



PPTA News

Uniting secondary teachers of Aotearoa



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PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 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.

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Time for courageous commitment

Politicians of all stripes need to commit to making our national secondary school qualification the best it can be, writes Chris Abercrombie

As my daughter began her second year of school this year, I couldn't help thinking how amazing it would be if we had more certainty about what she was going to be taught and how she would be assessed through all of her school years.

Right now, who knows what the secondary school qualification will look like when she gets to Year 11? Who knows what the curriculum will look like or consist of?

Instead of lurching from one system to another with every change of government, wouldn't it be awesome if politicians from all sides had the courage to stop making education a political football and scapegoat?

Commitment to resourcing and supporting

I'm not advocating sticking with a curriculum or qualification that is problematic and is not meeting the needs of our young people. However, it seems to me that, for example, the key problems with NCEA Level 1, in particular, and NCEA in general, stem from successive governments' refusal or failure to commit to fully resource and support the system and necessary changes to it.

Imagine what we could do, and how our students would soar, if kaiako were provided with all the professional development we needed, had a range of inspiring exemplars to work with, and high quality resources were delivered in a timely manner.

The reality is that teachers do an amazing job, trying to make things work as best as possible for our ākonga with sub-optimal resources and delivery at the national level.

The Minister of Education has made it clear she intends to make a decision about NCEA Level 1 sooner rather than later – we will work to ensure that secondary teachers' voices are listened to and acted on in this process.

Professional development claim

Professional development is set to be an integral part of our collective

agreement claim this year. Teachers are best placed to know our professional development needs so it's proposed that we claim for an individual entitlement to an average of \$1000 per year for all teachers to be spent on self-identified professional learning and development activities. This proposal was part of a range of draft claims which, at the time of writing, were being discussed at branch-based meetings.

These proposals came in turn, out of meetings held at the end of last year, where members discussed a range of priorities and possible items to include in our collective agreement bargaining this year.

I have every confidence that discussions at these meetings will result in a set of claims that members identify closely and strongly with, and which you will campaign passionately in support of.

As is the case with all of our collective agreement campaigns, we will face significant challenges from the Government. That is why it was really important that we included a mix of items in the draft claims. I am sure members' hive mind will strike just the right balance.

PPTA Te Wehengarua at Waitangi

Although in many ways the year has just begun, I have experienced one very special highlight already. In early February I had the honour and privilege

of joining the PPTA Te Wehengarua Māori Vice President, the General Secretary, Te Huarahi Māori Motuahake – our national Māori body – and a range of Te Reo a Rohe and PPTA staff up at the Treaty grounds at Waitangi, to commemorate the 185th anniversary of the signing of Te Tiriti.

This was the first time PPTA Te Wehengarua has ever had a formal and visible presence at Waitangi Day events. Our bright red and white gazebo was in an excellent waterfront location and was a familiar and welcome sight for everyone we met there, particularly kaiako. The valuable connection through kanohi kitea, laughter and kōrero, represents another significant step on the path PPTA Te Wehengarua is on to affirm and advance Te Tiriti o Waitangi.

Being a visible part of the biggest event in the Māori – and national - calendar was an important gesture for PPTA Te Wehengarua. It showed our clear support for the mahi that is taking place. I look forward to a long relationship with the Treaty of Waitangi grounds and hope we attend for many years to come.





Decision on future of NCEA Level 1

PPTA has endorsed NCEA Level 1 as a foundational qualification ahead of a Ministerial decision on the future of the qualification later this year

An Education Review Office (ERO) report into NCEA Level 1, released late last year, found that NCEA is not working as well as it should be, with the report questioning if it is still a qualification Aotearoa New Zealand needs.

ERO reported on NCEA Level 1 arguably very early given the changes to NCEA Level 1 were rolled out nationwide only at the beginning of 2024. However, the review, initiated by the Minister of Education, Erica Stanford, asked ERO to assess the current state of NCEA Level 1 following the recent changes made to the qualification.

ERO reviewed NCEA Level 1 to find out how fair and reliable it was, if it was helping students make good choices, how motivating and manageable it was for students, and the impacts of recent changes. ERO reported its concern with the standard of what was being offered, finding that NCEA level 1 was not yet a reliable measure and not entirely fair. The Minister was widely reported as being open to 'scrapping NCEA Level 1'.

Significant responses

The ERO report did not tell the sector anything it did not already know and the PPTA pulse check on NCEA, taken last September had similar feedback. As with the PPTA pulse check the volume of responses to ERO's NCEA report was significant.

Several recommendations from ERO's report have already been implemented - pushing out the dual pathway timeframe, more administrative support for schools, dropping of the NCEA 1.3 internal/external assessment and making sure that Common Assessment Activity results are returned more quickly. ERO has recommended that NZ does not need three years of formal qualifications and that, if kept, NCEA Level 1 should be targeted as a foundational qualification or made more challenging to better prepare students for NCEA Level 2.

Taking advice

The Minister is now considering the future of NCEA Level 1 and one of the



Education Minister Erica Stanford will decide the future of NCEA L1 this year

groups she has publicly stated she is taking advice from is her Professional Advisory Group (PAG). PPTA has two Secondary Principals' Council (SPC) members on this group.

Principal member feedback to the Minister, at SPC's November 2024 meeting, was concern with the confusion about what might be happening with NCEA. They felt there was a risk that schools would ditch NCEA Level 1 thinking that this was the way it was going. Principal members highlighted there was no consensus about Level 1, with schools taking different approaches. In many areas there is not a strong 'for or against' retaining NCEA Level 1.

Disruption opens door to private providers

SPC Chairperson Kate Gainsford has cautioned that when the provision of a public service such as a national qualification system is disrupted, the ground is laid for private providers to fill a perceived gap.

PPTA does not support the privatisation of any parts of education, and certainly not our national qualification. We need to ensure New Zealand has a robust, and manageable, qualification system. It is entirely possible to have a qualification

system that consists of a first level of general and broad education at the end of compulsory schooling and a higher leaving certificate that consists of Level 2 or Level 3 qualifications.

