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PPTA NEWS

Volume 30 • Number 8 • Mahuru / September 2009

The menace behind the music
A teacher's story p5



PPTA News is the newsletter of the New Zealand Post Primary Teachers' Association. Approximately 18,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within *PPTA News* reflect those of the PPTA.

Editorial and advertising

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Editor: Anna Kirtlan
Layout and Design: Ben Weston
Prepress by Toolbox Imaging Limited.
Printed by The Print Room.
Visit www.ppta.org.nz for *PPTA News* ratecard information.

Deadlines

October edition

5pm, 6 October for articles and advertising.

November edition

5pm, 6 November for articles and advertising.

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For now sits expectation in the air

We have high expectations of ourselves as an association as set out in the three objects in our constitution – to advance the cause of education, uphold the just claims of our members and affirm and advance the Treaty of Waitangi. We have high expectations of ourselves as professionals as set out in our own code of ethics and that of the Teachers Council.

We also have high expectations of each other as members. We expect members to exercise their democratic rights within the organisation both in the preparation for and at PPTA's annual conference and we expect and require members to exercise their judgement in the development of a claim for the Secondary Teachers' Collective Agreement which expires in June 2010 and in the ratification of any new settlement.

We expect our students to be reasonable and step up to the ideals expressed in the New Zealand Curriculum, and by and large we meet with success. They learn to grapple with specialist language and sophisticated concepts, to relate to others not just in a passive way but actively, to participate in our society in constructive ways and to manage themselves.

When our own expectations are matched and aligned with systemic supports, all students can be assured of a high quality system for their lifelong learning and to succeed within it.

Our expectation of others extends to our representatives in government. We expect them to understand the need to invest in the intellectual infrastructure of this country, its schools, its students and its educational workforce. We expect any savings (read cuts), if indeed there is a cogent reason for making them in the first place, to be the result of a careful and

coherent strategy that has sector-wide understanding and support. It is only with this understanding and support that such massive changes could possibly proceed.

We expect a system that is fair (and free), not a fragmented collection of elements that exist without coherence or a system that is based on mere market mimicry. (Thinking everything can be just left to the market is so last century!)

We expect our professional judgement to be valued. The minister of education has invited us to contribute our ideas for teacher staffing cuts. We are never short of ideas but none of them involve cutting staffing and certainly not cutting front-line staffing, something the electorate was explicitly promised would not occur.

“We expect to be called to a meeting this month to hear from the minister how she imagines her expectations for improved performance from schools can be achieved in the face of staff cuts.”

As was noted in the last viewpoint, it is not possible to cut secondary staffing without severely damaging students' education. We expect to be called to a meeting this month to hear from the minister how she imagines her expectations for improved performance from schools can be achieved in the face of staff cuts.

Our students achieve good results on the international stage and will be part of a robust economic recovery or a slow and torturous one. We look out for them and they also look after each other, sometimes in spite of a system that spends considerably less on child welfare than other OECD countries, less than half the OECD average in fact.

They are not all, always happy though and when they are not, for



by Kate Gainsford

whatever reasons, we are the ones who often end up face to face with their ire and their resentment.

However, we hang in there as we know that in the small minority of more severe cases, their experience at school may be the only calm, reasonable and secure part of their day or night. Good things do happen in schools and far more often than not.

We know the angst ridden become calm and mature, the angry become reasonable and good at reasoning, the work resistant become self reliant and motivated, the alienated become part of something bigger than themselves, -family, teams, businesses and communities.

They do this because teachers and coaches and all the other members of the village that work with parents to bring up and educate young people, generally work together and do a good job.

We expect hard decisions to be made about funding but not wrong-headed ones that take no account of the needs of young people and schools in this country. ▪

Don't let the sun set on night classes

Standing up for students

The Wellington High School adult education students pictured (right) are the faces of a community that could be losing affordable access to life long learning. They - and thousands like them throughout the country - will be the victims if the government chooses to go ahead with plans to cut funding for adult community education. Teachers at the school have already made their views firmly known during a march on parliament last month, and they are now gearing up to support the rest of the country as part of a nationwide campaign. For information on activities in your region visit the CLASS (community learning association through schools) campaign website www.stopnightclasscuts.org.nz

100 years of adult education is too precious to lose - How can you help?

