

PPTA NEWS

The magazine of New Zealand secondary teachers



Creating a teaching council
we can trust - pg 10-11

PPTA News



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In this issue...

Teachers are our nation builders	3
Teaching council campaign	10-11
Guidance counsellors and Covid-19	19

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Senior leader wellbeing	6
PPTA elections	12-13
Māori leadership webinar	20

Teachers are our nation builders

PPTA president Jack Boyle thanks our members for the difference they have made in our nation's schools.



Jack Boyle | NZPPTA President

Every day I am inspired by the efforts of our kaiako. Teaching is such a powerful profession. It's characterised by care and professionalism alongside a deep commitment to young people, their whanau and our wider society.

Whether it's engaging our ākonga through scaffolded learning in a subject in order for them to gain understanding and mastery or guiding them through life events and challenges so that they develop resilience and confidence, we're there for them. We make the difference.

The strength of our country grows through teaching

Teachers are our nation builders – the strength of every profession in our country grows out of the knowledge and skills that teachers help to instil in our children.

This year, perhaps more than ever, those efforts have been so important. With the impacts of Covid-19 on our students and communities we have found those reserves of courage, of care and commitment to keep young people connected and learning.

We've moved to online learning while they were away from school and found alternatives when this wasn't possible. We've changed learning programmes and assessments to mitigate the impacts of time away from school. We've counselled and supported, guided and soothed, motivated and encouraged our students – all while dealing with the consequences of the pandemic ourselves, within our own whanau and communities.

Your efforts have made a powerful difference

To all of you who have gathered together learning resources and delivered them to the homes of your students, those who have called and emailed parents to check how your learners are getting on, those who have rearranged classrooms to keep a 1m distance between desks, cleaned after each lesson, run catch up sessions, developed Individual Education Plans and re-marked work looking to recognise the learning that has happened outside of formal assessments.

To all of you who have with grace and good humour demonstrated your commitment to education and the learners we serve – thank you. Your efforts have made a powerful difference.

Humbled and grateful to have stood alongside you

As I come to the end of my time as president of PPTA I feel both humbled and incredibly grateful to have stood alongside you as you have continued to move mountains for the tamariki mokopuna in our nation's secondary schools.

Of course, teaching has never been easy, and it never will be. But for all the very real challenges, those brought to the fore this year, those we have raised over the last four years and those to come, I am so optimistic about where we are going. Why? Because of the teachers who will lead the way. It is you who will shape the state of this profession—and the future prospects of our children.

Māku te ra e tō ana; kei a koe te urunga ake o te rā.



Teachers will lead the way

PPTA women support essential workers

PPTA's Women's Network took part in the Rural Women's Mighty Morning Tea Shout to thank essential workers.

PPTA wāhine mā showed appreciation for the essential workers in their regions who helped others during level 4 lockdown.

The PPTA Women's Network supported Rural Women New Zealand in thanking those who kept us safe during Covid-19 by taking part in the Rural Women's Mighty Morning Tea Shout on July 29.

Caregivers, supermarket workers, rubbish collectors, couriers and medical professionals were just some of the groups thanked, and in Tauranga it was midwives.

PPTA Western Bay of Plenty regional women's rep Julie Secker is an English teacher and Kāhui Ako Within School Teacher at Tauranga's Otumoetai College.

She had seen many news reports of how difficult this time has been for midwives and felt they were deserving of a thank you.

"One thing I noticed in particular was how willing midwives were to help new mothers beyond the birthing process, for example, buying them the things they needed when they weren't able to go and get them themselves.

"I know, as the daughter of a nurse, that teachers and nurses have much in common, so I felt we should show them our support and solidarity at this difficult time," she said.

Through local café and catering business Bean & Gone, Julie organised for treats to be made for the midwives at the aptly named Bethlehem Birthing Centre.

"I have been in awe of the birthing centre ever since it was established, as it has been set up specifically to meet the needs of new mothers and their whanau in our community, and they do this so very well," she said.

"I think it is fair to say they enjoyed their morning tea, which was well deserved. Next time nurses, I might actually do the making myself, and stay a little longer (had to get it done between lessons, as you do, so it was a bit rushed!)"

"I would highly recommend we do more sharing and caring across union groups, as we have much in common, and a little kindness goes a long way," Julie said.

Julie has been regional women's rep for just over a year.

"I decided to step forward to this role as I am passionate about equity in all areas of education, so this seemed like a good fit for me.

"I have found the role exciting, especially when attending conferences, where the heavier issues are weighed and things I have not considered are brought to the fore. I hope to continue to help any women in my region work in a safe and equitable environment."

MIGHTY MORNING TEA SHOUT

On 29 July RWNZ Members will be baking morning tea to thank those who helped others out during Level 4 lockdown.

During Level 4 lockdown, many New Zealanders have honed their baking skills and created yummy treats for the people in their bubbles.

At the same time, some New Zealanders worked through the lockdown because they were our essential workers. Lots of people helped their friends and neighbours too.

Rural Women New Zealand wants to say a huge thank you to all the people who helped to keep us safe during lockdown and we want you to help us do this.

You can thank someone too.

Join in by making or buying morning tea for essential workers and other people who helped out where you live and deliver it to them on Wednesday, 29 July. Awhi mai whāi atu. (I give to you and you give to me.)

FOR MORE INFORMATION
FB: RURAL WOMEN NZ MIGHTY MORNING TEA SHOUT
E: MMTS@RURALWOMENNZ.NZ



Midwife Gemma Kurth and Maternity Care Assistant Angela Scott enjoy a well-deserved morning tea courtesy of PPTA's Women's Network.

Celebrating Pride in schools

Palmerston North Girls' High School teacher Nikki Weston shares how her school celebrated New Zealand's first nationwide Schools Pride Week.

Pride flags, poetry, rainbow quizzes and support groups appeared in schools throughout the country to celebrate New Zealand's first Schools Pride Week.

Held from August 24 to 28 Schools Pride Week was created by InsideOUT, a national organisation that works with youth, whanau, schools, and communities to make Aotearoa a safer place for all rainbow young people to live in.

To celebrate Schools Pride Week Palmerston North Girls High School started up a new rainbow group and made student directed plans for 2021, social sciences teacher Nikki Weston said.

"We decorated the library, had a display of rainbow themed books, encouraged students to post pics on Instagram and write in the InsideOUT writing competition," she said. The school also held a blackout poetry session, a pride quiz with facts from New Zealand's pride history and created a lunchtime safe space during the week.

"We put up pride flags in classes and offices around the school for the different identities with information sheets on each for those who didn't know," she said.

Visibility is important

Being part of the rainbow community herself and knowing there were many rainbow students at the school inspired Nikki to get involved with the week. "We have supportive staff who know the student rainbow community quite well who wanted to show their support," she said.

"More conversations need to be had around affirming people's identities and helping them to explore who they are. Having visibility is really important so students have people they can look up to who are like them.

"I also think it is beneficial for students' mental health as often rainbow students experience more bullying and mental health issues around their identity," she said.



Staff at Palmerston North Girls' High and Papamoa College show support for rainbow tauria

Our students felt safe and acknowledged

Schools Pride Week went down well at Palmerston North Girls' High, Nikki said.

"The kids loved it! There were so many students coming into the library and pointing out which flag or identity corresponded to them and it started many more conversations. The staff were happy to get on board, and a core group of staff put the pride flags up in their room so students knew where the safe spaces and allies were."

