

PPTA NEWS

A call for education policy consensus
P4

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Not all the opinions expressed within PPTA News reflect those of the PPTA.

Editorial and advertising

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The gateless gate

For people brought up in the western cultural tradition which views everything in terms of its opposite, night/day, good/evil, male/female, body/mind, singular/plural, it can be a struggle to entertain the zen buddhist concept of the "oneness of duality". The notion that reality might not be either/or but both is somehow not as satisfying as the comfort and certainty of a position "prepared earlier". This way of thinking inclines us to reduce complex issues into false polarities. Worse, it stops us seeing the infinite number of geographical locations that exist between north and south.

I was driven to reflect on the appeal of the false polarity by the public discussion generated by the class size paper at the PPTA annual conference. What the respondents did (from the minister down) was to argue that class size was of no importance but the quality of the teacher was. Yet it isn't either/or, it's both.

For learning to occur, teachers need to be qualified, well-trained, knowledgeable, up-to-date and must strive to be enthusiastic and empathetic. To deliver on that several times a day, every day of the week for 40 weeks a year is a challenge in itself. If teachers are required to ration the time they can give to individual students both during the lesson and in the follow-up activities, their effectiveness will inevitably be diminished. If we are going to deny that, we might as well start teaching students that the moon landing was faked.

Besides, every parent knows – without the assistance of 50,000 pieces of meta-synthesised data – that a party of teens is likely to be less nightmarish if there are 20 attendees rather than 35. Those parents who can (often including the very politicians and policy makers who argue so vociferously against smaller classes) prove this point by sending their own children to private schools who promise they will provide, "small classes and individual attention". These schools boast of excellent teachers but are never so unwise as to say because they have "excellent teachers" they don't mind how far class sizes balloon. Imagine trying to recruit students with a line like that? It would be the sound of one hand clapping.

State schools with large classes know it's a complete turn off for parents so they don't mention it. And parents are bombarded with data about schools while specific information on class size is not readily available.

When Anne Tolley was asked at our annual conference why the agencies don't collect that information for parents and put it on a website as happens in Ontario, she said that it was data parents could get from the school if they wanted. Or, in translation: While class size is a government responsibility and not something that can be easily dismissed as an individual school responsibility, hell will freeze over before parents are provided with comparative data.



by Robin Duff

She has offered a way forward, "schools make decisions on class sizes, and we need to provide more flexibility for principals on how they allocate teachers, as the ways in which students are taught change in our modern world." (New Zealand Herald, 19 October). Or, in translation: Without that irritating collective agreement principals could trade off teachers' non-contact time for smaller class sizes. Once again, it's not either/or, it's both. Smaller classes provide a better learning environment for students and a better teaching environment too. Non contact gives teachers the time to prepare better lessons and to assess effectively – including providing individualised feedback. Trading off one for the other simply shifts the problems elsewhere – most probably into teacher recruitment.

The minister has demonstrated that she understands the stress secondary teachers are facing and has just announced some initiatives that will begin to address workload, so it seems counter-productive to be contemplating actions that will make secondary teaching even more stressful and difficult than it is already.

Falling back into the yin and yang of teachers versus the government will not get us on to the path of enlightenment and through the gateless gate. We need to act differently and that can't be done unless we can learn to think differently. The past is not always the best guide to the future because, that was zen, this is tao! •



"Which would be more Zen — a pizza with nothing, or a pizza with everything?"

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Calls for collaboration & class size campaign

Bringing New Zealand's education system back to its former glory of being the envy of the world and counteracting the erosion of the last 25 years was the key message at PPTA's annual conference.

President Robin Duff launched an animated video calling for an end to political ping-pong in education to more than 130 secondary teachers in Wellington.

To view the video visit: ppta.org.nz.

"We want to see political forces combine to implement evidence-based policy that is shown to be suitable in New Zealand," he said.

Duff said evidence-based decision making was a popular phrase but there had been few signs governments ever applied it to making decisions about our education system.

A campaign to reduce class size was launched at the conference and attracted the interest of political education spokespeople.

A report presented on class size highlighted the government's failure to resource and introduce class size limits in secondary and area schools.

The paper's recommendations called for class size limits to be sought

School ad puts Bill English on the back foot

PPTA member didn't realise raising an issue over an advertisement in a Gore High School newsletter would have the Electoral Commission investigating deputy prime minister Bill English.

The ad placed by English appeared in the school newsletter on 26 August, the same day the regulated election advertising period began.

Southland PPTA regional chairperson Terry McNamara asked education minister Anne Tolley whether she thought political advertisements in newsletters were acceptable.

"The school should not be backing, or seen to be backing, a political party," said McNamara.

Tolley said she'd advertised in local school newsletters as it was a good way for MPs to communicate with their constituents.

She said she believed it was wrong



Delegates enjoy some impromptu entertainment.

through introducing a campaign to raise public awareness, political campaigns in the election build-up and reintroducing the issue in the next pay negotiations.

The report also warned political action could be needed to make the point as negotiations approached.

"PPTA has been fighting to introduce class size limits for more than a decade but has struggled to gain traction, mostly because of the financial costs of implementing such a change," said Duff.