- Show your support by joining a local demonstration on September 12 - the national day of protest
- Access and spread the Stop Night Class Cuts petition
- Write to MPs
- Email MPs
- Join the Stop the Cuts page on Facebook
- Access the CLASS website to see how you can support the campaign - www.stopnightclasscuts.org.nz



Taking in tomorrow's teachers

Auckland field officers David Fowlie and Erin Polaczuk host PPTA's "mobile shop-front" at the University of Auckland College of Education's secondary teacher trainee expo in August.

In past years the college combined the expo with primary trainees, but allocated separate primary and secondary teaching expos this year to reflect differences between the two sectors.

"This was the first time they ran separately and it seemed to go really well," said Erin. "We gave away over 300 packs over the three days, which included information ranging from our PPTA pamphlet series, Teachers' Council forms, registration information and our membership details."

Erin says a number of students were quick to take advantage of PPTA's offer of free membership to teacher trainees, many having already signed up online.



The expo had stalls from other areas such as the Ministry of Education and the University of Auckland, and stalls selling educational materials and books.

"While we weren't the brightest or most exciting looking stall, we were definitely popular." Erin said trainees' offered up

a range of questions about salary, past work experience, bullying and fixed-term employment in addition to queries about PPTA membership.

"A few even wanted to discuss the next negotiation round and the current government's lack of support for public schools," she said.

Facing the music in schools

Alex* has spent his professional life listening to students playing music -but now the sound of a zipper being pulled is too much for him to bear.

The former secondary school music teacher lives with a condition called hyperacusis, which leaves him hypersensitive to sounds at certain pitches and unable to continue a career he loves.

An ACC investigation has ruled that Alex was the victim of occupational noise-induced hearing damage. His condition could easily have been avoided with information, support and simple changes to his teaching environment. Alex spoke with the PPTA News to help make sure other music teachers don't suffer the same fate. Teaching music has been Alex's life. He trained as a teacher overseas and has a Masters degree in music. The only difference in his last job was extended work with the school's concert, jazz, rock and production bands.

Hypersensitivity to sound is not typical of occupational noise exposure – with the striking exception of those exposed to music. Research also shows the largest group of musicians with hearing difficulties is high school band directors. It was after working with a school production band in 2006 that Alex began to realise something was wrong.

"I didn't know whether it was age or stress. I was really knocked around -I lost nine-and-a-half-kilos," he said. During the school holidays he started to get better but once back at school things began to go downhill again. "It was the concert band direction that I enjoyed immensely, but after each rehearsal I felt totally drained. "I really struggled to cope. The kids were driving me nuts in class, they were so loud. It was crazy."

It wasn't until he was diagnosed in 2007 that Alex discovered he had developed a low tolerance for sound. "It wasn't the students that were noisier, it was my perception that had changed."

Alex was becoming sensitive to

high frequency sounds, while at the same time suffering from hearing loss. It was only a subtle switch from a sound being just audible to it becoming loud enough to cause him extreme discomfort. Sounds like cutlery scraping against plates, bells at



supermarkets and even a zipper being done up quickly can easily become too much for him.

When listening to live performances he discovered he was unable to hear certain instruments. It became more obvious when he marked a particularly talented student down for playing out of tune during a practical assessment. The student queried the mark and an independent reassessment by a respected woodwind tutor also disputed it. "It was a real shock to me. I couldn't fathom why this tutor would disagree with me. It was after discussing this with my wife that I made an appointment with my GP... If you have a hearing problem you realise it pretty quickly because you can't hear things, but if sounds are louder than they should be it takes a while for the penny to drop. Musicians put a lot of faith in their ears," he said.

One of the saddest things about Alex's story was that it didn't have to happen. If some basic measures had been put in place, he would still be teaching today. "The biggest thing is knowledge. Schools need to understand the health and safety aspects of music teaching and the importance of simple things like timetabling," he said.

During the course of a day music teachers can be exposed to temporary threshold shifts (TTS), which cause hearing problems. If the person affected is given time away from the noise to recover – preferably 16 to 18 hours – the condition resolves itself. But if they don't get that downtime, permanent hearing damage can result.