Hearing the voice of those most impacted

NCEA has had controversy since its beginnings and already this year NCEA continues to be undermined with a spate of media reports highlighting schools 'abandoning' NCEA in favour of international qualifications, for example Cambridge International. The 2024 NCEA results have highlighted that schools not offering' NCEA level 1 are predominantly schools whose students have 'high advantage' and approximately 50% of schools in this category do not offer NCEA level 1. It is therefore important to ensure that the decision-making on whether to retain the NCEA Level 1 qualification includes the voices of those most likely to be impacted by its removal.

At its meeting in February, PPTA national executive endorsed ERO's recommendations that NCEA Level 1 is targeted as a foundational qualification, its breadth is maintained and options for the corequisites are explored.

Part-time teachers' non-contact entitlements take effect

After years of battling, part-time teachers' entitlement to pro-rated, paid non-contact time is now a reality

Junior science teacher Carolina Stavert feels like she is achieving the kind of life work balance that so many teachers desire – thanks to the introduction this year of pro-rated non-contact time for part-time teachers.

“It’s early Term 1 and I have definitely felt a positive change compared to last year. My timetable last year had quite a few gaps between lessons and that meant I had to be at school for my free time. One hour wasn’t really enough time to go out and do other things.

“This year, there are still gaps between lessons, but the difference is that those gaps have now been made my non-contact hours, and this is working so well for me. It feels like I’m reaching the so sought-after life work balance and there’s not a financial sacrifice for it.”

PPTA Te Wehengarua members won this entitlement in the 2022-23 collective agreement bargaining round, but it only took effect this year. It means that all part-time PPTA members are entitled to paid non-contact hours based on the number of hours they teach.

‘It’s given choice to those who are wanting to gradually retire from teaching, those who are returning from maternity leave, those who are caring for elderly parents or raising children.’

The entitlement feels particularly hard-won for Lisa Hargreaves who was one of four part-time teachers at the heart of an Employment Court case, funded by PPTA, and taken against the Secretary for Education and the four teachers’ school boards. The Court’s final judgement, released in 2021- two years after the initial hearings - went against PPTA. This meant that thousands of part-time teachers had to continue to rely on the



Carolina Stavert



Part-time employment case claimants back in 2017: Debra Eno, Lisa Hargreaves, Pam Foyle, Leanne Ardern (Donovan).

goodwill of their schools to pay their proportionate non-contact hours.

Lisa regards the court case as the catalyst for winning the entitlement in the collective agreement negotiations. “If we hadn’t taken the case it wouldn’t have got this far.

I’m so pleased, I feel like we’ve won, even though it was a delayed win. I’m so pleased that it came about – it is equal pay for equal work. However, like everything in the collective it’s open to interpretation and I know it’s been really hard for some people to actually get the entitlement in place.”

She believes the entitlement is giving a lot of teachers more choice about their working hours. “At our school a few people went part-time as a result of the entitlement and that’s probably happening around the country. It’s

given choice to those who are wanting to gradually retire from teaching, those who are returning from maternity leave, those who are caring for elderly parents or raising children.”

However, she wishes the entitlement had been in place when she and many other part-time teachers were single parents raising children. “There was a massive amount of money that I was deprived of because of the non-contacts not being an entitlement.”

If you are a part-time teacher and PPTA Te Wehengarua member, and you are having difficulty securing the pro-rated non-contact entitlement, please talk to your branch chair, or contact your local field officer.

Field officer contact details: www.ppta.org.nz → Contact us

PPTA presence at Waitangi

The bright red PPTA Te Wehengarua gazebo on the waterfront was a welcome sight for many attending Waitangi Day celebrations this year

For the first time ever, PPTA Te Wehengarua had a visible presence at Waitangi this year as tens of thousands of people gathered at the Waitangi Treaty Grounds to mark the 185th anniversary of the signing of Te Tiriti o Waitangi.

PPTA Te Wehengarua Te Hāpai Ō, Te Aomihia Taua-Glassie, said it was important for PPTA Te Wehengarua to show, by kanohi kitea, its ongoing commitment to the Association's constitutional objective to advance Te Tiriti. "It's not just the kōrero we have, it has to be our attendance at significant events like Waitangi Day.

"It's important for not only our members to see our leadership there but for the

general public. Having our president – his expertise and whanaungatanga – present at Waitangi really amplified our advancing of Te Tiriti, not just for our members but also for the community, Māori and tangata Tiriti there."

Chris Abercrombie, PPTA Te Wehengarua Amorangi / president, said attending Waitangi was an important event for PPTA Te Wehengarua. "It showed our clear support for the mahi that is taking place. I look forward to a long relationship with the Treaty of Waitangi grounds and hope we attend for many years to come."

Along with Te Aomihia and Chris, PPTA Te Wehengarua representatives also included General Secretary Dr Kirsty

Farrant, Te Huarahi Māori Motuhake members, Te Reo a Rohe and a range of national office and field office staff.

Angela O'Donnell-King, PPTA Te Wehengarua kaihautū Māori, said the valuable publicity gained through PPTA Te Wehengarua being present at arguably the most important date on not only the Māori but the national calendar, could not be over-estimated.

"Many enthusiastic kaiako approached the PPTA gazebo eager to discuss professional educational issues. We were a familiar and welcome sight for everyone we encountered, particularly kaiako, who were happy to see the Association represented and committed to celebrating Te Tiriti o Waitangi."





PPTA calls for compulsory Te Tiriti education for all MPs

PPTA Te Wehengarua delivered some strong messages to the select committee considering the Treaty Principles Bill

Compulsory Te Tiriti and He Whakaputanga (The Declaration of Independence) education for all Members of Parliament would mean less room for division based on ignorance of our history, Te Aomihia Taua-Glassie, PPTA Te Wehengarua Te Hāpai Ō, told a parliamentary select committee last month.

She was presenting an oral submission on behalf of PPTA Te Wehengarua to the Justice committee which is considering the more than 300,000 submissions on the Treaty Principles Bill.