Another issue that arose was

for school newsletters to take a political stance when they should be used for information for parents about what's happening inside the school.

Labour's education spokesperson Sue Moroney told PPTA that MPs regularly advertised in school newsletters, usually on a first-in-first-served basis.

The Electoral Commission is considering an investigation into whether English breached electoral advertising laws by placing the ad.

It appears the school had run the small ad throughout the year with the wording "Got an issue? 0800 4 B English, text Bill to 244", and included a prominent ticked box and a National Party logo.

The ticked box and the use of the party name means it leant itself to being an election advertisement.

A spokesperson for English conceded and said: "We endeavor to

the government's youth guarantee scheme. Minister Tolley was asked if it was her intention that the funding was to be used for marketing schemes and to poach students from secondary schools. She defended the scheme and indicated she would be unhappy if that were happening.

She said she had no plans to review quarterly funding which has so far this year stripped \$1.7 million from secondary schools.

Both the Labour Party and the Green Party have said they will review the funding. •



Terry McNamara

comply with all the rules – but in this case there appears to have been an oversight once the regulated election period began on 26 August.

"The small cost will be included in election expenses as required and in future we'll ensure these advertisements comply with the rules." •

Minister upbeat but avoids tough issues

With the Secondary Teachers' Collective Agreement (STCA) concluded and an election on its way, minister of education Anne Tolley was decidedly upbeat when she addressed the PPTA annual conference.

She congratulated president Robin Duff on a constructive working relationship over the last 12 months, which she said had given PPTA a strong voice.

Focusing on the Canterbury education sector's response to the earthquakes, Tolley said the shape of education in the region would inevitably change and significant investment would be required.

She extended a special thanks to teachers in Christchurch who had worked so hard, in spite of their own tragedies, to re-establish learning programmes for students.

She then reiterated recent announcements about significantly reducing NCEA workload. This included two teacher-only profes-

sional development days in 2012 and another two in 2013 – in addition to days announced for 2011. Other announcements around NCEA workload can be viewed in "Focus on alignment" on page 13.

PPTA told Tolley the youth guarantee scheme had missed the mark and had been targeting the wrong youth. Delegates cited examples of young people who had achieved level 2 NCEA only to be taken on by the scheme.

When a delegate asked her if the government would collect class size data she said such information should be exchanged between parents and schools.

"I would take issue with the fact that parents don't know. As a parent I always ask," she told the conference.

She noted as part of the recent STCA the ministry had formed a working group to look at class size with PPTA, the Secondary Principals' Association of New Zealand and the New Zealand School Trustees Association.



Anne Tolley

She claimed evidence pointed to the quality of the teacher affecting learning, not class size.

At the time she was unable to release details of policy direction in education because, as she described it, "an important game [of rugby] needs to be played first before we release any policy". •

Strong ideas but the devil will be in the detail

Labour list MP and spokesperson for education Sue Moroney said education is one of Labour's top priorities leading into the election.

"Labour is alarmed at the growing gap between the rich and poor in New Zealand," she said.

Moroney said New Zealand had to address having one of the widest gaps between rich and poor amongst OECD countries because a "mountain of evidence [suggests] that more equal societies result in secure and productive environments".

Moroney used the example of TradeMe creator Sam Morgan advocating a capital gains tax to illustrate how it would help New Zealand get back on par with its OECD peers.

She acknowledged, like Tolley, that major policy announcements would not be made until after the Rugby World Cup.

"The country is a bit distracted at the moment. Some people can think about rugby and other things, but

the prevailing view is we want to wait until after an All Blacks' win," she said.

Moroney promised PPTA members detailed education policy once a win was secured.

She said Labour wanted to look at science and education, saying it was key to securing New Zealand's place on the international stage.

"We will drop the 90-day probationary period bill – this has already been used against staff in the education sector.

"We will announce our wages policy – wages have been driven down during the current government. We will stop the Trans-Tasman slippage. We will introduce a \$15 youth minimum wage," said Moroney.



Sue Moroney

The youth guarantee posed problems in her view.

She said it allowed the tertiary sector to "cherry pick" young people in secondary schools and did little to target the educationally at-risk youth population.

She applauded PPTA for pressing the issue of class size, saying it was critical.

She said the party would work toward smaller class size as long as resourcing allowed it. The party believed smaller class sizes would allow teachers to have more one-on-one time with students who would then be further engaged in education. •

Greens get behind secondary teacher cause

The Rugby World Cup did not get in the way of a firm position on key education policy questions for Green Party spokesperson for education Catherine Delahunty.

Delahunty told PPTA members that ultimately a market model undermined quality public education, saying “competition models fail in education”.

She voiced her support for PPTA’s conference paper about the current economic climate, education cuts and underfunding by playing on the paper’s title and themes, saying “TINA (there is no alternative) has to put on her TIARRA (there is always a reasonable alternative).

“We want to stop PPPs (public private partnerships) in schools, the last thing we want is our students going to Pepsi Cola High.”

She told the conference the Green Party opposed performance pay – “it’s an insult to the profession”.