The teaching space at Alex's decile 10 school was no different to many other music classrooms in New Zealand. Sound-proofing would have helped the situation, but a simple change in timetable would have made all the difference. According to the Department of Labour a workplace noise level should not exceed an average of 85 decibels during an eight hour period. To put this in perspective – a power lawnmower that requires ear protection to operate can be 91dB or more, while an individual flute can reach 116dB at its peak. Recordings made by music industry working group SoundAdvice during a college music class showed the cornet was the worst offender with an average of 89dB, reaching 140dB at its peak, closely followed by tenor saxophone – peaking at 134dB and the oboe, clarinet, alto saxophone and trombone, which all peak at 132dB. Teachers working with beginning classes are also likely to be exposed to more noise because, for beginner players – especially those learning woodwind and brass instruments – it's technically difficult to play softly, he said. Another simple, but crucial, piece of advice Alex has for music teachers is to get annual hearing checks. Because of an unrelated ear condition Alex had a precautionary audiogram done before starting at his last school. This showed he had normal hearing and was an important piece of evidence when it came to the ACC investigation into his case. "I'm not the only one – there are lots of people out there like me. I was just lucky I had the test before I started. "I just want to see that this does not happen to other music teachers – or their students."

For more information see:

- . www.musiciansclinics.com
- . Hearing loss in musicians, prevention and management - Marshall Chasin, Plural Publishing, 2006
- . Sound Advice - noise at work in music and entertainment -<http://www.soundadvice.info/>

Waikato conference tackles behaviour

All teachers are interested in ideas for managing confrontation in the classroom, which is why 80 dedicated educators from Auckland to Ashburton attended the Waikato inter-regional conference on disruptive student behaviour.

The three-day conference explored strategies that teachers can use to either diffuse potential conflict or minimise its impact once it arises.

Keynote speaker Dr Nigel Latta, clinical psychologist and host of TVNZ's *The Politically Incorrect Parenting Show* stressed the need to keep things simple when dealing with teenagers and to keep things in perspective, saying they "grow out of most things eventually."

Other speakers included Dr Angus MacFarlane, professor of Māori research at Canterbury University,



Nigel Latta captivates his audience

who discussed relations with Māori students, and Margaret Ross, an adolescent behaviour consultant, who ran a workshop offering ways to deal with inappropriate behaviour and how to set realistic boundaries.

The conference also included workshops from PPTA staff about restorative practices, health and

safety in a school setting and getting union support. A number of attendees found the themes very timely and were inspired by the new ideas speakers and workshop facilitators offered. However they acknowledged there were no simple or easy answers to the mounting challenges teachers face. ■

Conflict in schools

NZSPC

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

A timely one-day course for principals and senior administrators

This hands-on training course will help you and your colleagues be better prepared for the conflict that arises daily in secondary schools. The workshop has a practical focus which emphasises skills development that can be immediately implemented.

Facilitated by leading Queensland barrister and arbitration expert Ross McSwan BA, LLB, Prof. Cert. Med. Arb., RANR.

"The training which Ross offers is completely topical for New Zealand schools and I am confident that you will find this to be a worthwhile course."

- Graeme Macann, NZSPC Chairperson

Venues, dates, prices and registration

Waipuna Hotel, Auckland on Monday 22 February
Vidals Estate, Hastings on Tuesday 23 February
Holiday Inn, Wellington on Thursday 25 February
Latimer Hotel, Christchurch on Friday 26 February

Depending on demand, the course may also be offered in Hamilton, Palmerston North, and Dunedin.

\$285 per person (PPTA members)
\$950 group rate for up to four PPTA members
\$500 per person (non-PPTA members)

Registration forms are available from the PPTA Palmerston North office
email Palmerston@ppta.org.nz or phone (06) 358 4036.

Recommended reading for new teachers

A handbook for beginning teachers is hot off the PPTA press and will serve as a one-stop-shop for those finding their feet in the profession.

The imaginatively titled *Beginning Teachers' Handbook* offers all the introductory information new teachers need about gaining registration, maximum teaching hours, pay and leave entitlements, joining PPTA and of course an open invitation to join the union's large and friendly young and new teachers (YANTs) network.

The content also includes links to more information available on the websites of the Ministry of Education, the Teachers' Council and PPTA.

Input from the YANTs committee, who have the most recent experience

of first steps in a teacher's shoes, ensures the handbook covers all the right bases providing information new teachers often need but aren't sure who or where to ask.

The Beginning Teachers'

Handbook is available from PPTA field offices and will be available from branch chairs from the start of 2010.

It's also available in the Resources section of www.ppta.org.nz.



Curriculum issues out in Copenhagen

Not everywhere in the world do politics and sport go easily hand-in-hand, but the triennial World Outgames is a definite exception.