“We know that education is the way forward for our country. Education on these important historical documents should be freely available to all in Aotearoa New Zealand, but it should be mandated for the people who are leading our country.”

Te Aomihia said the Bill threatened to unravel decades of progress in honouring Te Tiriti o Waitangi within our education system. “Our tamariki and rangatahi, who once had to hide their culture,

silence their reo, and saw no reflection of themselves in the curriculum, are only now beginning to reclaim their rightful place, after generations of systemic oppression. This Bill, if enacted, would once again ensure that state education is not a safe place for ākonga Māori.”

She said the Bill would undermine the mahi that has been done, and needs to be done, to recalibrate the playing field for our students. “To have equality, redress must happen. It is sometimes said that equity is the unequal distribution of resources for equal outcomes. For us to be equal, the Crown must first address the past wrongs.

“This Bill undermines the foundation of Crown-iwi relations. It is a direct assault on our constitutional integrity and the rights of iwi Māori. The Government must quash this Bill, engage with iwi Māori and Treaty experts, and restore Te Tiriti’s rightful place in our education system.”

Te Aomihia called on the Prime Minister, Christopher Luxon, to apologise to the

nation for allowing this Bill to form a part of the Government’s coalition agreement. “He must acknowledge that Te Tiriti o Waitangi is not negotiable, nor should it ever be used as leverage in a coalition agreement to form a government.”



Standing in solidarity

PPTA Te Wehengarua members were out in force supporting nurses in their industrial action at the end of 2024

PPTA Te Wehengarua flags were flying proudly around the motu at the end of last year in support of rolling strikes by NZ Nurses Organisation (NZNO) members.

NZNO members walked off the job and took to the streets from 10-19 December for a series of rolling district strikes. Nurses, midwives and health care assistants were striking for safe staffing, fair pay and better patient care.

PPTA Te Wehengarua national executive member, Joseph Durkin-Gorman, joined the Waitaha Canterbury action. “When nurses strike, they’re fighting for fair pay and a health system that actually works.



Waitaha Canterbury regional chair Finn Le Sueur and executive member Joseph Durkin-Gorman supporting the nurses

“Our health system is underfunded like our state schools. Backing nurses means standing up for all public services because when they struggle, our students and communities suffer too.”



Time for branch resolutions against charter schools

All PPTA branches are being urged to pass a resolution as soon as possible against charter school conversion

Applications are now open for state schools to convert to charter schools, so it is imperative for PPTA Te Wehengarua branches to meet and pass a resolution against being converted to a charter school.

Ngā mihi nui to the approximately 70 branches that have passed your resolution – great work!

The resolution against charter school conversion affirms your branch’s desire to remain a public school. It is important for teachers and school communities to take the lead in the conversation, and to make your opposition to conversion visible.

The resolution is an affirmation which can be celebrated and shared with your principal and board.

PPTA Te Wehengarua website www.ppta.org.nz has a range of resources to support branch chairs and members in holding a branch meeting to sign the resolution, and to take steps to present this to your school board and principal. The array of resources includes a toolkit for branch chairs, templates for the branch resolution and a letter to your school board, and much more.

If you are a new branch chair and need help



Massey High School PPTA members with their branch resolution

organising a branch resolution meeting, please contact your local field officer.

Seven new charter schools have opened this year: Mastery school in Ōtautahi Christchurch; Christchurch North College; Te Rito Te Kura Taiao in Northland; and North West Creative Arts College; the BUSY School; TIPENE; and École Francaise all in Tāmaki Makaurau Auckland.

It is extremely disappointing to see hundreds of millions of dollars being poured into a tiny number of charter schools when there are so many state schools around the country in need. For

example, the BUSY school is offering what all New Zealand students who require additional learning support deserve. At the moment, many students are not having their needs met, as the alternative education system has been left to languish under successive governments.

It is heart breaking to see extremely niche schools, such as the Remuera-based French language school, being funded with public money when our local state schools desperately need more teachers, building upgrades and pastoral and learning support.

Consultation on curriculum learning areas and wāhanga ako

Consultation is now open on content for Years 7 to 13 Te Reo Rangatira and Years 9 to 13 Maths and Pāngarau.

If you belong to the NZ Association of Maths Teachers, please do connect with them as they have a survey related to the consultation and would like to hear from you.

For more information, visit: www.tahurangi.education.govt.nz → What’s New? → updated learning area and new wāhanga ako content

You are strongly encouraged to have your say, as individuals or groups, on the changes that are being proposed and to touch base with your subject association if you need to.

Consultation closes Monday 28 April.



Supporting our new teachers

New teachers need our support in order to develop their practice and stay in the profession

Beginning your career as a teacher is an exciting journey and a steep learning curve. We know that teachers who are well-supported in their roles early in their careers develop their practice better and stay in teaching for longer. So, what should we be doing to support our new teachers?

Obviously, every teacher is different and so are their needs when it comes to support. However, there are a few basic things that we see crop up for new teachers that are fairly common, and most of these are centred around understanding the collective agreement.

Late in 2024 we published a list of 'advice for people starting in their first teaching role' on our website, Instagram, and Facebook pages. This was intended to be a short checklist for people starting their first teaching job. While the website gives further explanation, the abridged list looks like this:

1. Join PPTA Te Wehengarua.
2. There must be a genuine reason for being on a fixed-term contract.
3. Do a salary assessment to make sure you are being paid properly based on your qualifications and previous work experience.
4. You have additional non-contact hours as a provisionally certificated teacher (PCT) (+5 hours in your first year).
5. A mentor is a necessity, and your school is funded for someone to meet with you regularly.
6. If you're moving to take up a teaching role, you might be eligible for a relocation grant.
7. Engage with opportunities to learn and network in the PPTA through events like our PCT Conference and Mahi Tika training.

For further information and detail on the items above, check out the page on our website (just search 'advice for new teachers' in the search bar, or the post is pinned on our Instagram). These items only scratch the surface on advice for new teachers and are things that really



should be very much squared away by this point in the term. However – it's not too late to rectify this!