She said the party would like

to see more funding provided to special needs education and support staff with a central pay scheme.

When it comes to class size she said the most important part of any classroom learning dynamic was the relationship with the teacher.

“Private schools have smaller classes. Smaller classes mean you get to know and engage with your teacher.”

She said the youth guarantee scheme is not winning many fans at this stage and had not been targeted in the way it should have been.

“Classrooms lose – what about engaging with schools and the PPTA instead of undermining them?” she said.

Delahunty proposed that Enviroschools were an important part of the



Catherine Delahunty

party’s education policy.

But she warned a cross-party consensus on education could be difficult given the clear points of view held by other political parties.

“You need economic consensus if you’re going to have cross-party work on education,” she said.

She said there would always be a conflict if one party said the market could fix the problem while the Greens stood firmly behind the idea that a quality public model would be needed.

Delahunty said the political environment in Parliament was “demeaning, humiliating and disrespectful” and was more about “contesting personalities” than ideas.

“I feel sorry that kids can see this smart, rude and abusive behaviour and it’s my kaupapa to change it,” she said. •

Government painting a deceptive narrative

The government is “painting a narrative” that lowers the status of working people according to Council of Trade Unions president Helen Kelly.

In her address to conference delegates she said the worst thing about the National-led government was the way in which it describes the relationship between employers and working people in economically tough times.

“The narrative they are painting ... is that working people are beneficiaries and employers are benefactors, that employers are gifting jobs to working people who should be grateful to have them, that there is some sort of charitable relationship going on there,” she said.

She told delegates that this year there had been several “very big illustrations of that sort of narrative being pushed into the public sphere and people’s compass pointed towards the story and beginning to believe it”.

One illustration was the government’s hasty changes to employment law to allow a deal with Warner

Brothers to film *The Hobbit* in New Zealand despite Actors’ Guild concerns about pay and conditions.

Another was its depiction of Pike River Coal as a brave and charitable company helping an economically challenged West Coast by awarding jobs to miners aware of the risks, when really the company’s underinvestment in its mine may have been the reason 29 workers lost their lives in the November 2011 explosion.

Kelly said the CTU was therefore eager to get more working people on the electoral role and to encourage them to turn out and vote at election time.

She also took the opportunity to promote Union Together – a scheme devised by CTU and its affiliates to unionise the thousands of working people currently being denied union membership by their employers.

“The idea is that you people can use your connection to the union movement to connect up your family/whānau to Union Together,” she said.

“By paying a dollar a week on top



Helen Kelly

of your union fee you can join up any members of your family that you want to Together, provided that they are not in a unionised workplace already.”

For more information about Together visit www.together.org.nz. •

Signing off with deep gratitude

Karen Sewell will soon stand down as secretary for education and end a successful career that’s spanned roles as a teacher, principal, inspector and CEO of the Education Review Office and senior roles at NZQA and the Ministry of Education. She talked to *PPTA News* about her work in education.

What do you regard as your greatest achievement as secretary for education?

The role is complex, so it’s difficult to identify a single thing as being the greatest. I would say that the area we are now making the most important progress is raising the achievement of Māori students and making sure we have an education system that responds to, and respects, their needs. A strong contributor to this has been developing partnerships with iwi so that pathways can be found that lead to Māori achieving success as Māori.

If you could change one thing about education in New Zealand what would it be?

In absolute terms, to have a truly inclusive education system that respected and met the needs of all our children; that raised the achievement of every single one of them.

We have one of the best education systems for four out of five of our children and I want to make sure all five are reached – doing that is the greatest challenge.

What are the main things you will take away with you when you leave this role?

Deep gratitude to all those I have worked with and a strong conviction that our world leading education system is on the path to becoming truly equitable and inclusive for every young New Zealander.

You were involved in the Auckland Feminist Teachers organisation. What challenges did women face at that time and do you think the challenges are similar today?

It was a very exciting and challenging time to be involved in education and a whole lot of us were touched by the experience of working together.

The issues to do with equity women teachers faced in the 70s and

early 80s are some of the same women face today in the public service.

Economically New Zealand suffers if we don’t make the full and best use of the whole talent pool we have available here.

Statistically women are not well represented in senior public service positions. How could this be improved?

For me it’s a moral issue as you would expect women to be in roles of leadership.

There must be something wrong with our recruitment processes for senior positions if women don’t get them. It’s not that women aren’t able. I spoke to a group of women recently about women in the public service and senior positions and one said “What should we be doing differently to get these jobs?” I said, ‘Why should you do anything different’.

What future do you think education unions have in New Zealand?

They have an important future. Like everyone we are facing significant change. We are facing change because there’s change in education itself; we’re facing change because New Zealand is facing a challenging fiscal position. It means we’re going to have some hard conversations with each other and I think the unions will be critical in that.

What did you gain from involvement with the secondary principals’ council and PPTA?

I gained a huge amount. First I had an opportunity to work with my colleagues from all over the country. It gives you a national perspective that you don’t get when you’re in one school in one part of the country. If I hadn’t done that I don’t think I would have made the decision to come to the public service.