Nikki recommends other schools get involved. "It was so fantastic to know our students felt safe and acknowledged in school. It didn't take much effort (a sneaky trip to Kmart for rainbow supplies) and it was great to have links with InsideOUT who gave us ideas and supplies and ran the writing competition."

Pride should be celebrated every day of the year

Nikki has a few tips for those schools wanting to give Schools Pride Week a go. "See if you have any rainbow students who want to take control as leader, so that the activities (and potential rainbow groups) can be student directed.

Join up with a local association, or use the resources from InsideOUT, which make it very easy to do. There will always be people happy to help out if you just ask. It means a lot to the students, and rainbow staff members, to get involved," she said.

"Pride should be celebrated every day of the year, but it is so great to have such condensed visibility in one week that students can identify with."

To find out more about Schools Pride Week visit insideout.org.nz

Senior leaders are crucial and so is their wellbeing

PPTA News profiles Bay of Islands College deputy principal, pastoral, Annette Wynyard as part of our focus on senior leadership wellbeing.

Principals and senior leaders have been crucial in ensuring schooling could continue through the Covid-19 pandemic, but what has this meant for their wellbeing?



Annette Wynyard

PPTA Te Wehengarua has partnered with Deakin University in research on principal and senior leader wellbeing and we are calling for members to take part.

The research is confidential and is being conducted via an online survey which is open now at ppta.org.nz

Introducing Annette Wynyard

In this issue PPTA Te Wehengarua member Annette Wynyard shares her experiences of senior leadership.

Annette is deputy principal pastoral at Bay of Islands College in Kawakawa Northland. She was born at Kawakawa hospital and raised in Moerewa.

“Education did not suit me at that time and I left at the tender age of 14.5 years old, only to return in the early 1990s as an adult student to pursue Te Reo Māori through the Te Ataarangi revitalisation movement,” she said.

Annette then moved onto the Te Kura Kaupapa Māori teacher training course at Epsom, while simultaneously completing a Bachelor of Education at Auckland University.

“I was a teaching principal at the Kura Kaupapa Māori o Taumarere when my brother George Wynyard called me to come and teach with him here at our old school, the Bay of Islands College and 25 years later I am still here.”

A natural progression

Annette says her transition to senior leadership was well-timed. She spent five years teaching Te Reo Māori me Ona Tikanga, became a middle manager as head of the Māori department and has been in her current role for the past 10 years.

“My mentors along the way were my brother George, my sister Evelyn Tobin and very dear and treasured friends Alan Forgie (ex-Okaihau College) and Simon McGown (Opua School). Their nurturing and guiding support has been crucial to my own growth and development as a school leader.”

Annette decided to pursue a leadership role because it seemed like a natural progression and she enjoyed the challenges that came with taking on more responsibility.

Education is all about change

“Education is all about change and constantly keeping pace with society’s demands while supporting our young people to make the right choices for themselves moving into the world after secondary schooling,” she said.

“Being a senior leader at our college enables me to keep a finger on the pulse of our kids, communities, board and all other stakeholders’ dreams and aspirations for the future and it is exciting to be a part of that.”

There are many challenges associated with leadership roles in schools, Annette says.

“The wellbeing of your students and staff is paramount and we are answerable to our board and communities every step along the way.

“Some days may not be the greatest, yet others will come along and remind

you of why we do what we do with a passion,” she said.

Pandemic showed importance of support networks

The Covid-19 pandemic has revealed the importance of wellbeing and support networks, Annette says.

“Never has it been more apparent what we as a school, a country and indeed the world have been going through this year. It certainly has highlighted the need to support, care and look after each other in order to survive and carry on. Our staff have been amazing, resilient and steadfast in keeping our ship afloat. So too have the students, their parents, and the wider communities here in Northland.

“We all know that this is a very long road we are walking, but we are all mindful of everything that is happening around us and through it all we will work together to stay safe, happy and keep our school going for the sake of our students and their futures.”

Find good mentors

If there was any advice Annette could give other teachers contemplating taking on a senior leadership role it would be to find good mentors and role models and learn well from them.

“Stay steadfast in your beliefs and also keep your passion for teaching at the forefront of what you do on a daily basis. The administrative workload of being a senior leader is always going to be cumbersome and sometimes never ending, but that’s just the nature of the beast. Keep a balance in your life and interests outside and don’t sweat the small stuff,” she said.

Abridged – visit ppta.org.nz for full version



Senior leaders are crucial in schools and so is their wellbeing.

Inside PPTA's regional wellbeing workshops

Morrinsville College teacher Fiona Wolff shares her experience of PPTA and Worksafe Reps Creating Positive Workplaces wellbeing workshop.

Getting teachers home safe and healthy is the overarching theme of PPTA's Creating Positive Workplaces regional wellbeing workshops.

Held in conjunction with Worksafe Reps, which is owned and operated by the union-established Kaimahi Mātauranga Workers Education Trust, the courses have been held both regionally in person and digitally via Zoom.

Information and registration details for the remaining courses for 2020 can be found at ppta.org.nz

An opportunity to learn more

Morrinsville College teacher Fiona Wolff took part in the course digitally and found it a "really relevant and valuable" use of her time.

Fiona's undergraduate degree was in chemical and materials engineering and she worked for around eight years in New Zealand and Australia in production engineering. During that time she did a post graduate diploma in occupational health and safety and then worked in specialist safety roles in Australia.

She retrained as a teacher in 2008 and currently lives with her family in the Waikato. This year she received a PPTA study award and is doing an educational research thesis with AUT.

Fiona has always enjoyed PPTA workshops. "I found all three of the Mahi Tika courses brilliant for considering industrial relations in an education workspace," she said. "Because I am on study leave I have been involved in LOTS of training and lectures this year, and when the wellbeing workshops went online I saw this as another opportunity to learn more."

Practical risk-reduction tools

According to Fiona the course was well run, with just the right number of participants. "The resources were supplied well in advance and were useful after the fact as well," she said. "Because I've worked in Health and Safety areas in the past, it was really good to go over all of the legislation involved in schools, and when each one is used or not used. It seems that



PPTA members take part in one of the last face-to-face wellness courses before level 4 lockdown.

sometimes 'wellbeing' is considered a touchy-feely thing, but the course breaks down where it sits in a legal space in schools, and how important it is to ensure productivity and happiness in staff. In addition, there was a massive amount of practical risk-reduction tools which could make a difference to schools right now."

Case studies a stand out.

The workshops are based on case studies that are relevant to teachers, senior staff, principals and boards of trustees and Fiona found these particularly useful.

"The case studies were posed just the way a situation would happen at school – so the initial problem, then an escalated problem, and the end situation. It was really good for me to see how problems arise with wellbeing in a workplace, and the helpful (and not so helpful) steps which cause things to get worse – or hopefully better."

I have recommended this course so much

Fiona has recommended the course to many people but realises that it may be an issue for those who struggle to get relief cover. Registration is free but schools need to cover relief and travel.

"I have recommended this course so much, it was so useful. But I was able to do it without worrying about my relief. While we are worrying about wellbeing and workload, it would be awesome if the course could be offered in a different format – as in weekends, evenings etc."

She had no issues with taking part in the course over Zoom. "The technology worked great. The slides were spot on and the breakout rooms gave you a chance to talk to other people. It all just went so well."

Supporting colleagues at work.

Because Fiona is on study leave she hasn't had the chance to enact what she has learned from the course yet, but she is looking forward to thinking more about how she can better support her colleagues.