What we don't say in this checklist is what to do if your employment rights as a beginning teacher are not being upheld. So that's where you, dear reader, as the more experienced and "weathered" colleague, come in.

It is important to remember that the items in our collective agreement that are intended to support beginning teachers were hard fought for (and won!). For example, the inclusion of additional non-contact time for beginning teachers allows PCTs time to find their feet, navigate the intricacies of their role, and develop their skills. Not receiving this additional non-contact time means we are putting unnecessary burden on our beginning teachers – increasing the likelihood of burnout and competency issues due to a lack of support and development. This seems pretty cut and

dried to those who are experienced with navigating collective agreements.

However, people entering the teaching profession may have little to no experience with collective agreements and the power of a common and transparent employment contract. This means that they may not be familiar with the idea that you can very quickly identify what your rights are in your employment, and advocate for those rights to be fully realised.

That is why it is important to talk with our new teachers about the parts of our collective agreement that are specific to them. It increases their understanding of their rights, yes, and it shows solidarity to them and support in realising those rights.

So – if you have a freshly minted colleague joining your team, direct them to the advice for new teachers. Then congratulate them on beginning what will ultimately be a very rewarding career.



Mentoring meaningfully

Often teachers are acting in mentoring roles without even realising it. *PPTA News* spoke to three teachers about their mentoring experiences and insights

The Oxford Dictionary defines a mentor as ‘an experienced person who advises and helps somebody with less experience over a period of time’.

Whether it’s giving a newer teacher tips about how to interview for a promotion, having an honest conversation with a member of your department, or giving a colleague feedback on a lesson plan idea, teachers act as mentors virtually every day.

Tanya Sherborne has gained valuable mentoring experience as Head of English and an Associate Teacher at Rangitikei College.

Active listening

Tanya always considered herself to be a good listener – until she did a mentoring micro-credential course. The course, Effective Mentoring for Secondary Teachers in Aotearoa is run by Victoria University of Wellington and is free to teachers through the Professional Learning and Development (PLD) fund administered by PPTA.

“I think we’re all mentors in teaching aren’t we, whether we have the title or not.”

The course led Tanya to realise that she wasn’t listening in an attempt to understand what people were saying. “I was listening so that I could respond to them and fix that problem. The biggest thing for me was actually stopping and asking what is it that they want from me? Do they want me to fix this, or do they just want me to listen?”

“You need to be an active listener and you have to have that genuine compassion or genuine desire to be that support person, not because you know everything but because you can hear what the person is saying and understand the problem – the guide from the side, not the sage on the stage.”

How she mentors student teachers has changed over the years. “The very first



Teachers act as mentors virtually every day

student I had, I was very much like, ‘here is everything you need to know, watch me. The last student I had I was like, ‘how do you see yourself as a teacher and how can I support you in developing that further?’ It worked well because I was able to adjust what I needed to do to what she wanted me to do.”

Special moments

Those ‘aha’ moments are what Tanya enjoys most about mentoring. “Those moments when you can see that somebody has taken on board what you’ve been working together on, and they can do it themselves.”

“Everyone teaches differently but it’s good to be able to give strategies, support and suggestions for people to do with as they please.”

One of the most valuable things about working with and mentoring student teachers and beginning teachers is what you learn from them, says Sheree Osgood, deputy principal and Principal’s Nominee (PN) at Rangitikei College.

Being a good mentor means being available, she says. “It doesn’t have to be

face to face, obviously we communicate on Kamar and email – it’s just always being open. I’ve always been of the mind that no question is too dumb to ask, you’re probably just the first one brave enough to ask it.”

The mentoring aspect of her PN role requires her to be open and honest with a range of teachers, from beginning to highly experienced. “Sometimes people don’t want to hear honesty so you might just couch it in statements like ‘I’ve noticed this’.

“I think we’re all mentors in teaching aren’t we, whether we have the title or not.”

Informal mentoring

Geedha Reid, Head of Science at Palmerston North Boys’ High School, says she perceives the regular conversations she has with colleagues, where she is imparting advice or providing advice as just being collegial, rather than mentoring. “It’s more of a naturally occurring process and very informal.

“I’ve never felt like I’m better than you or you’re better than me and you have

to listen to me. It's more like 'hey, this is what I think but it's up to you what you do at the end of the day'."

Course designed for busy teachers

Last year Geedha enrolled for the micro-credentialing mentoring course.

"It was very well curated and focused, designed for busy teachers' lives."

Although she found the six-module course daunting at first, as she hadn't done any study for a while, when she got to grips with the process she greatly enjoyed it. "I found the readings were really good. It was fairly simple. I didn't have hours and hours of work to do – it was very manageable.

She found the section of the course which dealt with difficult conversations particularly helpful. "And knowing what other schools are doing was very useful. "What really opened my eyes was that all those mentoring skills – listening,

coaching, guiding – are actually skills that I can use with my teenage kids. And my husband."

Putting it into practice

As a result of the course, Geedha has been taking a fresh look at how she can support the staff in her department

through their professional growth cycle. It's still early days and she's starting small, but Geedha hopes that by encouraging a collaborative approach, sharing effective tools and strategies, and making time to watch each other teach, the staff will benefit professionally.

Effective mentoring practices for secondary teachers in Aotearoa course

This micro credentialing course, free for all secondary teachers, is designed to provide an accessible way for teachers to learn the skills and capabilities they need to be effective mentors.

The course has a specific focus on mentoring in the context of Aotearoa: lessons draw upon Mātauranga Māori, and appropriate tikanga used in both online and face-to-face interactions.

Topics covered include:

- What is mentoring and why do we need it?
- Effective mentoring approaches, strategies & capabilities
- The impact of context on mentoring
- Mentoring in practice
- Setting up a mentoring programme

For more information: ppta.org.nz → Learning & Development → Micro-credentials - Secondary Teacher Career Pathway Qualification



Sheree Osgood and Tanya Sherborne



Something for every teacher in the PLD programme

PPTA members are encouraged to make the most of the professional learning and development opportunities on offer this year, writes Angela Roberts

The first PPTA Annual Conference paper that I ever wrote, as a very early career teacher, was about the range of experiences that Provisionally Certificated Teachers (PCTs or PRTs as we were known back then) were having in their schools.