It’s helped my understanding of what drives teachers and what drives the union and I hope that even when



Karen Sewell

we don’t agree, I certainly have a high level of respect for the unions and their contribution to teachers and through teachers to learning.

How important is PPTA in working for better educational outcomes?

Any one of us singularly doesn’t lead to better educational outcomes; it’s our ability to work together. Leadership comes from all parts of the system and sometimes it comes more significantly from one part than another.

Has working as a teacher and principal helped with your current role?

You learn all kinds of skills that can translate into any kind of management area. I don’t think I’ve ever forgotten the challenges and excitement of being a classroom teacher. You probably have the greatest impact on individuals in the classroom.

What book do you think everyone in New Zealand should read?

The Penguin Book of New Zealand Verse.

If you could invite three people to dinner who would they be?

Te Puea, Katherine Graham and W.B Yeats. •

Party policy sweep

PPTA News quizzes eight political parties about their education policies.

	Will your party repeal the quarterly funding of school operations grants?	Will your party support NCEA as the only qualification offered in New Zealand secondary schools?	Does your party support national collective bargaining for trained and qualified teachers?	What will your party do to address increasing levels of violence in secondary schools?	Does your party support fast-track teacher training schemes like Teach First NZ?	Does your party support eliminating large class sizes?	Would your party be prepared to work with other parties on evidence-based education policy?	Does your party oppose public private partnerships in the education sector?
	No. Believes education funding belongs to the student and should follow the child as closely as possible.	Believes in choice. A one-size-fits-all approach can waste some students' potential and damage the self esteem of others.	No. Does not support government mandated compulsory collective bargaining on a national scale.	The problem is not solvable on a national level. They are challenges for principals and teachers who know their school and students better than the MoE.	Yes. Such schemes break down barriers between the community and the education sector.	No, it is not clear that smaller class sizes are a guarantee of better results for students.	Yes.	No.
	Yes. Believes public education is seriously underfunded. Will increase school operations grants by 10%.	Will improve NCEA by evaluation, and implementing PPTA's recommendations. Has no policy on schools offering other qualifications.	Yes. Would review the ERA to enable multi-employer collective bargaining and the right to strike on social issues. Opposes performance based pay.	Will promote a whole-school culture that supports the elimination of bullying and violence. Will fund initiatives such as PPTA's safe schools programme.	No. Teacher training is too important to be fast-tracked.	Yes. There should be no more than 20 students per teacher. Smaller class sizes will improve the delivery of quality education for all children.	Yes. Prepared to work with other parties on evidence-based education policy where we have common points of view.	Yes. Believe it has been the only party to consistently oppose public-private partnerships in the education sector.
	Yes. Will review the effects of funding changes on secondary education. Concerned that quarterly funding and the youth guarantee place great pressure on parents.	Implemented NCEA and has faith in it as an internationally respected qualification. To maintain confidence in the system it is important that schools offer NCEA.	Yes. It is critical to ensuring wage growth for New Zealanders.	Will work with schools to provide support in dealing with bullying and violent assaults.	Wants to invest in the best quality initial teacher training and prioritise that over short-term cost-cutting. Will assess any new schemes against these criteria.	Believes smaller class sizes are something to work towards as resourcing allows.	Will work with other parties on evidence-based policy if they share that objective.	Yes. Opposes PPPs for building schools. Will cancel existing PPP contracts where govt can do so without incurring legal liability. Will not pursue further PPPs in education.
	Yes. It is an additional stress on schools and makes annual planning more difficult for them.	Yes. It was very disappointing that Labour allowed Cambridge exams to be run in public schools and be allowed to undermine NCEA.	Yes. A national pay structure for teachers is essential to high quality public education so schools in low-income areas can also employ the best people.	Would ensure every school has a sound anti-bullying policy (such as the PPTA initiative). Would work to reduce income inequality as this is directly related to the problem.	No. Believes teaching is a role for highly trained professionals with regular input of quality professional development.	Yes. Despite right-wing politicians' claims to the contrary there is very good reason to reduce class sizes to improve the quality of education.	Yes.	Yes. There are plenty of disasters that unfolded overseas because of the fundamental conflict between provision of quality education and the drive to make profit.
	We support self managing schools.	Supports it as the current qualification but are open to other qualification possibilities.	Yes.	Would establish a Ministry for Families focusing on violence prevention. Would introduce pastoral care models and expand Tataiako.	Believes iwi could work closely with training providers. Would promote a three-year recruitment drive for 200 Māori to enter teaching.	Yes. It's better for students and it's better for teachers.	Yes. Would work with any party to further the interests of our people.	Will allow schools and their outlying communities to decide what would work best for them and whether PPPs will benefit their students.
	No. The funding is now following students. Any funding which doesn't go to schools is being invested in the wider Youth Guarantee.	No. Supports NCEA but also supports choice for students and parents. Believes our education system should give schools the flexibility to offer students different options.	Yes.	Has introduced a more proactive approach to dealing with behaviour issues. Invested in the PB4L plan. Has asked PPTA to offer additions to the plan.	Yes. Believes attracting top graduates to teaching will lift the status of the profession and benefit students, especially in hard to staff subjects.	Has formed a working group that includes PPTA to look at class size as part of the STCA. Believes evidence shows the quality of the teacher, not class size, affects learning.	Yes. Believes this is already happening.	No. Believes that although savings will be modest, PPPs benefit students and teachers, which is why two new schools in Hobsonville will be built and maintained under a PPP.
	Yes. It outweighs any savings.	No policy.	Yes.	Supports professional development for staff, initiatives like the responsible thinking classroom trialed in some south Auckland schools, and multi-agency solutions.	No.	No policy, but wants to enter into conversation with the profession to look at all alternatives.	Yes.	No policy.
	No policy.	Yes.	Yes.	Supports restorative-justice-style disciplinary programmes requiring the student to understand the implications of their actions.	Yes.	Believes class sizes should be kept to reasonable levels where possible.	Yes.	No.