"As a middle leader, it has certainly made me more reflective on my role in terms of our department's wellbeing. It was astoundingly obvious from the case studies that many wellbeing issues in school stem from either lack of processes or issues with middle/senior managers and staff. Being aware of how common this is challenges me to do better," she said.

An important course for school leaders

Fiona believes all school leaders should attend courses like this one "so they can lead and manage staff from a legislative and proactive space – rather than past experience and gut instinct. If more senior leaders/managers better understood their role in improving wellbeing, schools could be a happier place. I've said it before and I'll say it again, PPTA courses are one of the only ways to receive training on industrial management in an education setting."

Abridged – visit ppta.org.nz for full version

Guiding students through a pandemic

PPTA News talks with Fiordland College guidance counsellor Fiona Humphries about her job and Covid-19.

This year has seen unprecedented calls on the expertise of school guidance counsellors in supporting students coping with the Covid-19 pandemic.

PPTA News talks with Fiordland College guidance counsellor Fiona Humphries about her experience on the frontline.

Fiona has been a guidance counsellor for 14 years and has worked at Fiordland College for five. She is guidance counsellor, careers advisor, TIC music and also teaches health. "I did my Masters of counselling through Massey, which worked really well for me while working and being a mum," she said.

Challenges and rewards

Wearing so many hats can be challenging at times, Fiona says.

"There are times that my dual roles of teaching and counselling provide challenges, but I work hard to run a positive classroom and build constructive, genuine relationships with students, which is the key to most things in education.

"Since our school is small I get to know many of the students and their families, which I find the most rewarding part of my job," she said.

Increased connection through Covid

During level 4 lockdown the vast majority of students did not access support through counselling. However, since returning to school Fiona noticed a distinct difference to previous years.

"The presenting issue is primarily anxiety – in volumes much greater than in previous years, presenting at all levels and particularly prevalent in our senior students," she said.

Another difference was the greater number of parents who had noticed distress in their children and sought help themselves, then involved the school, she said.

"More parents are contacting either a dean or me directly and seeking support and guidance for their children too. This increased connection is a positive which I believe is a reflection of our Covid year."



Fiona Humphries

Support can come in many forms

The role of school guidance counsellors is important at any time but vital during this ongoing situation, Fiona says.

"Our role in supporting not only our students but also whanau and staff means that there is a youth mental health specialist on-site, usually highly qualified and experienced, who can provide specialized skills, consultations, expertise and resources," she said.

Guidance counsellors also play a role in supporting teachers, many of whom are feeling stretched this year. "This support can come in many forms but we are working together, providing a supportive school environment and helping students reach their potential."

Counsellors need to look after themselves

Fiona herself has had her moments this year but is doing well. "Overall I am great, but I constantly monitor where I am at and try to make good choices. As always, it is important to get enough sleep, practise self-care, and cuddle grandchildren," she said.

"Counsellors are experts on wellbeing and self-care and we sometimes need to be reminded to put this knowledge into practice for ourselves."

Fiona works with a very supportive staff, pastoral deans and senior leadership team, in particular her principal, Lynlee Smith. "My regular clinical supervision is another vital part of sustaining a professional practice. However, I couldn't do this job without the support and understanding of my family, especially my husband."

All schools need guidance counsellors

Fiona believes one of the best ways to support the wellbeing of teachers

is by ensuring schools have sufficient guidance counsellors to do the specialised pastoral work.

She wants PPTA to keep up the pressure for all secondary schools to have guidance funded at a ratio of 1:400 – although a lower ratio would be her preference.

"There is empirical evidence that having counsellors in schools is beneficial for both students and teachers. Advocacy for staffing counsellors appropriately across all schools is crucial for the mental health of our students, and to support the wellbeing and workload management of our teachers.

Access for all students in all schools is vital

The government has recently announced an increase of 90 full-time equivalent guidance counsellors across large secondary schools, a move Fiona says will benefit many. However, she believes equitable access is needed whatever the school.

"Large schools have been sorely in need for more counsellors, so this was a welcome announcement. But I was disappointed the government didn't acknowledge that providing access for students in all schools is vital. Youth mental health would be best supported by ensuring equitable access to the specialized services of onsite school counsellors regardless of geographic region, decile or size of school."

School guidance counsellors are the best solution

A further \$44 million over four years has also been announced to contract local organisations to provide counselling in schools most affected by the Covid-19 downturn.

Fiona welcomes the increase in funding but believes it would be better spent supporting the existing guidance counsellor infrastructure and systems in schools.

"I strongly believe guidance counsellors are the best solution. School counsellors work effectively and efficiently within existing school systems. We are youth mental health specialists and are well situated to provide this support.

Abridged – visit ppta.org.nz for full version

Strengthening student wellbeing

A look into the Te Pakiaka Tangata: Strengthening Student Wellbeing for Success guidelines.

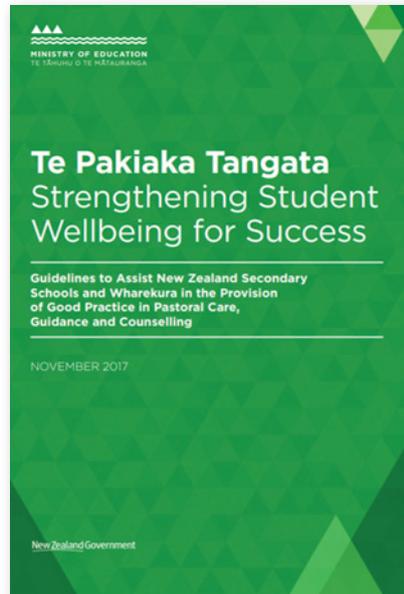
The expertise of school guidance counsellors in helping students with anxiety at home, school and in the wider community is in huge demand as a result of the Covid-19 lockdown.

This is hardly surprising when the activities and connections with others that bring a sense of belonging, and the learning opportunities and achievements in the classroom, on the stage and the sporting field, have been turned upside down. Students' ability to be resilient and box on in times of such uncertainty for everyone around them has been well and truly put to the test. Conversations about hauora and wellbeing are even more critical as all those involved in school settings begin to re-establish routines and learning programmes.

School guidance counselling affects many aspects of Te Whare Tapa Whā, often strengthening relationships within whanau at home and school, attending to immediate needs (taha tinana), providing a safe environment to express emotions and reflect (taha hinengaro) and lifting the spirits (taha wairua) of rangatahi as they navigate te ao hurihuri (changing world.)

It is timely then to remind ourselves of the Te Pakiaka Tangata: Strengthening Student Wellbeing for Success guidelines to help us navigate our provision of pastoral care, guidance and counselling. These guidelines were developed in response to an Education Review Office evaluation of the existing provision of guidance and counselling services in secondary schools. They were released at the end of 2017 and support the notion that everyone in a school has a role to play in supporting the wellbeing of students, although there is a range of roles within a school that contribute differently to this support.

PPTA was well represented in the development of this document that provides evidence based, strategic and practical advice to schools. It is more than a guide about guidance counselling, providing advice about legal and ethical responsibilities, culturally-responsive practice, responding to young people with diverse identities and backgrounds, collaborative staff relationships and much much more.



Each school should be using these guidelines to develop their own plan for providing high-quality pastoral care, guidance and counselling for their students, and for integrating this care into its own culture. You can delve into the guidelines yourself which are on the PPTA website under the Guidance Counsellors page or on the Ministry of Education education.govt.nz website – there is a wealth of ideas, advice and links to further resources and support.

