internationally, the New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA) maintains strong links with our closest union neighbours, the Australian Education Union and the various Australian state unions. We are also members of the Australian Curriculum Studies Association (ACSA).

Council of Pacific Education (COPE)

PPTA also plays an active part in the Council of Pacific Education (COPE) and contributes financially to assist COPE with their union and education projects. PPTA also supports the Alsi Fusi Wightman Scholarship which enables two Pacific unionists to visit and study trade unions in Australia and New Zealand.

Education International (EI)


PPTA is a member of the world education union, Education International (EI). World teaching unions are increasingly working together, networking and sharing resources and research, campaigning on similar themes and promoting public education globally. The role EI plays in ensuring the union voice is heard in the OECD is critically important as the OECD is increasingly advising governments on education policy in relation to funding, national testing and teacher performance. The research it does and the advice it gives often cause PPTA concern because it reflects a neo-liberal economic agenda. EI is also active in mobilising unions in the developed world to support its campaigning for better education provision in developing nations summarised by the slogan "Education for All". It also organises campaigns in support of teachers who are subject to oppression in their home countries.

In October 2010, a PPTA representative attended an OECD conference in Paris, the first time in ten years that the OECD had permitted union attendance. One of the sessions at this conference was chaired by the New Zealand minister of education, Hon Anne Tolley.

In March 2011, PPTA was represented by the senior vice president, Kate Gainsford, at a summit on the teaching profession sponsored jointly by the OECD, EI and the US government. The summit looked at a range of issues affecting the profession including recruitment, professional development and performance assessment but also in the light of increasing funding cuts and attacks on teachers' professional support, autonomy and status.

 [Education International](http://www.ei-ie.org/) (<http://www.ei-ie.org/>)

Union aid

PPTA continues to support the UnionAID project which is a trust set up by the Council of Trade Unions to help overseas workers to organise collectively to improve working conditions, pay and human rights.  [UnionAID](http://unionaid.org.nz/) (<http://unionaid.org.nz/>)