Raising support by and for principals

At annual conference New Zealand Secondary Principals' Council chairperson Julia Davidson talked about how PPTA might better support principals and the importance of principal collegiality as evidenced by the Canterbury earthquake.

"I want to acknowledge the many schools up and down the country that have helped Christchurch schools and colleagues – by taking in students, by sending resources and by offering other forms of support.

"I think the earthquake, the Japanese tsunami, Pike River and now the oil spill in Tauranga have given us all cause to pause and think long and hard about what is really important in life – and at work," she said.

"I think we have had reinforced that, in the end, the only thing that matters is people and how we look



Julia Davidson

after each other, particularly when the going gets tough."

Davidson signaled it would be her last year with NZSPC after six years serving in various capacities.

"I believe in sharing the good

toys around – so now it's time for someone else to represent Wellington and have the benefit of the professional learning NZSPC offers."

We wish Julia all the best. •

Obituary

A great teacher, thinker and writer

Phillip Henry Capper • 14/9/1944 - 2/11/2011

It was with great sadness that we heard that Phil had died on a return flight from Christchurch.

Phil was an active member of PPTA from the day he began teaching at Spotswood College in 1968 after emigrating from the UK. He served as branch chair at Palmerston North Boys' High, Inangahua College and Grey-mouth High.

In 1978 he was elected as an executive member for Nelson-Marlborough-West Coast.

In 1979 Phil joined the staff of PPTA responsible for curriculum, assessment and political liaison.



He was a true thinker on educational matters and did seminal work on what was called "The Jagged Edge" – the transitions from formal

schooling to further education, training and work; stuff that is still pertinent today.

He also helped instigate the Shared Decision Making Project in 1991 which was PPTA's response to the increased focus on managerialism which was fast becoming a Tomorrow's Schools by-product.

He left PPTA in 1994 to form his own company WEB Research, with its focus on work, education and business.

Phil's keen humour and acuteness can be found in "Nuncle's curiosities" column which he wrote for *PPTA News* between 1979-1991. •

Nothing guaranteed

PPPTA says the Ministry of Education's youth guarantee scheme has its priorities wrong.

It says funds are being used by tertiary providers to aggressively market to 16 and 17-year-olds.

When the matter was raised with Anne Tolley at PPTA's annual conference in Wellington, she indicated that money should not be used on marketing but offered no assurances this would not continue.

She told delegates at PPTA's annual conference that \$63.1 million would be reprioritised to increase the promised new trades academies bringing the total number of academies to 21.

The policy has been in place for two years.

Over 10,000 16 and 17-year-olds would be taking part in youth guarantee, trades academies and service academies next year, said the minister.

President Robin Duff said some tertiary providers were not enrolling the at-risk teenagers targeted by the policy, but stripping achieving students from secondary schools.

Secondary school teachers and

principals are increasingly weary of the youth guarantee programme. They acknowledge it fills a gap but worry it might not support at-risk young people as anecdotes about the scheme trickle in to PPTA.

PPTA's Southland executive member Penney Dunckley said polytechnics were struggling with some of the students.

"We're hearing anecdotal evidence they are starting to deal with attendance, they're starting to deal with behaviour and yet they're still not picking up those NEETs (not in education, employment or training) students that we thought they were targeting."

Wanganui-Manawatu region chair Rob Torr said the scheme was a good idea but some organisations used the money and were still not meeting students' needs.

"They're taking good students out of school who should still be in school and have the opportunity to go all the way through to year 13. It's a money generating scheme versus helping out kids that shouldn't be in school or have lost the opportunity of continuing their education within



Penney Dunckley

a secondary school.

Rob Torr said some institutions were trying to recruit 15 and 16-year-olds who have not yet finished year 11 at school which he says is too early.

Tolley said young people who had dropped out of school were the focus.

"The youth guarantee is certainly aimed at those students who have fallen out of the system, who are no longer at school and are therefore responding to tertiary-based education," she said. •

Quarterly funding shaves school budgets

Revealing figures show secondary schools have lost over \$1.7 million because of quarterly funding.

The figures obtained under the Official Information Act by Radio New Zealand's education correspondent John Gerritsen reveal 334 schools received over \$1.7 million less funding due to the introduction of the June roll count.

Principals are saying even more funding will be cut before the end of the year.