From pastoral care to ethical dilemmas

Te Pakiaka Tangata covers a number of topics. These include:

- The priority of student wellbeing – hauora
- Understanding pastoral care, guidance and counselling in a school environment
- Positive school approaches and practices
- Principles of good pastoral care
- Role of form/whānau teachers and deans
- Role of the school guidance counsellor
- Good practice guidelines for school guidance counsellors
- Pastoral care, guidance and counselling with Māori students and whānau, particularly in wharekura
- Role of school boards of trustees
- Role of the principal and senior leaders

- The principal/guidance counsellor relationship
- Traumatic incidents – responding as a team
- Common ethical dilemmas

Student wellbeing

- The concept of wellbeing includes the physical, mental and emotional, social and spiritual dimensions of health.
- Hauora is a Māori concept of health unique to New Zealand, which holistically encompasses all aspects of a young person. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua. Each of these four dimensions of hauora are interconnected.
- Student wellbeing, or a lack of it, has a clear influence on student mental health and learning. To enable every student to achieve to their highest potential, it is essential that effective services to support student wellbeing are available both in schools and the wider community.
- School guidance counselling is a specialist role. Effective counselling seeks to empower the student to develop their coping skills and make positive changes in their lives. It includes working with individuals, groups and families/whānau, and working at the interface between students and others around them who may influence their lives.

- From Te Pakiaka Tangata

Other related updates in brief

- PPTA along with NZEI and the Ministry of Education have commissioned some research on the funding of Children with Complex Needs with a view to understanding how the teaching of children with additional needs impacts on teacher workload.
- \$75.8 million over four years announced by the government funding for mental health and wellbeing. This funding includes support from 2021 and, amongst other provisions, will help employ more guidance counsellors in schools with over 450 students.

My teaching council will...

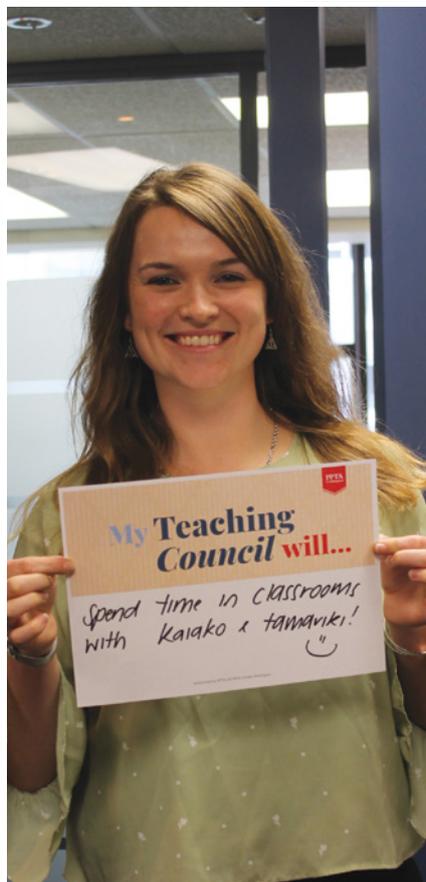
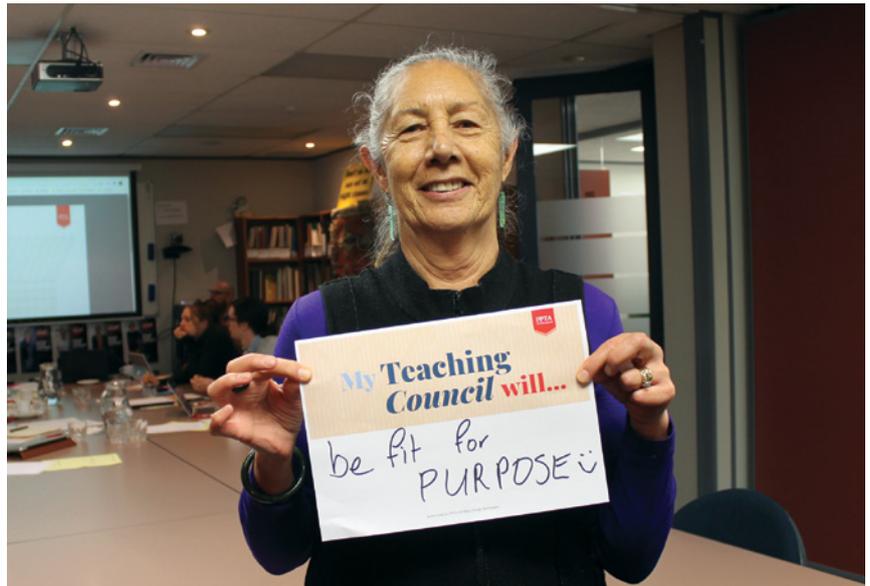
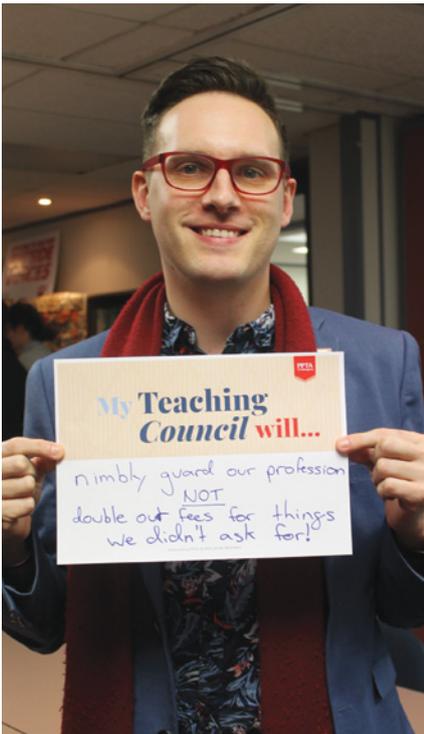
PPTA members share their vision for an effective teaching council.

PPTA members throughout the country are sharing their vision for an effective teaching council through the #myTCwill campaign.

Teachers understand the need to have a registration body that ensures the profession retains its high standards. They need their council to be cost effective and they need to trust that it will work for teachers, not against them. A few small changes to the wording of

the law will allow for a new teaching council that meets our needs (see page opposite).

Posters have been sent out in branch kits for members to share their ideas and are also available to download at ppta.org.nz



A council for teachers

An update on the campaign for a teaching council we can trust.

This year started with branch-based paid union meetings to respond to the teaching council's proposal to increase fees by 125%. PPTA members swung into action at short notice to take part in the consultation process and gave the teaching council a clear message: the increase was inequitable, and the expansion of teaching council activities was unacceptable.

The council, although claiming to be the voice of teachers, did not listen to them. On the first day back at school after Covid-19 lockdown, the final decision about the fees increase was announced. The fees would increase by 115%, and certification would change from triennial to annual. In light of what teachers now saw as a sham consultation, branch-based meetings were called, and teachers voted no confidence in the current teaching council.

A new model

PPTA executive has approved a new model for the teaching council, that would ensure the teaching council doesn't expand beyond its remit and pass on these costs to teachers. The key points about the model:

- The teaching council's purpose and functions are limited to the core tasks that teachers value: initial teacher registration and conduct and competency procedures.
- Significantly increasing the number of representatives of the education sector, including union representatives, on the teaching council board
- Automatic recertification for teachers, unless there is a conduct or competency issue.
- Salaries for staff employed by the teaching council to be linked to the teachers and principals' pay scales.