It felt that there was nothing deliberate in the way that new teachers were supported, that there was no coherent plan to ensure that all that investment that they, their schools, and the system had made into growing a teacher, was effective.

That one paper turned into many teacher development projects over the years. From supporting the growth of my colleagues within my department and my Kahui Ako, through to grappling with policy at a national and international level. It has been a very exciting few months as I have stepped into my latest role as PLD Co-ordinator at Te Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre.

The Ministry of Education made a commitment in 2022 to fund this project and support a structure which sees programmes that are designed in consultation with teachers and administered by the Learning and Development Centre team. Our teachers are at the heart of every decision made. This has enabled some unique and effective PLD to be delivered that has proven to meet the specific needs of secondary teachers and leaders across New Zealand. Although I cannot take any credit for the great work done since the start of the project, I still feel a great sense of responsibility and excitement as I work to ensure that the programmes continue to be accessible and of the best quality.

There are four (partially or fully funded) projects yet to be delivered before the current Secondary Teachers' Collective Agreement expires. Four exciting and diverse projects which, I believe, offer something of worth to each and every secondary teacher across the country.



Angela Roberts PPTA's PLD coordinator

National Secondary Leadership Summit, Christchurch, 14-16 April:

This summit returns to provide a space for new professional learning in a fast-changing context. Participants at the last summit found it to be exactly the type of rich and inspiring leadership development they needed. It is a great chance for secondary education leaders from across the motu to collaborate, learn and connect. The programme reflects the substantial and dynamic nature of secondary school leadership in New Zealand.

PCT Conference, Wellington, 7-8 July:

At the other end of their careers, PCTs also have a conference designed specifically for them. We know that investing in early-career teachers goes a long way to building the professional capability and resilience. Full funding helps to ensure accessibility – and the chance to make connections that will serve them well as they grow as a teacher. As someone who taught in rural New Zealand, I know this is particularly important for those who are isolated as PCTs or in their subject areas.

Subject Association Grants:

This simple but incredibly useful grant of up to \$750 to support attendance at

most national subject association hui held before the start of Term 3 enables us to connect as subject specialists, particularly important in such dynamic times. Pre-approvals are still available, but get in quick as this fund, like all the others, is due to end mid-year.

Micro-credentials VUW:

This exciting innovation provides access to courses that build up to credit towards Masters in Education programmes. These 10-week programmes have been a great way for many of us to reconnect with academic learning and gain the confidence to step into full Masters programmes. They have proven to be so popular and useful that they are all almost full, so you will need to get in quickly.

I know the power of the shoulder tap. Sometimes the greatest professional support that we can provide to a colleague is encouragement. Even if there is nothing here that fits your development needs today, there will be someone in your staffroom who is ready for that extra professional challenge and growth. Tap them on the shoulder. Send them the link.

Find out more about PLD opportunities at www.ppta.org.nz → Learning & Development Whakapakaritanga



Outstanding branch activist

Lisa Murphy is the 2024 recipient of the Guy Allan award for outstanding branch activism

Being a unionist is in Lisa Murphy's DNA.

"It's part of my family heritage, being from a Catholic family there are a lot of teachers in my background. My Mum was a high school teacher in the 1970s, she taught in all sorts of Auckland schools and was always involved in the union. So, we had discussions about Tomorrow's Schools, education, and politics.

"Being a union member is just not something I would question, I suppose. I never look at the subs and think I could save that money."

Chairing with gusto

Paul Stevens, Chair of PPTA's Tāmaki Makaurau Auckland region, nominated Lisa for the Guy Allan award. "As branch chair, Lisa has taken to this role with gusto, ensuring her colleagues and comrades are well supported and well connected to the work of the PPTA. Lisa should feel proud that she has maintained a strong branch through very tricky times.

"To me Lisa is the demonstration of what PPTA Te Wehengarua represents at its best: a humble hard-working teacher and activist, who cares about our rangatahi, supports her colleagues, and recognises the important work of our collective to ensure the future of our profession."

When Lisa heard she had won the award, she felt pleased and proud. "I feel like I put in the work and the award is an acknowledgement of that which is nice. It is also an acknowledgement of the branch behind me and around me."

A sign of a great leader is that they do not have to be present for the work to continue. "I was away last July and a bunch of them went to the pub and wrote a submission on charter schools."

Enjoying the role

There are many reasons why Lisa enjoys being a branch chair.

"I love the people I work with; I want to bring them together so they have a place they can feel safe and heard- and get power from each other."



L-R: PPTA president Chris Abercrombie, General Secretary Kirsty Farrant, Deputy General Secretary Adele Towgood, Lisa Murphy, regional chair Paul Stevens, field officers Susannah Bailey and Gavin Kay

She also finds the political and social dynamics fascinating. "We've got these really interesting political and social structures going on, like why are people in the union or not? The political background to that, their choices of why they are in the union or not fascinate me, how they are led to their various political choices and why.

'It is also an acknowledgement of the branch behind me and around me.'

"I really enjoy navigating the variety of views that you get across such a big branch and I'm always quite amazed by the psychology of it, how different perceptions can be of any one issue."

Being a staunch PPTA member, Lisa has always been interested in union meetings and how they operate.

She was an observer at Annual Conference a couple of years ago and was fascinated. "Seeing the formal processes that are happening, I was amazed by that because in my daily life as an art and art history teacher, I touch on politics and philosophy, but to see democracy in action and how structured

it is, was really inspiring. It was like being in a mini government."

Tips for new branch chairs

Lisa has some tips for new branch chairs in preparation for this year's collective agreement campaign.

Go to your regional meetings and get as much information as you can because the members will be hungry for information about what's going on.

Set up regular meetings – because most members would prefer to hear it in a discussion or meeting than have to read a whole lot of emails. Some people do read the emails so they can bring the information to the meeting.

Make sure meetings are a nice place to be- have a bit of food if your branch can afford it. And provide the opportunity for members to share but keep it focused as well – not a whinge fest.