The information obtained from the ministry shows the 10 most affected schools lost between \$29,000 and \$17,000 each last term.

It is the first year the Ministry of Education has used roll counts every three months to adjust secondary and area schools' funding for costs like electricity and support staff.

Hamilton's Fraser High School lost \$28,896 and Freyberg High School in Palmerston North lost \$22,000.

Principal of Freyberg High School Peter Brooks told Radio New Zealand the system was unreasonable.

He believed his school could lose up to \$60,000 this year due to the new funding model.

"You don't suddenly not need a classroom because five students have left in that room. All the costs in that room are the same. You've still got a data projector, you've still got the chairs in the room, you've still got the teacher coming into the room. It's just slashing the budget," he said.

The New Zealand Secondary Principals' Council surveyed secondary schools about the impact of quarterly funding.

Of those that responded, 74%

said their workload had increased due to quarterly funding, 83% said certainty around financial planning had decreased and 77% identified a reduction in their discretionary spending.

The report found the impacts of quarterly funding were heavier on lower decile schools.

One principal commented – "[there has been a] huge impact on low decile, high Māori, high transience schools. [It's] hugely inequitable. I have dismissed three teacher aides and have stopped spending on maintenance".

Although the model has seen schools further disadvantaged, education minister Anne Tolley is standing by it.

She claimed that funding that did not go to schools is being invested in the wider youth guarantee, such as trades and service academies. •

YANTs weaved into NETs

The network of establishing teachers (NET) caters for all teachers, of any age, in their first ten years in the profession. Currently there are about 2,500 teachers in the email network, but the establishing teachers' committee, responsible for running it, believes there should be closer to 4,000.

This network was previously known as the young and new teachers' (YANT) network but the committee became aware that the only word people really noticed in that title was the word "young". Older people coming into the profession did not recognise it as being of any relevance to them.

While the word "establishing" may seem odd, the NET aims to provide newsletters and advice for people needing assistance in the period of their career when they are establishing themselves in the profession.

After lengthy debate among committee members it was thought to be the word that best described the group being targeted, and the executive approved the name change.



Two achievements of the network are the production of the *Beginning Teachers' Handbook* (copies of the new edition are now available from field offices) and campaigning for the executive decision to issue a membership card next year with benefits for all PPTA members.

Every region should have a representative of their establishing teachers on their regional committee. That representative is currently designated in the constitution as a "representative of young teachers" so there are moves

afloat to update that term in line with sharpening the focus of the network.

Having a regional representative is important because they attend regional officer training in February of each year and this is the group from which the eight-person establishing teachers' committee is elected. This committee runs the network, develops proposals for the executive to consider and thus ensures that the priorities and needs of those who will in due course lead the profession are being seen to. •

PPTA set to launch membership card

Can you remember the last time you had a PPTA membership card? For more than half of PPTA members, the answer will be no. In fact, the last time PPTA issued membership cards was over two decades ago.

The idea to reintroduce a membership card was first mooted by former PPTA Counties-Manukau executive member Stuart King in 2009. The concept gained further momentum through PPTA's Young and New Teachers' Network (YANTs).

The YANTs, now known as the Network of Establishing Teachers (NETs), demanded a card, preferably one with benefits attached. On behalf of the NETs and other interested members, executive members Miles Winter (Aoraki) and Erica Schouten (Counties-Manukau) prepared a membership card plan for executive to consider at their pre annual conference meeting in mid October.

At the executive meeting, Miles gave a passionate speech in which he emptied his wallet to prove there was room for another card, provided its design was slim. Following some intense debate at the executive table, a motion was carried to launch a new membership card system from mid 2012.

"PPTA members will now be able to call themselves bona fide card carrying union members. The card can also be used to vote at paid union meetings and to prove you are a member when obtaining discounts from organisations including Kiwibank, Hertz, EBS and Southern Cross," said Miles.

"We will also make sure more organisations are contacted to provide further benefits for members as the card release date draws closer."

Branch chairs and secretaries should keep an eye out for the first batch of membership cards at the



Aoraki PPTA executive member Miles Winter shows he has plenty of room in his wallet for another card.

start of term two next year.

If you have an idea for a discount members may be interested in, email mstevenson@ppta.org.nz and put "membership card" in the subject line. •

Press Council upholds PPTA complaint

Balance and fairness are the winners on the day when it comes to articles on NCEA.

A PPTA complaint to the Press Council about the article "Blowing the Whistle on NCEA" published in the July issue of *North and South* has been upheld.

Deborah Coddington, former ACT party politician and journalist, did not hold back in her attack on NCEA, accusing the New Zealand Qualifications Authority of "fudging the figures" to make it appear moderators and teachers were moving closer to an agreement on the internal assessment of students' work.

The teaser for the article said, "scaling, cheating, fudging figures, manipulating marks – and that's just the administrators. Is NCEA corrupting everyone it touches?"

Coddington cited a source known only as "Teacher Pete" who is used to substantiate the article's main claim that a moderator of the New Zealand

Qualifications Authority encouraged teachers to "fudge the figures for the minister".