Lobbying from national office

To get this new model, we need the legislation that governs the teaching council to be changed. The PPTA's campaign is designed to make sure politicians know that this law

change – which is easy for them – is hugely important to teachers. PPTA general secretary Michael Stevenson and president Jack Boyle have been meeting with the education spokespeople from each of the major political parties to let them know why this issue is so important to teachers, and asking them to commit to changing this law within their first one hundred days in office.

PPTA members campaign

PPTA members have been doing what they do best and getting the word out that the current state of the teaching council will not do. Regions, branches and individual members have written letters, sent postcards, met with local political candidates, held election panels and taken part in the #myTCwill social media campaign.

Seamus Maher, branch chair at Onslow College, summed up teachers' frustrations in his letter to Minister of Education Chris Hipkins:

I am writing to you in support of the PPTA's request that legislation is changed to ensure that teachers have a teaching council that oversees teacher competency proceedings and administers teacher registration in order to keep professional standards high. No less, no more.

The current act, that defines the teaching council's role, is vague and has allowed for a teaching council that performs a confusing list of functions and has shown ineptitude in responding to, and communicating with, the teaching profession as a whole.

...

Students and parents see the hard work that myself and my teaching colleagues put into students' education. As a result of this, we already have a high status in

the community. It's insulting to think that our professional body has a legislated responsibility to boost our status for us.

Meeting with Simon Bridges

Rebecca Holmes, regional chair for Western Bay of Plenty, met with Simon Bridges, who is the National Party MP in her electorate. Mr Bridges, who has family members who are teachers, responded positively to the suggested changes to the teaching council, and stated a wish to keep recruitment, status, and morale of the profession high. He also expressed surprise at the high salaries of the teaching council managerial staff, particularly in comparison to teacher and principal salaries.

Rebecca explained that National's promise to provide government funding for teaching council fees is a good start, but it does not address the other areas of concern such as the change to annual certification or expensive empire building. Mr Bridges gave his personal support for the changes, and drawing on his legal background, felt that the changes to the legislation that PPTA is requesting are relatively straightforward. His next steps are to follow up with National education spokesperson Nicola Willis for further action on this issue.

#myTCwill

There is still work to be done to make sure that politicians are convinced of the importance of these issues to teachers and principals alike. If you haven't yet written to your local MP or to a relevant government minister, it's not too late. Writing a letter, asking to meet in person, or joining in our social media actions are still needed to make sure this issue stays front and centre. Check out 'A council for teachers' at ppta.org.nz for everything you need.



Presidential elections – vice president

PPTA has received two nominations for vice president. Each candidate explains why they should be
Congratulations to our new president Melanie Webber who was appointed unopposed – look out for

Chris Abercrombie –
James Hargest College

Having had the experience of working in different schools and in different areas of New Zealand, I understand the varied pressures that we have all faced around the motu.

I've been that beginning teacher on a fixed term contract wondering if I was going to be able to pay my bills in February. I've been that teacher in Auckland worrying about paying the rent; with the idea of buying a house a distant dream.

I've been that teacher at the only school in a small town and I've been

the teacher in a large city school. I understand the unique issues and challenges that each face.

I've been into schools that are facing a CAPNA and schools that don't have enough teachers.

I've been the Dean and the Middle Leader and I understand the time pressure those positions create.

I've been the form teacher, the tutor teacher, the mentor teacher, and all the other names that have been created for the role. I've been the TIC by default without any extra pay or time.

Having these experiences means that I can be the voice that will speak for

the wide range of teachers that we have in Aotearoa New Zealand. I face the issues and obstacles that we face but I've also felt the incredible joy and sense of pride that we all have had as teachers within our classroom and our schools.

We are all a part of this journey. Every school - from Te Tai Tokerau Northland all the way down to the bottom of the waka where I live - should have what they need.

What they need so that they can truly bring out the best in their teachers, in their students, and in their communities. When we work together, we can do that.



elected. Voting papers will be sent to all branches. Voting closes 5pm, 23 October.
a profile on her in our November-December issue.

Joe Hunter –
Otago Girls' High School

Kia ora tātou,

This year has tested us all. There's a special sort of "tired" just for teachers. But it's also been a chance to see different ways of doing things, to test the educational waters and find out what really matters.

Our professional expertise and positive relationships with ākonga and their families have enabled us to put their wellbeing and learning above all.

As we move into a major reform of education, it's vital that our union is

part of planned and coherent change. It is critical that we have a strong partnership with a government that supports and values the work that we do. Our union is in good heart and we're moving forward.

I stand for the future growth and activism of our union in:

- acting as an exemplar in Tiriti partnership
- strengthening our position as the leading voice of education in Aotearoa New Zealand
- exploring new ways of engaging our members at branch and regional levels

- working with government to build the concept of schools as community hubs
- participating as experts in educational change and policy
- ensuring access to quality public education for all students
- leading in professional learning and pursuing our own model of a teaching council
- addressing workload and conditions as core issues for our union



The edtech pandemic shock: A global response

Education International's latest research on the commercialisation of education in the context of Covid-19.

While many businesses have experienced a downturn in the wake of the Covid-19 pandemic, edu-business is booming, according to Education International's latest research.

The sudden emergence of edtech as the result of the pandemic has caused a shock in the landscape of governance in public education.

PPTA attended the virtual launch of 'Commercialisation and privatisation in/of education in the context of Covid-19' by Ben Williamson (University of Edinburgh) and Anna Hogan (University of Queensland) in a bid to better understand this.

Edtech solutions are necessary

The researchers acknowledged from the outset that edtech solutions have been necessary and that the formation of international, multisector coalitions to fast track efforts to address short term issues has been admirable.

More than 90% of the student population has been affected globally and ensuring access to devices, internet and platforms for teachers to conduct the learning is necessary to address equity.

The report highlights the need to build a framework of evidence about what edtech tools work and why.

Concerns and tensions

The research also raised a number of concerns and tensions. Commercial edtech players have been offering free to heavily subsidised products but most want to exist beyond the current crisis. Organisations may be fronting up with free trials now but want to mitigate these with later costs.

Some funders and decision makers are shaping the edtech market towards particular suppliers and these companies are using the pandemic to roll out new large-scale platforms and systems – giving schools the opportunity to gather and monitor student engagement data through their programmes. Google, Amazon and Microsoft are the biggest organisations of concern as they are not just increasing the number of signups, but seeking to change the pedagogical landscape. Big players like Pearson Education are across all categories.

Non traditional education actors such as Amazon, with its machine learning for education AI based teaching assistance are competing for education space. And new entrants such as Tiktok are marketing directly to parents through hashtags such as #learnontiktok.

Conclusions and recommendations

The research recommends initial mapping of the evolution and expansion of the edtech industry

and the management of education by private actors.

It also advocates further research into; how unevenly schools have experienced edtech, what the rejection rate has been, the effects on families of edtech coming into the home and the implications for teacher workload.

It concludes that unions are the voice of reason and, when informed by research, can pose a central and vital role in promoting and establishing a shared vision of public and state schooling.

Students before profit

Education International president Susan Hopgood emphasised the importance of EI members supporting each other during the pandemic.