PPTA senior vice president Robin Duff was among 800 delegates from 85 countries to attend the second international conference on lesbian, gay, bisexual and transgender (LGBT) human rights held as part of the World Outgames in Copenhagen in July.

Robin said that a big part of the games and the conference is for "those participating to say what you're doing in sport is as important as what you're doing in the political arena."

That's why the joint Outgames events are so widely supported by organisations such as Education International and the international union movement who value promoting the acceptance of diversity within society.

The theme of the Copenhagen Outgames human rights conference was Love of Freedom – Freedom to Love. Under this banner, the overall



goal of the conference was to reaffirm and defend the human right of every LGBT person.

Robin was also fortunate enough to facilitate a workshop at the conference that examined ways in which LGBT aspects of society can be woven into the school curriculum.

"European countries have made the most inroads in reforming human rights regarding LGBT issues," he said. "But this doesn't seem to have permeated far into our education system.

"Apart from LGBT issues being

identified occasionally in health and sex education areas of the curriculum, and acknowledged by guidance counselling services outside the classroom, very little that's tangible seems to have come through to the rest of standard school curricula in most countries."

He said the task now was for teachers to bring and use the materials available to them to introduce LGBT material into curriculum areas.

At the conference Robin was heartened to see the

extent to which New Zealand's efforts to address human rights issues of LGBT people was recognised internationally and acknowledged by conference participants from all parts of the world.

"A number of things were brought up such as the recent transgender inquiry in New Zealand, which was an international landmark for transgender people," he said.

"The advent of civil unions was also seen as significant. There was a feeling that New Zealand's attitude to diversity was encouraging." ■

A lifetime commitment to political action

Members of PPTA who had the fortune to work with **Bernadette Childerhouse** are saddened by her passing on 20 August after a brave battle with health issues.

Bernadette was most recently the PPTA executive member for Aoraki from 2002 to 2006. During that time she served on the political strategy and the membership standing committees and was the convenor of the women's advisory committee (WAC). As the WAC convenor she led the large PPTA delegation to the biennial Council of Trade Unions women's conference in 2005.

Bernadette had a lifetime commitment to political action and was an astute observer of politics on a national, local and personal level. Combined with a forthright and straightforward manner, her insights to political developments were invaluable in the deliberations of both the political strategy committee and of WAC. It was under her convenorship that WAC released the campaign to curb bullying in schools.

She was also an active debater around the executive table, and vigilant in reminding executive of



the interests and expectations of Aoraki members. That they were well-served by Bernadette was attested by Aoraki Chair Jeff Keay in his eulogy at her funeral.

In addition to her representative role on executive, Bernadette was simultaneously Aoraki's regional women's co-ordinator, a position she was nominated to in 2001 and one in which she exercised her lifetime interest in women's issues.

Bernadette had an MA in politics and was a trained Social Studies teacher. She began teaching in 1987 at Selwyn College, Auckland where she was active not only in the branch but, from the mid 1990's, also on the Auckland regional management committee. From 1997 to 1999, Bernadette was deputy chair, then chair of the Auckland region.

For the happiest of personal reasons she moved to Timaru in 1999 and later married her beloved Garry Clarke. There she taught part-time at Timaru Girls High School, adding Dance to her teaching programme. She retired at the end of 2008.

Bernadette engendered great admiration and loyalty in her friends and colleagues. She

was wonderful company, was inclusive of new people and always positive and affirming in her interactions. At the same time she was brave in her criticism when she saw unfair treatment. One of her roles on executive was the informal position as social secretary, a role she assumed with ease.

Bernadette was blessed with outstanding social skills and her friends, in turn, blessed to have experienced her company. ▪

Conservation in the classroom - CWI

New Zealand secondary teachers and students are in an ideal position to help protect the world's rarest dolphins. Hector's and Maui's dolphins both live only in New Zealand, but gill netting and trawling are threatening their survival. Since nylon filament nets became available in the 1970s, Hector's dolphin numbers have plummeted from 29,000 to less than 8000. The situation for Maui's dolphins is even worse. Ninety percent are already lost, and only 111 animals survive. Care for the Wild



International (CWI) chief executive Dr Barbara Maas – who has given well received talks to New Zealand secondary schools about the dolphins – hopes teachers will use information available about the animals' plight

to develop classroom materials and discussions. "This issue is relatively simple and inexpensive to solve and it's up to New Zealand to do it. Only complete protection against fishing deaths will avert extinction....Without the impact of fishing, numbers could grow to 15,000 in 50 years.