* PPTA Te Wehengarua established the Guy Allan award in 2005 to recognise outstanding branch activism in the Counties-Manukau and Tāmaki Makaurau Auckland regions. The award commemorates the late Guy Allan – a former PPTA branch chair and Auckland-based field officer who was renowned for his commitment to unionism and branch activism.

Members' movie night

PPTA Te Wehengarua members enjoyed an exclusive screening of the movie *Tinā* before it opened in cinemas

Komiti Pasifika member Camillia Padgett was watching the trailer of the movie *Tinā* on social media last month when a thought came to her.

"I thought how cool would it be if Komiti Pasifika (KP) was to host screenings or to set up a competition where we would send some of our members to a premiere screening."

Tinā, written and directed by Miki Magasiva, stars Anapela Polataivao as Mareta, a music teacher, recently bereaved after her daughter was killed in the 2011 Christchurch earthquake. She begins to work at an elite private school and starts a student choir, and coaches her predominantly palagi group of students for the Big Sing, New Zealand's largest secondary school choral event.

Camillia said she wanted to encourage Pasifika teachers to be re-inspired by the movie and go back to their classrooms feeling good about what they do as teachers.

"Quite often teaching is a thankless job, our Pasifika teachers are the cultural advisors for their schools, you're the choir leader, the chauffeur, the coach, the manager - sometimes you have to stand in for Mum and Dad when they can't attend school events or celebrations.

"We all know that we are blessed to be a part of our students' lives, helping our students to grow and to be lifelong learners and encouraging them to be better for themselves and the communities they will serve. Watching the film, seeing the emotional turmoil of Mareta, it's something we all go through ourselves."

Camillia shared her idea in the KP group chat and advisory officer Kylee Houppapa suggested having screenings in Tāmaki Makaurau, Christchurch and Wellington.

The movie creators and distributors came to the party and on Tuesday 25 February, days before the movie opened at cinemas, PPTA Te Wehengarua members enjoyed a free exclusive screening. Miki Magasiva attended the event in Tāmaki Makaurau and introduced the movie.

Members who attended screenings hugely appreciated the opportunity to see and celebrate the film – and the inspiration behind the event.

Camilla says she is a firm believer in throwing things out to the universe. "If you don't, nothing will come to fruition."



Camillia Padgett and Miki Magasiva



PPTA members get set to watch *Tinā* with writer and director Miki Magasiva in the front row

Activate! Fono 2025

Registrations are now open for Fono 2025 on 2-3 July in Te Whanganui-a-Tara Wellington

Komiti Pasifika is looking forward to welcoming our whānau back to Te Whanganui-a-Tara for our (now annual) Fono in July.

We are lucky enough to have two keynotes confirmed – Hon. Erica Stanford (Minister of Education and Immigration) and Melani Anae (Auckland University Honorary Associate Professor; Polynesian Panthers). More special guests will be announced soon.

The registration fee is \$50 for full-time, fully certificated teachers, \$40 for part-time, provisionally certificated and relief teachers. This covers the cost of the Fono and all meals during the conference.

This year we are providing a number of scholarships to assist with the cost of registration, travel, and accommodation. The number of scholarships will depend on the total cost for each successful applicant.

There are three categories: PCT (first two years of teaching), Teacher of Pacific languages, Never attended a Fono before.

We also cover costs if you are presenting at the Fono. Please indicate if you would like to submit a presentation proposal when you register.

Registrations are now open on the PPTA Te Wehengarua website: www.ppta.org.nz → events → Fono2025



PPTA Te Wehengarua *Pasifika Fono 2025*

JULY 2-3 | PONEKE WELLINGTON
Come fill your basket. Speakers and workshops for Kaiako, Classroom and Community.



SCAN TO REGISTER

or check the PPTA website **EVENTS** tab



Te Tiriti in action

Moving away from the practice of streaming is about enabling all our ākongā, particularly rangatahi Māori, to find success

As educators, our rangatahi Māori are in our care. Their whānau entrust them to us, to guide them through their years in secondary education. They've all had their own experiences in the education system – some that were traumatic, others more positive. We need to show them that they are right to entrust their children and their mokopuna to us. We need to do everything we can to enable our ākongā to find success.

In 2022, Annual Conference passed into PPTA policy the paper *Ending Streaming in Aotearoa*. That paper acknowledged the disproportionate harm that academic streaming had done to ākongā Māori over generations but make no mistake - the harm is ongoing. It's important to note that, while disproportionately affecting Māori, streaming can cause more harm than good to all students.

The development of the paper had come from an initial recommendation from the Secondary Principals' Council and subsequent involvement in the writing of *Kōkirihiā: A plan to end streaming*. The writing group for this publication was brought together by Tokona Te Raki under the umbrella of Kāi Tahu, and included representatives from Iwi Māori, MOE, PLANZ, CORE, PPTA, NZEI, SPC, Teaching Council and other groups who want to see positive change in the state education system.

In the development phase, and with the support of Executive and the Annual Conference policy, the following commitments were made to the kaupapa:

1. Advocate for increased resourcing to enable schools to move away from the practice of streaming by 2030.
2. Advocate for the development of quality professional learning to support schools and teachers in this mahi.
3. Work with Tokona Te Raki, the Ministry of Education, and other organisations who are undertaking the mahi to destream Aotearoa New Zealand schools.



We have heard that there are plans to remove the requirement to “give effect to Te Tiriti o Waitangi” from Section 127 of the Education and Training Act which deals with the objectives of our school boards. Until that time, it is beholden on boards to do everything they can to ensure that they are “achieving equitable outcomes for students”.

The term equitable as opposed to equal has had quite a moment lately. All teachers will have seen the image of the boys looking over the fence. Equality vs. Equity, with liberation or inclusion added later where the fence was removed altogether.

Academic streaming needs to be thought of in these terms. There is no one way to remove streaming, but you must have the rights and needs of your students in mind at all times, including when planning course outlines and designing timetables.

What do we mean by streaming?