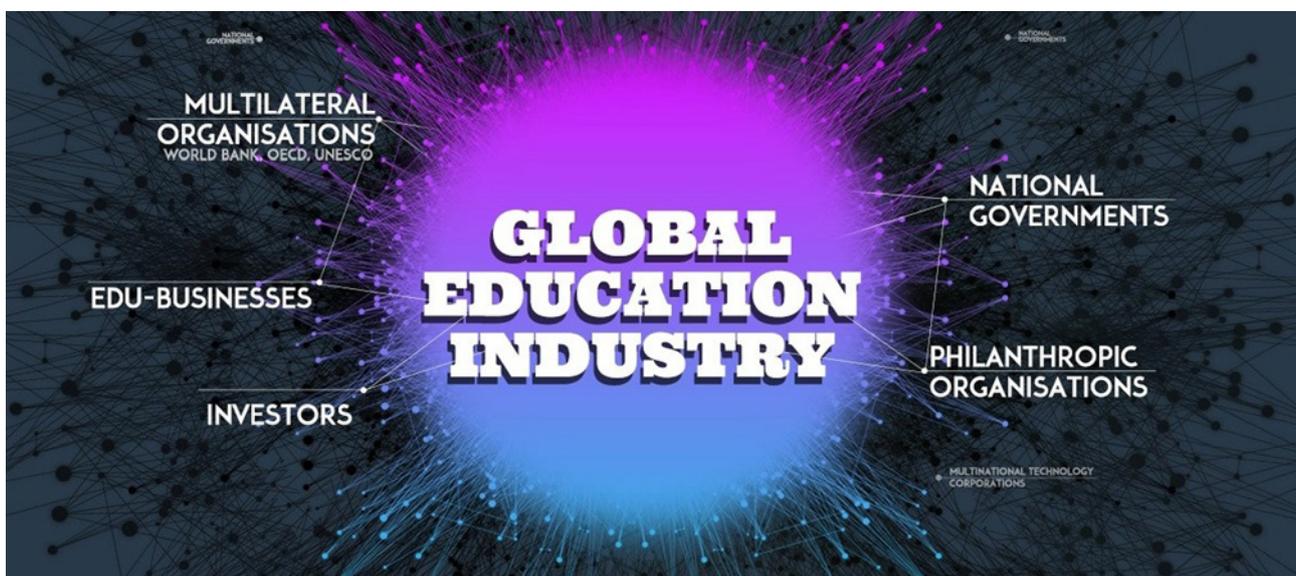
She recognised the profound historic shift in the landscape and need to defend public education. Governments must prioritise public education and it's our duty to ensure students come before profit, she said.

Further information

The full research and summary of its key findings can be found at ei-ie.org

You can find a blog by Anna Hogan and Ben Williamson on the research findings called The edtech pandemic shock.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO)'s 'Education in a post-Covid world: Nine ideas for public action' can also be found at en.unesco.org.



The private sector and commercial businesses are capitalising on Covid-19 school closures.

World Teachers' Day goes digital

This year's World Teachers' Day will be a series of virtual events over 24 hours.

Teachers: Leading in crisis, reimagining the future – will be the theme of a World Teachers' Day with a difference this year.

Education International (EI) is organising an ambitious 24-hour celebration on October 5, which will consist of a stream of virtual events hosted on its communications channels. All events will be online and interactive to allow wide access and engagement of members and the broader public.

They will be shared through EI's Facebook, YouTube and Twitter channels and you can find more information on their website ei.ie.org

Teachers always at the forefront

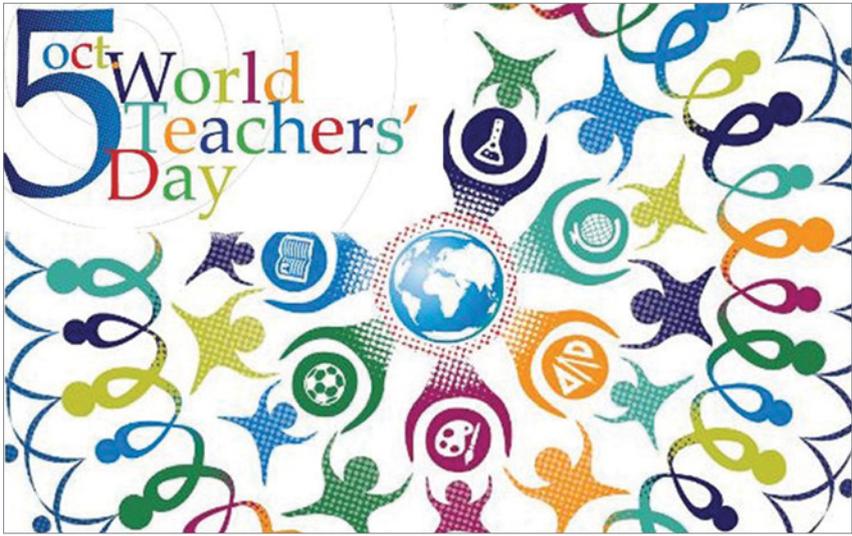
Throughout the Covid-19 pandemic teachers around the world have taken the lead in continuing to deliver quality education while adapting to a challenging new environment. Globally teachers have also played a leading role in keeping education communities safe and healthy.

The World Teachers' Day stream will serve as a platform for member organisations to be heard as they continue to contribute to building a better tomorrow for their students.

Teachers have always been at the forefront, in their everyday responsibilities in schools and leadership roles in communities.

In the recent months, teachers and education support personnel and their unions have been further challenged to respond to the challenges of the new teaching-learning environment and to the evolving needs of their communities.

For all their efforts, they have been recognised and appreciated, most especially by students and parents. While in this crucial time educators have shown their professionalism and dedication, it has also exposed long-existing problems of the profession and the education sector. As countries rebuild from the pandemic, educators and their unions reiterate their calls for adequate support to teachers and the entire sector, raising the status of teachers and ultimately providing quality education for all.



Teachers: Leading in crisis, reimagining the future

This year's World Teachers' Day is an opportunity to focus a global spotlight on our capabilities, adaptability and strength and scope of our solidarity. Teachers and all educators are indeed leading in crisis and reimagining the future.

World Teacher's Day history

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) proclaimed October 5 to be World Teachers' Day in 1994. It chose October 5 because it was on this date in 1966 when a significant step was made for teachers.

A special intergovernmental conference in Paris adopted the UNESCO/ International Labour Organisation (ILO)

recommendation concerning the status of teachers. The recommendation sets benchmarks regarding teachers' rights. It also sets standards for teacher training, employment and teaching and learning conditions.

Each year there is a different theme. Some of the most recent ones have been:

- 2019: Young teachers: The future of the profession
- 2018: The right to education means the right to a qualified teacher
- 2017: Empowering teachers
- 2016: Valuing teachers, improving their status

Treaty journey for all

PPTA Te Mataroa Bill Anderson talks about PPTA's Te Tiriti workshops.

I read an article in the Education Gazette February 2020 by Avondale College teacher Clementine Fraser who shared some insight into how to make the Treaty of Waitangi come alive in learning programmes.

For the last 12 years former PPTA field officer, Andrew Barron and I, have been presenting Treaty workshops to secondary school teachers, principals and board of trustee members in secondary schools across the motu.

We have always worked with people in the school environment who have had a varied knowledge of the Treaty and who have had a desire to share that knowledge across their curriculum faculties or departments. The Treaty focus has been about “feeding the knowledge base of the teacher” knowing that the students would eventually reap the benefit of the teachers’ knowledge, in the classroom.

