

## Summary: Supporting teachers to do their jobs: There's got to be a better way

This paper considers the reasons why the collective bargaining process for secondary teachers and principals has become so fractious and adversarial. One would think that if all the parties were committed to the best outcomes for students and were informed by the best research about secondary education, common ground would emerge immediately and a settlement would follow soon after. The paper examines the reasons why the notion of collaborative educational change with unions as active partners has proved so elusive in New Zealand, except for a brief period (2003 to 2010) when the Ministerial Task Force proposals were in place. The recommendation calls on PPTA to pressure political parties to develop a more constructive approach to national bargaining.

## **Recommendations:**

- 1. That the report be received.
- 2. That PPTA seek commitments from all political parties to the development of a collaborative national bargaining process that supports constructive educational change.