Information on Hector's and Maui's dolphins can be found on CWI's campaign website at www.hectorsmauis.com

Chalkdust: a look into PPTA's past

A series looking at education through the eyes of the PPTA Journal. This month we travel back to 1989.

Student loans – the beginning of the end

Senior secondary school students are being asked to support a campaign against a fee increase for tertiary study. The campaign is against government proposals to charge tertiary education fees of about \$1800 and institute a loans scheme to repay this money.

Tomorrow's chaos

Manchester University now runs a management school for English principals confronted with local financial management – as is being brought in here. The first batch were surprised to be told by the director that "...traditional virtues of running a tight ship and maintaining the status quo will no longer be valued

in tomorrow's schools. Instead you must learn to thrive on chaos".

- Excerpt from *Curiosities* by Nuncle

Simultaneous snacking?

You *nearly*, but not quite, got a circular from head office including the advice that you should "consider co-ordinated brunch activity."

The Munro Report

Wary of the proposed Tomorrow's Schools system – PPTA commissioned Auckland College of Education teacher education direction Rae Munro to research the scheme.

He concluded that there was very strong evidence that the school management and industrial model proposed in Tomorrow's Schools would damage the

education system and run counter to the ideal of greater community involvement and team management... "The whole notion of devolution seems to be predicated on the assumption that if you make teachers fearful and miserable (by stripping them of security in their careers) you get better education," he said.

PPPs gone mad

"What we are looking at is a type of sponsorship package whereby we can go to a company or group of companies and ask them to put money in selected schools. In return we would be prepared to modify the school's curriculum to suit the needs of the company."

- *New South Wales minister of education Terry Metherral*

NZACDITT

New Zealand Association of Computing and Digital Information Technology Teachers

October 6th 2009 - Conference and AGM

Day **O**ut *for* **I**nspired **T**eaching

Nau mai, haere mai — we invite you to join us

We offer inspirational talks as well as hands-on workshops – professional learning opportunities for growth, consolidation, and for the stuff of dreams.

We want dialogue, we want diversity, we want enrichment – and we want you to join us!

Your choice of *two locations*: **Christchurch** (at Christ's College) or **Auckland** (at MIT)

Register now with Gwenny Davis gwenny.davis@core-ed.net – subject "NZACDITT conference".

Out in the FIELD

Signing the right agreement

Information and advice from PPTA's intrepid field officers.

Marawhara High School was very active in marketing itself in Asia and Europe as a good school for international students.

It was successful in attracting an average of 50 students a year and had structures in place to support them. All Education Review Office (ERO) reports commended the school on its care of the students from outside New Zealand. John applied for a position at the school as an English for speakers of other languages (ESOL) tutor for 2009 which he saw advertised in the local paper. A requirement of appointment was teacher registration. He was a trained primary teacher who had been teaching English in Korea for three years.

John was offered the position and told in his letter of appointment he would be paid under the Support Staff in Schools Collective Agreement as he would be teaching small groups of students only and was being paid out of school funds, that is, the fees paid by students. He was given a timetable of 22 hours contact with students a week. He enjoyed teaching the students, the head of department for ESOL was helpful, the staff were friendly and he did everything they

did - wrote reports, attended staff meetings, did duty and even helped with a soccer team.

When the PPTA branch chair approached him about joining PPTA, he did. However, when all the teachers received a salary increase on 1 July, he didn't get the increase so he spoke to the PPTA branch chair. She then learnt he wasn't being paid as a teacher but as a support staff member and advised him to contact the school's field officer.

The Secondary Teachers' Collective Agreement's (STCA) coverage clause 1.4 applies to all teachers working in 9-13 and 7-13 schools. John was teaching students alone in a classroom and was responsible for planning lessons, undertaking assessment and reporting to parents. He was attending staff meetings with all the other teachers. He was even appraised by the HOD. He was a teacher.

The Support Staff in Schools Collective Agreement states that

it does not apply to teachers and defines support staff as those who work to support teachers. John was not supporting any other teacher by working in a classroom under the charge of a teacher. He was employed under the wrong agreement.

“The Support Staff in Schools Collective Agreement states that it does not apply to teachers and defines support staff as those who work to support teachers.”