How we engage with Te Tiriti determines how students will

The Fraser article brought me to the understanding that how we engage with Te Tiriti, determines how the students will engage with it. Fraser goes on to say that the key to teaching it successfully is understanding why Te Tiriti is important and why we should be enthusiastic to include it in our learning programmes:

- It is the founding document of our nation- albeit an imperfect and broken one;
- It is a living document – the promises bound in it are still in action (or should be) today;
- It has shaped our history and therefore our national and personal identities, in a multitude of ways;
- It is nearly unique in imperial histories of the 19th century; and
- The way society (and schools) discuss or value Te Tiriti reflects the way society values the place of Māori.”(Fraser, 2020).

New Te Tiriti workshop presenters

I would like to introduce two new presenters to support the delivery of the Treaty in secondary schools on



Te Ao o Tuoroa Marae at Otorohanga of Te Mataroa

behalf of PPTA. PPTA field officer for Bay of Plenty and Central Plateau, Jason Smythe and PPTA field officer for Waikato, Kathleen West, who have accepted the challenge of presenting with myself as Te Mataroa for the rest of 2020 and all of 2021.

I stated in many of the workshops that we will endeavour to provide a professional and personal journey of conversations about the Treaty and attempt to fulfil the key elements that

Clementine Fraser articulated in her article about Te Tiriti o Waitangi.

We are looking forward to receiving many applications for the Te Tiriti workshop from those secondary schools who have not had the opportunity to do so. Please make contact with the Hamilton PPTA office, Jude Sparrow at 07 849 0168 or Bill Anderson at banderson@ppta.org.nz Get your request in early as we work on first in first served!

Never afraid to challenge orthodox thinking

Sharing the words of PPTA stalwart and writer Peter Lyons.

Peter Lyons' name will be known to many through the newspaper columns, school economics textbooks and PPTA News articles he authored.

Peter was never afraid to challenge orthodox thinking in PPTA and we appreciated the time he took to share his thoughts with national office.

To honour his talent with words we have reprinted, with permission, a particularly pertinent piece he wrote for the New Zealand Herald.

Peter Lyons: Winners have a monopoly on reality

The winners are in control. They are winners because they deserve to be winners. They are winners because of their own hard work, talent and application. They are winners because, unlike others, they have had the attitude and sheer drive to make it to the top.

Winners hate losers because losers have bad attitudes which cause them to fail. If losers could emulate winners we could be a nation of winners. Losers hold us back as a nation. Winners are always keen to share the secrets of their success. Winners are often white and male.

When you are a winner you have the right to preach to others about how to be a winner. Those on welfare benefits and in low-paid jobs are suffering because of their unwillingness to seize opportunities to make the most of their lives. They choose to be losers just as winners choose to be winners.

Education is the first route to success. Winners know that our schools are staffed by teachers whose lack of accountability leads to poor results for many of their students. A key problem is that teachers are not paid according to their performance. Winners are aware that money is the fundamental motivator in life. Teachers just don't seem to understand this crucial insight.

In the workplace, people can always become winners through their own effort and hard work. It's not about luck or family ties or advantages in upbringing. It is about attitude and choices. If winners can do it then anyone can.

In a competitive labour market based on the impersonal forces of supply and demand, anyone can succeed and



Peter Lyons – image NZ Herald

become a winner. There are no power imbalances between workers and employers, just market equilibrium.

Competition ensures that there will be no exploitation of workers otherwise they will seek work elsewhere.

Competition ensures that workers who are productive will be paid accordingly. Unions and living wages and welfare benefits undermine the natural order of this labour market.

Winners believe unions are for losers. Unions protect the weak, the unproductive, the mediocre and the sticklers for health and safety. Unions interfere with the natural working of the labour market. Winners believe unions are an anachronism. They are historical relics that hold back people with aspirations to be winners.

The sweatshops of 19th-century England and modern China are unfortunate exceptions in the wonderful free market system. Pike River was an isolated and extreme example of employer negligence in health and safety. If unions could be abolished and government interference minimised, competition would ensure such experiences would never occur.

Winners know that human nature has changed for the better and exploitation

of workers is a thing of the past. Employers want to share their profits and ensure a safe and fair workplace for their employees. Any winner knows that.

In a winner's world it is hard to understand why anyone would go teaching or nursing or join the police force. It makes no sense. Any winner knows that is not where the money or fame is. How many Lamborghinis do you see in the average school carpark? Apart from Florence Nightingale, who can name a famous nurse? People in these occupations don't become winners.

When winners get old they reflect on lives well-lived. They can sit in their well-protected mansions, enjoying their share portfolios, art collections and wine cellars. They relish the ease with which they can pay for their private nurses. They like to dispense their profound insights to others.

Sometimes their children from various marriages also become winners, earn big money in important jobs, drive flash cars and live in their own mansions. They may be famous, too. Winners believe that would be a life well-lived.

Abridged – for full version visit ppta.org.nz

In the belly of the beast

PPTA Tāmaki Makarau (eastern) executive member Lawrence Mikkelsen shares his experience of the launch of private virtual school Crimson Global Academy.

On Wednesday July 23rd I, along with Tāmaki Makarau regional chair Michael Cabral-Tarry, attended the launch of Crimson Global Academy. CGA is the new virtual, online school developed by controversial New Zealand college admissions tutoring company Crimson Consulting.

I'd somehow ended up on their mailing list, and the lure of hearing CEO Jamie Beaton, former Prime Minister John Key, and former Minister of Education Nikki Kaye talk about "the future of education" to a bunch of parents willing to spend a small fortune to let their kids stay home and go to school via webcam was an intriguing proposition.

A glitzy affair

The launch, at the Auckland War Memorial Museum, was a glitzy affair, beginning with a guided tour of the museum and culminating in a presentation in the panoramic event centre on the roof. On arrival we were split into groups and escorted through the museum by Crimson tutors, all well-dressed young people in branded polos, and all of whom seemed to be ex-Crimson students. Their model seems to have only a small number of qualified teachers on staff with tutors making up the numbers.

A photo of the teaching team of 10 showed the makeup of the staff to be 90% Pakeha, 90% male and about 80% above the age of 50. One thing that was quite clear was that our guide didn't seem to know the difference between curriculum and assessment. She took great pains to tell us how amazing the Pearson Edexcel A-Levels assessment system was, how it was so much better than NCEA, but couldn't tell us what curriculum they were teaching. Or why.

Arriving at the top for the actual presentation, it was clear Crimson had pulled a big crowd. Auckland is a famously diverse city, with the largest Polynesian population in the world, but you wouldn't know it from looking at the four or five hundred conservatively-dressed parents and their children milling around.



Crimson Consulting CEO Jamie Beaton trumpets the dollars you can earn graduating from an Ivy League school.

Disruptors and digital natives

Current executive principal and former Auckland Grammar principal John Morris was introduced by the MC (another former Crimson student) as a "change maker" for education in New Zealand - apparently for introducing the Cambridge qualifications to New Zealand because he didn't like NCEA. (I'd argue that seems more like being a "maintaining- the-status-quo-maker".) Morris' schtick was all about "choice" - the fact that current schooling systems didn't allow for choice, and how students going to CGA have more choice. Morris was just there to introduce the main course though, millionaire wunderkind and Crimson CEO Jamie Beaton. According to Morris, Beaton is a "disruptor", a "digital native" and some kind of messianic Elon Musk figure, but for education.

Beaton's story has been told a bunch of times before. A plucky New Zealander who went on to study at Harvard and Stanford, was a Rhodes Scholar, and who set up Crimson to help other New Zealanders get into American Ivy League schools. For a price. The dollar value of things was something Jamie spent a lot of time talking about. CEO salaries in US dollars, billion-dollar dotcoms, and how much your earning potential increases with an Ivy League education. The one dollar value that wasn't mentioned was the actual cost of studying at Crimson Global Academy. (I'll save you a Google - about \$25,000

for a full-time student, minus application fee, enrolment fees and various other bits and pieces.)