Streaming, at its core, is the use of fixed ability grouping either within or across classes. It's important to stress that we are talking about the groups which are almost impossible for students to move out from.

Often, these groupings are done without detailed data, and research shows that teachers are more likely to place students of colour in 'lower ability' groups. These decisions are not necessarily made with harmful intentions, but they can have harmful consequences.

In across-class streaming, often called 'banding', students are placed in classes that have both a floor and a ceiling. At secondary the most common streaming practice is the use of (often arbitrary) pre-requisites based on previous attainment (though sometimes just on a 'vibe'). It places a very real lid on the aspirations of many of our rangatahi.

We are not talking about 'dumping' students in classes they have no interest in (though to be fair this is already happening); it is about being intentional with the future possibilities of our ākongā.

There was some disquiet when the paper was passed, with many worried that they were going to be forced to change everything all at once. There is no 'ban' on streaming. What we want to see are our kaiako deliberately changing their practice to meet the needs of all their students. It is Te Tiriti in action.

Over the next couple of years, regional wānanga will be held to enable kaiako to come together and discuss streaming in a supportive space. We want to hear your ideas on how schools could move away from the practice of streaming, and we want to share practical steps that you can take in your own classrooms as well as from a whole-school perspective.

If you are interested in knowing more please get in touch by emailing endingstreaming@ppta.org.nz or checking out our website: www.ppta.org.nz → advice → Ending Streaming in Aotearoa



Know your rights at work

Mahi Tika courses are a fantastic way to get to know more about your employment rights and how your union works so you can help others

If you have taken up a branch officer position this year, or if you want to know more about your rights at work, then Mahi Tika is the course for you.



Mahi Tika is the professional development programme for PPTA members. The courses are practical adult education seminars based on case studies, collaborative problem-solving and discussion.

The Mahi Tika One, Two, and Three courses are approved courses for Employment Relations Education Leave (EREL) purposes. There is a legislative entitlement for a minimum number of union members to attend the education. It may be possible for your attendance to be provided for through your school's professional development budget. Talk to your branch chair or local field officer if you are interested.

Mahi Tika One course (run over two days)

This is a foundation employment relations course relevant to all members, and essential for those who are branch office-holders.

The course helps you:

- Understand the democratic structures of the PPTA and how we work, to confidently raise participation
- Involve and empower PPTA members in your branch to participate and take ownership of their Collective Employment Agreement and to promote the rights and obligations of the Employment

Relations Act and other relevant employment legislation

- Use new tools and apply new skills to support a greater understanding and participation in problem-solving and research tasks within their workplace.

This May is Mahi Tika month, with Mahi Tika One courses being held at venues all around the motu.

Date	Region
14-15 May	Northland
15-16 May	Dunedin
15-16 May	Wellington
28-29 May	Auckland
29-30 May	Christchurch
29-30 May	Wellington (Māori & Pasifika)

You must register for the course that is being held in your region.

All registrations close two weeks prior to the course to meet EREL requirements, however late registrations may be accepted.

New look for PPTA website

PPTA Te Wehengarua website has a new look for the new year

PPTA Te Wehengarua members may have noticed something different about the PPTA website over the last few weeks. It is sporting a more modern look and feel.

There are now more navigation pathways on the home page, making it easier for you to get to where you want to go.

We have added a 'shadow' dropdown menu so you can get a clear picture of what information is in each section of the site. Then you can simply click on the particular content you want instead of having to traipse through the entire section.

On the top right of the home page is a 'popular content' section, containing the topics that – according to our analytics – are the topics of most interest to you.

The homepage now has a dedicated section for PPTA Te Wehengarua events to display them more prominently and make it easier for you to find them.

The top headers on the home page are now also in te reo Māori.

We hope the new look and features make it easier and quicker for you to get the information you need.

We would love to hear any feedback you have – please email us at enquiries@ppta.org.nz





Part-time teacher entitlements

With the introduction this year of pro-rated non-contact time, part-time teachers now have all the same collective agreement provisions as full-time teachers

Part-time teachers are treated in the same way as full-time teachers for all collective agreement provisions unless there is a specific statement in the collective to the contrary.

Non-contact entitlement

From the start of 2025 part time teachers are entitled to non-contact time proportionate to that provided to full time teachers, based on their total Full Time Teacher Equivalent (FTTE). As such it is useful to start by clarifying the non-contact entitlements of full-time teachers. Within a 25-hour weekly timetable, full-time teachers must receive no more than 20 hours contact and no fewer than five hours non-contact time; a ratio of 4:1 contact to non-contact.

Any additional time allowances a full-time teacher may receive are added to the five hours non-contact time and deducted from the maximum timetabled contact time. These time allowances can be entitlements from the collective agreement for things such as permanent management units (PMU), Kahui Ako, Specialist Classroom Teacher and any other release time that the school provides to complete management roles (e.g. Deans, Principal's Nominee).

For example, a full-time teacher may be a Year Level Dean who has a PMU and three additional hours of release time provided by the school. The teacher has 25 hours of timetabled time, from which is deducted five hours for non-contact time, one hour for the unit and three hours for the release time. Their maximum contact time is 16 hours per week. To put it another way; 16 hours contact + 1 hour PMU + 3 hours release + 5 hours non-contact = 25 hours.

To maintain proportionate non-contact time with full-time teachers the same principle applies to part-time teachers. For example, a part-time teacher who is 0.6 FTTE should have a maximum of 15 hours timetabled per week; 12 hours contact and 3 hours non-contact; the 4:1 ratio.



Part-time teachers now have pro-rated non-contact time

If this same part-time teacher is also the Principal's Nominee, so has a permanent management unit and three hours of release time, then this should be deducted from the 12 hours contact time. For example: 8 hours contact + 1 hour PMU + 3 hours release + 3 hours non-contact = 15 hours (or 0.6 FTTE).

Additional hours and day relief

A part-time teacher may be asked to work additional part-time hours. If these additional hours are for a period shorter than four weeks, these hours will be paid at 1/855 of the appropriate salary rate including holiday pay. When the employment is for a period longer than four weeks, the teacher must receive written confirmation of this, and the salary is recalculated on the basis of the total hours now worked.