The field officer met with the principal to point out that John was working as a teacher and was therefore covered by the STCA and should have been offered that agreement when he was appointed. John should have been

placed on the teachers' salary scale from the beginning of the year and would now need to have his salary as a teacher assessed by the salary assessment unit of the teachers' payroll, be placed on the teacher's salary scale and be paid the arrears owing. The field officer also pointed out that John's class contact hours exceeded his entitlement in clause 5.2.3 (a) of the STCA to no more than 20 hours class contact in a week, that his timetable needed adjusting to 20 hours of class contact a week and that he was entitled to recompense for the extra hours he had already taught.

The STCA covers secondary teachers only. Therefore, a teacher in John's position, who has been offered the wrong collective agreement at the time of appointment, is eligible to join PPTA and request a field officer to take up the matter with the employer who, as a party to the agreement, must abide by it. Branch officers should check with new employees that they have been offered the STCA on appointment and that they have had its relationship to PPTA membership explained. ▪



Science teacher questions MoE's lab safety policy

Last issue's cover story about a new code of practice for school science labs prompted a bit of feedback. Here's the first piece we received.

Dear editor,

I was a science/chemistry teacher for 33 years during which time I had the unfortunate experience of having an arsonist try and destroy a science block.

The fire was put out before the block was razed. The local fire brigade treated the scene as a chemical fire.

No material safety data sheets (MSDSs) could be issued or were available and access to them at 3 am would have been impossible anyway.

The damage to the chemical store was extensive but there was no spillage of any chemicals. A lot of melted and cracked bottles had to be thrown away (chemicals included). All the combustible chemicals were okay in a stainless steel lined WOODEN CABINET. This was considered by the fire expert as the best dangerous chemical store he had ever seen. The problem with metal storage cabinets is that they heat up to the temperature of the fire very quickly and it is rare to find anything left inside them. Wooden

cabinets insulate the contents and while they eventually burn through, they protect the contents for much longer than metal cabinets.

Contents in wooden cabinets that have not burned through are usually okay even if they need several days to cool down. DO NOT OPEN a cabinet that has been in a fire to check if the contents are okay. The sudden addition of air can cause the contents to catch fire immediately.

NONE of these suggestions based on years of experience have been taken into account in the school safety requirements. In the school I am working in now as a laboratory technician the organic chemicals (combustibles) are stored in an all-metal cabinet which might be flame proof but is not heat proof.

I would be interested to know what the minister of education's response is to the following.

I am expected to provide MSDSs for all chemicals transported to a laboratory – regardless of quantity



yet I can go to the supermarket and buy for the school bottles of methylated spirits, kerosene, or turpentine and I do not get an MSDS. Likewise I can get any container (regardless of condition or history) filled at a petrol station with petrol (which contains known carcinogenes) and I

do not get a whole set of MSDSs about all the ingredients. Why not?

It seems to me that to ensure safety for all students and teachers – the problem does not revolve around masses of paperwork but the use of small quantities and the practice of adequate safety techniques. In all 33 years of teaching there was never a safety seminar. Perhaps that is where we need to start.

Action is always faster than reading a safety sheet and then having to do the action after that.

I would appreciate it if you could take up some of these issues with the ministers concerned. You are certainly in a better position to do so.

Janic Geelen, PPTA member

McDonald's employees earn while they learn

The *In The News* column of the July issue of *PPTA News* featured our take on Work and Income's provision of a \$16,000 yearly subsidy to McDonalds to hire unemployed workers. We asked, wouldn't that money be better spent at the top of the cliff in schools? Here's what McDonald's had to say.

Dear editor,

I am writing in regards to an article published in your July edition.

Like many other New Zealand businesses, McDonald's has had a relationship with Work and Income for a number of years, which includes working together to help connect

New Zealanders with employment. McDonald's New Zealand announced in March 2009 that we are aiming to increase staff numbers by 6000 by 2011. Our partnership with Work and Income is one of the ways we hope to achieve this.