Emperor Beaton has no clothes

Following on was a panel discussion, where Beaton, John Key, Nikki Kaye and another Crimson alumnus pontificated about the "future of education". John Key was quick to say that the greatest thing holding education back is the union movement, which, he declared, "encouraged mediocrity." Beaton talked at length about "relational pedagogy" as if he'd invented it and claimed that teachers in public schools "lack empathy" for their students. Beaton also mentioned his dream for "a world without racism", which was pretty rich given the lack of diversity in the room. There was an awful lot of talk about "22nd century learning", although no one on stage could really articulate what this actually meant.

The night was big on bluster, and not much else. Key fell back on well-worn platitudes, telling the crowd, amongst other things, that "life isn't a rehearsal", and what was being trumpeted as the Brave New World of education didn't sound much different from what every teacher in every state school in New Zealand has been doing this year under Covid-19 restrictions. Emperor Beaton has no clothes and, perhaps predictably, there were no opportunities to ask questions.

Abridged, visit ppta.org.nz for full version

Surplus staffing in the age of Covid

Advice on surplus staffing from PPTA's intrepid field officers.

Teacher staffing numbers in any school are determined by a roll-based allocation from the government, but are often increased by use of local funds.

By the end of term three this year your school should have received its staffing allocation for 2021. This can trigger a surplus staffing process if a school is required to reduce teacher numbers and/or units and management allowances.

Both the Secondary and Area Schools Teachers' Collective Agreements contain provisions that must be followed if staffing needs to be reduced.

Your employer must keep you informed

The first step is that your employer, usually the principal, must tell you if your school is in a surplus staffing situation. Contact your field officer if this does happen in your school. The second step is that the school must follow a specific, fair and objective process before deciding which, if any, teaching positions are to be disestablished or reduced in status. This is often referred to as the CAPNA process, an acronym for Curriculum and Pastoral Needs Analysis. There is a range of options open to any teacher affected by surplus staffing.

Once you have been told of a surplus staffing situation, the employer must attempt to meet any reduction required using attrition. That is the non-replacement of teachers who might (as examples) resign or retire.

Calling for volunteers

If attrition is insufficient then the school must try and deal with the reduction by calling for volunteers, who agree to leave in exchange one of three options. These are:

1. Supernumerary employment
2. Retraining, for up to one year.
3. Long Service Payment,

Details can be found at ppta.org.nz and in the collective agreements

The CAPNA process

Where attrition and volunteers are insufficient to meet the reduction required then the school moves to a formal CAPNA process. Here the board will decide which teaching positions



If your school has a falling roll it may trigger a surplus staffing process

are to be disestablished or reduced in status. As part of this step the board must consult with a nominee of the PPTA national executive. A full analysis of the current and predicted curriculum and pastoral needs is undertaken and shown to teachers as part of the legal required consultation process.

The board will meet in two stages. The first to reach some provisional decisions on how the reduction is to be met. This proposal is put to affected teachers, so they have an opportunity to seek advice, comment and make submissions. The second stage is for the board to properly consider those responses before making a final decision.

If a teacher's position is to be disestablished, then that teacher may choose from the three voluntary options described. However, those teachers have an additional option of a severance payment, based on length of service. Where a position is to have units and or management allowances reduced then salary protection for one year is available.

Fixed term teachers are vulnerable

Please note also if a teacher is dissatisfied with a board decision,

the member may ask for PPTA to support a personal grievance.

Fixed term teachers are very vulnerable in a surplus staffing situation because none of the protections are available.

There is a legal requirement that all positions, including board funded should be permanent unless there is a genuine reason based on reasonable grounds.

If you believe your position should be permanent, please contact your field officer.

Covid-19

This year the Covid-19 pandemic will have a significant impact on surplus staffing, most likely in schools that have relied on the international student income to support additional teacher staffing. Such teachers are still entitled to all collective agreement protections including the surplus staffing compensation options. In some cases the board must meet the costs.

Surplus staffing situations can be very stressful, your school should have access to EAP or a similar service.

Remember, if your school is facing a surplus staffing situation, contact your field officer. We are here to help.

Leadership through the eyes of Māori educators

Otago Girls' High School teacher Joe Hunter shares her experience of PPTA's first Māori leadership webinar.

PPTA's Te Huarahi Māori Motuhake, in conjunction with Community Research, held a webinar on leadership through the eyes and experiences of two Māori educators in leadership roles.



COMET Māori Education manager Will Flavell (Ngāti Maniapoto, Ngāpuhi) and Tokono Te Raki Māori Futures Collective Kaihautū Dr Eruera Tarena spoke about the role of leaders, teachers as leaders and what supports leaders can put in place. Tech entrepreneur Kaye-Maree Dunn moderated the session.

Open to all PPTA members, it was an opportunity for some much needed connecting in this space after the cancellation of the PPTA Māori Teachers' Conference in the wake of the Covid-19 lockdown.

A participant's view

Otago Girls' High School teacher Joe Hunter took part in the webinar and shared her experiences with us.

This year has been a time of finding different ways to share our pedagogy, and I've found webinars a convenient way to learn. I like that I can get tea on

the go and listen in at the same time, ask questions directly of experts and then later on, watch again, share and spread the ideas

Will Flavell interviewed non-Maori students of te reo to see what their motivations for learning were. He found that they felt really comfortable working together in a kaupapa Māori space, and that their parents had a strong influence on their engagement and academic outcomes.

He addressed school non-attendance by sharing the data so that whanau could come up with workable solutions. The slides with quotations from students about their "why" and their future plans would be a great idea to have posted around school, and great for starting staffroom learning conversations too.

Arama Mataira shared how her work with indigenous communities in Australia informed systems change in a West Auckland secondary school.

Some little pearls I took away to think on how to make positive change were:

"you have to look everywhere in the system", "decisions made and actions taken lead to innovation" and "shared vision leads to total wellbeing"

With Te Wiki o te Reo Māori coming up, I've been thinking about her remarks on the positive influence on students of te reo Māori being modelled and valued by staff, particularly when used by the principal and senior lead team.

She also emphasised an agreement as necessary to work together in a partnership (food for thought in our collective agreement negotiations).

It was interesting to hear how her work with indigenous communities in Australia informed systems change in a West Auckland secondary school. Perhaps most intriguing was her job title as "intercultural navigator". Maybe that's a challenge for all of us as teachers.

The presenters have such a wealth of knowledge and experience and I would love to learn more from them. The MC herself, Kaye-Maree Dunn, has an outstanding background and much to share I've also had a quick look on the communityresearch.org.nz website at some previous webinars, and I'm definitely up for a revisit of this material in greater detail.

Thanks to our Te Wehengarua Āpiha Māori, Dr Te Mākao Bowkett for providing this opportunity. It's a great way to add to our professional learning kete.

Resources and future webinars

If you missed the first webinar, never fear, it is now available to view online at ppta.org.nz. You can also view the bios of the presenters and find out more about them.

Keep an eye on our events page for details on the second of our webinars, which will highlight Māori approaches to wellbeing.

**Ko te waka reo Māori, he waka eke noa:
The motivations, attitudes and learning experiences of non-Māori secondary school students learning te reo Māori**

Will Flavell
Te Hononga Akoranga – Comet Auckland