It is common for part-time teachers to do some relief. In that situation the work is treated as a separate job and the payment is based on 1/190 for a day or 1/950 per hour inclusive of holiday pay.

Sick leave

Sick leave is generated by service. For permanent part-time teachers each year of service generates a year of sick leave service. For those who have no permanency, all of their teaching service, whether it is part-time or day relief, is accumulated until there are sufficient hours to equal a year of service. This is 1000 hours under the STCA and 950 hours under the ASTCA.

Part-time teachers who are absent for a day lose a day of sick leave no matter whether they teach for one hour or five hours on that day.

PPTA membership

All part-time teachers are eligible for membership of PPTA. The subscription rate is 1% of their fortnightly salary on the base scale.



Make sure you are in the loop

The Collective News keeps you up to date with all industrial and professional issues

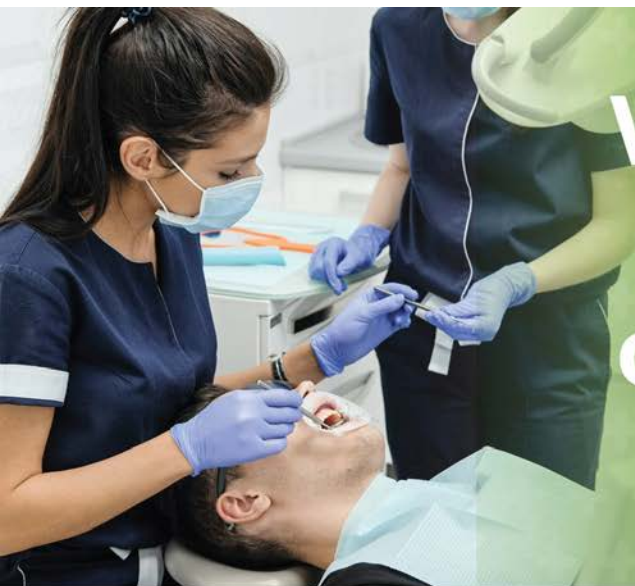
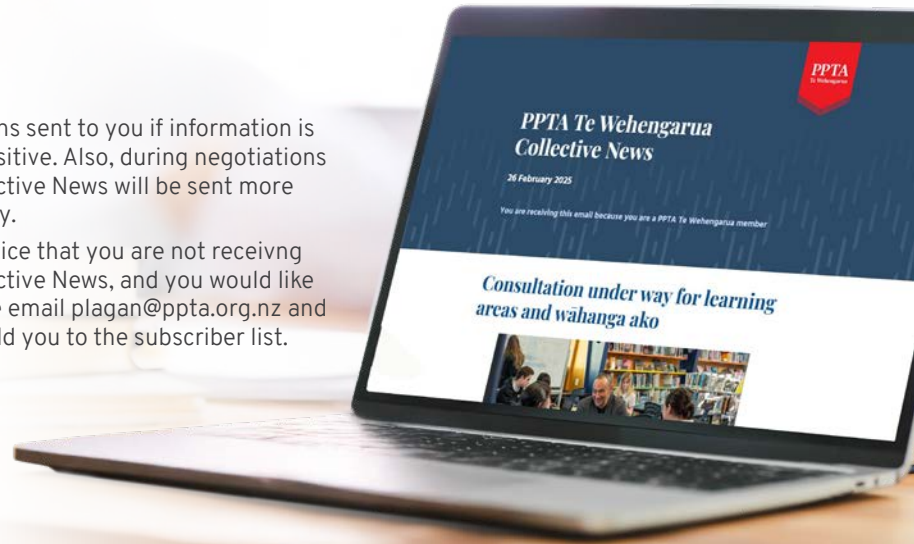
The Collective News is a regular and easy way for you to keep up to date with all PPTA events, activities and developments.

It will be a particularly important source of information for you as we prepare for, and enter, negotiations for the secondary and area school teachers' and principals' collective agreements in the coming months.

The Collective News is sent to all members fortnightly on a Wednesday during the school term. There will be one-

off editions sent to you if information is time-sensitive. Also, during negotiations the Collective News will be sent more frequently.

If you notice that you are not receiving the Collective News, and you would like to, please email plagan@ppta.org.nz and we will add you to the subscriber list.



We can share the cost of looking after your health

HealthCare 
It's good to belong

With our Primary Care Extra plan you can get:

- up to \$2,200 collectively for dental, optical, GP costs, specialist & test, and complementary medical.
- up to \$1000 towards the cost of private hospital treatment
- up to \$1000 for Medical Appliance & Major Diagnostic Imaging
- a contribution towards Sick Leave where the Member is required to take sick leave without pay due to illness.

Plus many more benefits from just **\$6.27*** per week. *T&C's apply



Scan the QR code to find out more and get a quote.

Members – update your details with us!

At PPTA Te Wehengarua, we share a lot of vital information with our members, but we can only do this if we know where to find you.

If you have changed your school, address, email address or phone number, please let us know.

You can do it online...

Did you know, as part of the PPTA Te Wehengarua whānau, you can update your details with us online?

All you need to do is visit ppta.org.nz and look for the 'My Page log-in' tab at the top right of the page. Once logged in, you will be taken to the member dashboard, where you can update your details by selecting the 'manage profile' tab.

If you have any difficulty logging in, just email webmaster@ppta.org.nz

Or talk with a human

If you would prefer to get in touch with our dedicated PPTA Te Wehengarua membership team, they will be more than happy to help.

You can reach them at membership@ppta.org.nz or call our national office on 04 384 9964.

Leaving teaching? Please fill in our survey

PPTA Te Wehengarua runs an ongoing survey to provide annual information from secondary teachers and school leaders on why they leave teaching in New Zealand schools.

This information is not collected by the New Zealand Ministry of Education or any other organisation from those who leave. We believe this information is essential in planning for the future.

The survey can be completed in five minutes and responses will be anonymous. Just go to ppta.org.nz and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts – rwilletts@ppta.org.nz