It interviewed known critics of NCEA who offered anti-NCEA anecdotes, including John Morris, NCEA's most outspoken critic, but did not speak with NZQA, the Ministry of Education or PPTA. Coddington merely quoted from NZQA's 2010 annual report.

There were no comments from any teachers in support of NCEA.

North and South responded to the complaint by saying "Teacher Pete" had much to lose by going public with his claims and had nothing to gain from making allegations against the moderator.

North and South editor Virginia Larson went on to claim that there is a culture of fear around speaking out about NCEA.

The PPTA wrote a letter of complaint to the magazine which was published in August. Unsatis-



fied with a response from *North and South*, PPTA took its complaint to the Press Council.

The Press Council ruled the article lacked fairness and balance and was, "a one-sided critique of NCEA and NZQA and, by implication, some teachers".

It went on to say: "Publications are entitled to take a forthright stance and advocate a position on any issues. But this article contained specific and potentially damaging allegations about NCEA and NZQA and teachers that in fairness, for balance and, not least, for the sake of its readers should have contained balancing views. The views of the PPTA should have been sought."

PPTA president Robin Duff said students deserve fair reporting about the qualification they rely on throughout their secondary education. •

Focus on NCEA alignment

A series of updates casting a wary eye on the NCEA standards alignment process.

What's new?

- The Minister's announcements on workload (see below).
- Two teacher only days for NCEA alignment work in each of 2012 and 2013, on top of the two previously announced for 2011.
- Significant changes in external moderation that reduce the total number of samples of work moderated, and introduce two samples:
 - A random sample used to calculate a national agreement rate; and
 - A selected sample targeting particular problematic standards, subjects or departments where extra professional support is needed.
- Fees (\$120 per teacher) for best practice moderation workshops waived for 2012.
- More workshops – made possible by the reduced amount of moderator time needed to moderate.
- More assessment resources at levels 1 and 2 for maths, science and technology.
- See www.nzqa.govt.nz/workload-advisory-group for more information about workload developments.
- Extension for one year of the level 1 Science unit standards that were due to expire at the end of 2011 – see NZQA circular Assessment Matters 2011/016.

Maths CAT – derived grade

PPTA followed up a concern from members about the derived grade rules for the MCAT and we've been successful in getting it fixed. The original wording implied that if the school chose to do the CAT on the Wednesday or Thursday, and a student was away that day but not away for all of Tuesday to Thursday, they weren't eligible for a derived grade. NZQA says this wasn't what they meant, and it's about opportunity. If the student didn't have an opportunity to sit the CAT because they were legitimately absent for the relevant days, then a derived grade application can be made. (NZQA said it would email principals' nominees.)

Moderation reports and appraisal

At a recent leaders' forum qualifications group meeting, an NZQA official said some schools use moderation reports as part of performance appraisal. She said NZQA considers this an inappropriate use of moderation reports, and asked principals' organisations to inform their members. With the changes to moderation next year introducing a selected sample for where there have been problems with interpreting standards in order to provide increased teacher feedback, using moderation reports for appraisal will be even more inappropriate.

Out in the field

Health and safety standards assist victims of violence

Information and advice from PPTA's intrepid field officers.

PPTA field officers are frequently contacted by members who have been subjected to violence, bullying or threats by students while working.

The association has done extensive work in this area including developing an anti-violence toolkit which is easily accessible at www.ppta.org.nz.

The PPTA's professional issues advisory committee recently conceived a taskforce to look solely at behaviour management, as the issue of violence in schools is not one with an easy-fix solution.

Another important fact is that behaviour management and violence are not just issues facing teachers and schools. The ramifications of allowing violence to continue will flow out from the school gate and manifest in society as a whole.

Through an industrial lens, the issue can be discussed using the Health and Safety in Employment Act 1992. The act bestows the right for teachers as employees to work in a healthy and

safe environment where hazards are minimised, eliminated or isolated.

Often we think of those hazards as obvious physical risks, such as a leaky roof causing a staircase to become slippery. But what of the student who lights fires in class and is returned by the deputy principal without comment? What about a student who tells a teacher that he will be waiting outside the gate after school (presumably to afflict violence), or a student who lobs bricks through the window of a teacher's house? These are all living examples, from one field officer's area in just the last year. Sadly, this list goes on.

While there is no simple solution to the prevalence of violence in our lives, as an employee a teacher is safest in a school which is genuinely compliant with the act. That is where at least one elected worker representative has been trained and participates actively in a health and safety committee to raise and address matters which place teachers at risk.

It is unacceptable to endure violence, threats and bullying in any place of employment. It is unfortunate that so many incidences go unreported and therefore unaddressed.

Teachers must avoid antisocial behaviour becoming normalised and report it through their school's health and safety system. Elected and trained employee representatives can provide advice on more complex health and safety matters.

PPTA field officers are available to assist branches in implementing a workplace health and safety policy if one is currently missing or inactive. This guidance can be useful, as field officers see a wide range of branches and it is not always a case of having to reinvent the wheel.

Field officers can also send elected representatives in the right direction for courses that are Department of Labour and ACC accredited. Once passed, the course gives the elected health and safety representative the ability to issue hazard notices. •

Youth'12 surveys well-being of secondary students

The well-being of New Zealand's young people and their ability to learn is the focus of a national well-being survey.