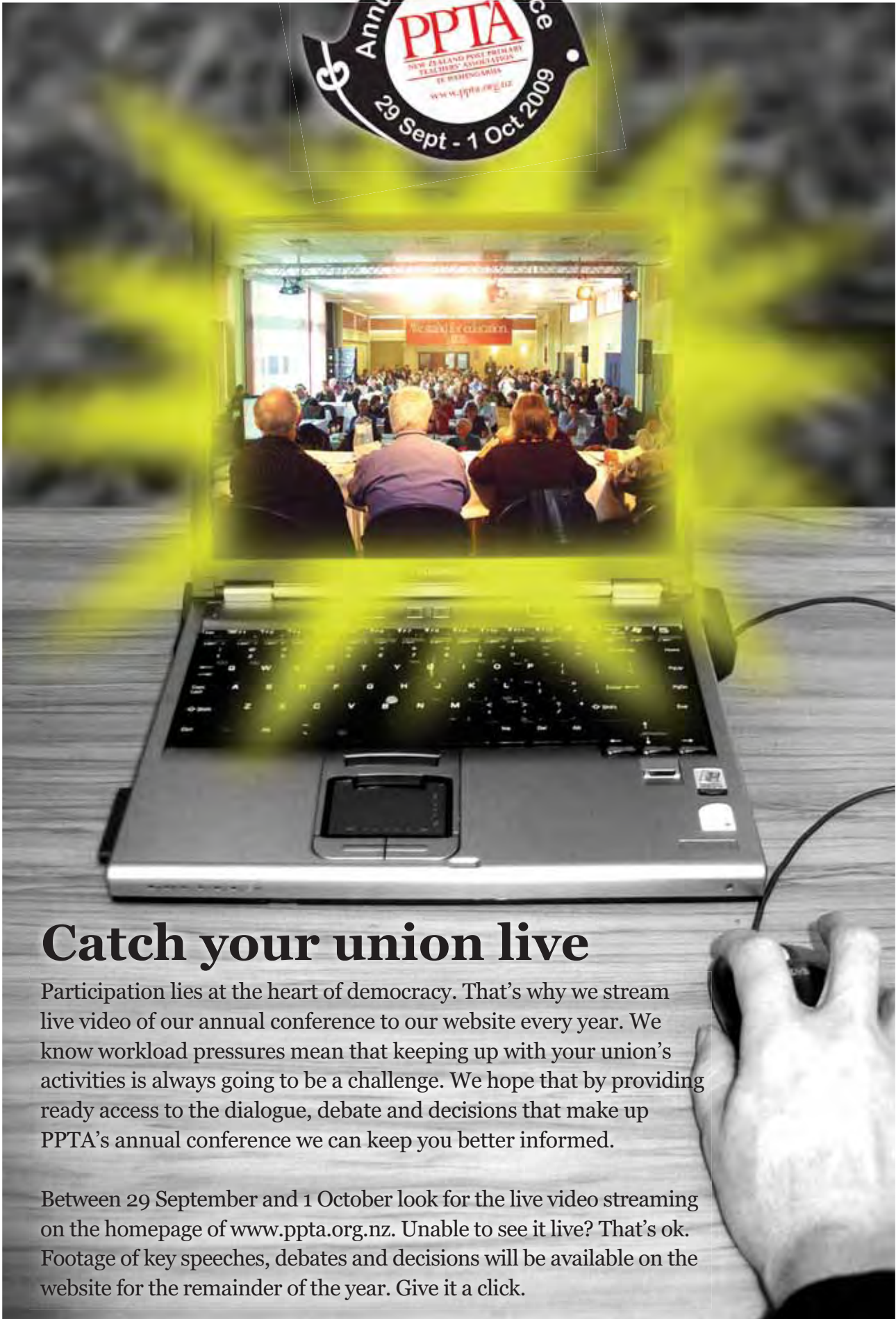
McDonald's is just one of the many companies that are involved with the initiative and gets no special treatment. Any New Zealand company is eligible for Work and Income subsidies, which are dependent on the particular individual being employed, to assist with wage and training costs.

McDonald's employees "earn while they learn" through extensive training and development opportunities. We've worked hard to gain



formal recognition from HSI around NCEA and NZQA accreditation for the variety of tools provided as workplace based training, of which both full-time and part-time employees are encouraged to take advantage.

*Mark Hawthorne
Managing Director
McDonald's New Zealand*



Catch your union live

Participation lies at the heart of democracy. That's why we stream live video of our annual conference to our website every year. We know workload pressures mean that keeping up with your union's activities is always going to be a challenge. We hope that by providing ready access to the dialogue, debate and decisions that make up PPTA's annual conference we can keep you better informed.

Between 29 September and 1 October look for the live video streaming on the homepage of www.ppta.org.nz. Unable to see it live? That's ok. Footage of key speeches, debates and decisions will be available on the website for the remainder of the year. Give it a click.