The Youth'12 national well-being survey is a repeat of a 2001 and 2007 survey conducted by the adolescent health research group at The University of Auckland.

Researchers will contact 100 randomly-selected secondary schools throughout New Zealand, seeking their consent for the anonymous survey to be carried out with students during terms one to three next year.

If your school is selected, participation is confidential and your school will receive a report based on the results about the well-being of your students.

The anonymous survey is conducted on internet tablets and covers "well-being" in the widest sense. It covers a wide range of areas: ethnic identity and culture,

family relationships, school relationships and engagement, bullying and violence, health and healthcare, emotional and mental health, sexual health, food and eating, exercise and leisure activities, alcohol, smoking and other drugs, community involvement and spirituality.

Students will not be asked questions that do not relate to them – for example students who do not smoke will not see any questions about smoking behaviours because the computer-based survey will automatically skip those questions. Students' privacy is protected as they are not asked for their names and therefore cannot be identified in any reports.

The surveys provide definitive information on young people in New Zealand and are widely used to inform policy and plan programmes and services for schools and the community.

Results from previous surveys revealed some significant findings



– those students who were regular victims of bullying were three times more likely to show significant symptoms of depression, and three times more likely to attempt suicide, than students who were not bullied. The results also confirm that a positive school climate helps keep most students engaged in education and can prevent truancy.

Reports from the previous surveys have been distributed to many schools and are available free from the survey website www.youth2000.ac.nz.

For more information contact the Youth'12 Project Manager Sarah Masson: phone (09) 373 7599 extn 87414 or 021 775 475 email: s.masson@auckland.ac.nz. •

Wainuiomata High School "positive and safe"

Dear editor,

While I think it is really important that you ran the article "Lifting the cloak on bullying" (*PPTA News*, vol 32, no 8, October 2011) there are a couple of corrections I would like to make.

Firstly our school is not in the PB4L programme, largely because of concerns about how the programme would gel with other school systems and because we felt we do a lot of this work already. We have used the well-being kit produced by NZCER which you say is part of PB4L, but is actually a stand-alone research tool that is worth any school using.

Secondly, and perhaps most importantly, Wainuiomata High School has a positive image and a strong reputation for action in our community. Staff, students and parents work collaboratively to develop and maintain positive relationships which benefit our

students' learning. For many reasons we have been working for years to counter public misconceptions about Wainuiomata High. We are a dynamic multi-cultural school that knows what it is and where it stands on issues like bullying.

Tomorrow's Schools has added a number of pressures around schools' public perception and my point was that it is not healthy to deny the problem of bullying. All of our school rolls are under pressure with a drop in the demographic of year 8 going into year 9. Negative perceptions wherever you are have a negative impact on parent choice.

More importantly, in working with youth around choices we need to provide students with the opportunity to make the right decisions based on open and honest handling of issues like bullying. We are a vibrant school and community working hard to ensure a positive

and safe working environment so our students can grow as learners and as people.

*Martin Henry
Deputy principal
Wainuiomata High School*



Summer house-swap offer

A PPTA member is interested in swapping her house in Papamoa, Tauranga, for the summer holidays with another member elsewhere in the country. Interested? Email hadams@rghs.school.nz

PPTA

Got a gripe?

Or simply want to share something of value with *PPTA News* readers?

Write us a letter.

Try to keep it to 200 words and email it to us at:

editor@ppta.org.nz.

Pseudonyms ok.

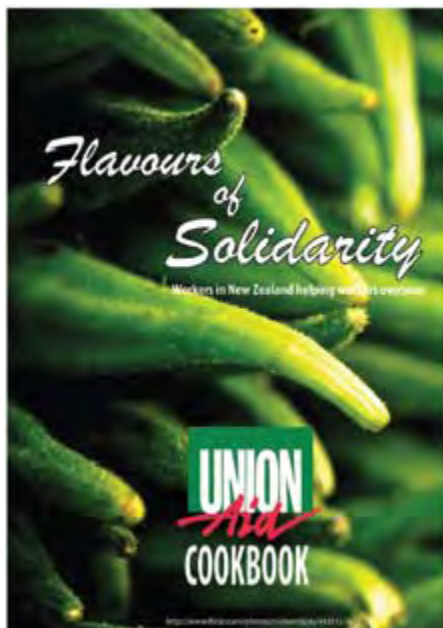


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FLAVOURS OF SOLIDARITY

-a UnionAID cookbook • Recipes from India and South East Asia

UnionAID has published a set of fabulous Indian and South East Asian recipes in a small but perfectly formed book of easy-to-make and delicious recipes. This is a cookbook you will use and treasure, as well as being the perfect gift for friends and relatives.

Flavours of Solidarity will be on sale from late October at the very affordable price of only \$10.

All profits raised will go to UnionAID projects in Tamil Nadu and on the Thailand-Burma border.

Flavours of Solidarity will be on sale from the Wellington CTU office for \$10 or order online NOW for \$12 (includes postage and packing) at:
<http://unionaid.org.nz/order-a-cookbook/>

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