

PPTA NEWS

The magazine of New Zealand secondary teachers

Introducing the
Establishing Teachers
Committee - pg 6



PPTA News



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Establishing teachers
A Māori perspective
Election 2020

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There is a solution – it's us

PPTA president Jack Boyle talks about the importance of participating in the democratic process.



Jack Boyle | NZPPTA President

Clarence Beeby's vision for education in Aotearoa in 1939 formally committed our nation's education system to "enabling every child, each citizen, to reach their potential".

In the 80 years since, a conga line of education ministers have interpreted this bold aspiration through the lens of political ideology and as the beliefs and conditions of the day have allowed.

To a certain extent, this is totally understandable. Our form of representative democracy means that we elect politicians who interpret what we ask for and decide what they think we need.

The pendulum swings far and wide

But perhaps more in education than anywhere else the pendulum swings far and wide from one electoral cycle to another.

We've seen the introduction of competition, based on free market principles. We've seen attempts to reduce competition and promote collaboration with the introduction of Kāhui Ako. We've seen the integration of religious schools into the state system, the creation of Kaupapa Māori institutions and wharekura. And we've seen the steady growth of Te Kura Pounamu; providing distance education to learners who need a bit more than their local school can offer.

We've also seen the rise and demise of charter schools and attempts to create fully online schools. These models of education are funded by our taxes but run as profit-making businesses

and have no requirement for trained teachers and the ability to teach whatever they like.

An imbalance of power

Trades academies, activity centres and massive growth in early learning services have been added to the offerings for the children of Aotearoa by governments of all stripes too.

Throughout these swings and roundabouts, the questions of what we teach and why, or to whom and where, are often subject to an imbalance of power - where the government of the day can enact policies like National Standards or charter schools because they have the numbers in parliament.

Of course, not all swings are bad, nor all roundabouts but their consequences can't always be foreseen.

More often than not these changes have been "done to" the children, families, communities and teachers of our country. While dressed up in language like "choice" and "equality" the differences may have less to do with what learners and educators need and more to do with how a particular set of policies play to a political base.

We are the experts, our voices must be heard

But there is a solution. It's us.

Education should not be something that is done to you – it should be reciprocal and organic to best meet the needs of students, the workforce and society in general. For this to be realised our voices must be heard. We need to participate in the democratic process.

From pedagogy to assessment to how we work with our colleagues to create the best learning opportunities for all ākonga, we are the experts and it is our democratic right to bring our voices to any reform or new direction.

We need to bring our knowledge and expertise to make clear what changes are needed, why, and how they should be made.

Let's take the politics out of education

We know that education has the potential to transform the lives of individuals and whole communities. I don't believe we can do this if our model of education is forced to bend to the winds of ideology every three years. It's not good for our ākonga, their families, our communities or us.

Children's Commissioner Judge Andrew Becroft has said that the absence of explicit reference to the voice of young people in our education act is unfathomable. We agree, and add that a lack of sector consultation is equally unfathomable.

With so much change in education legislation and in practice, our focus should be on the direction in which policy-makers appear to be taking education.

Consultation with the sector, robust and home-grown evidence and an awareness that public education is a cornerstone of a fair and just society is vital. Let's take the politics out of education, and put children, teachers and communities back in.

Let's start there.



Celebrating paid parental leave win

After years of lobbying 26 weeks of paid parental leave is now a reality.

New Zealand families will now have more time to spend with their youngest members thanks to the success of the 26 for Babies paid parental leave campaign.

It has been a long road and PPTA has been involved right from the start when then-Labour MP Sue Moroney's member's bill to extend paid parental leave was drawn from the ballot in 2012.

PPTA president Jack Boyle said the association was proud to be involved with the campaign and thrilled with the outcome.

"We, along with many other groups and organisations have been steadfast in our support for better paid parental leave. It is vital for parents to have this time, to bond with their children and for a baby's development."

There was still more to be done to improve paid parental leave, including increasing the rate and availability to all parents, but the celebration is well earned, he said.

26 for babies spokesperson Rebecca Matthews described the introduction of 26 weeks paid parental leave from 1 July 2020 as "an historic day for New Zealand babies."

"There has been overwhelming public support from across the political spectrum for this important policy and we thank all members of parliament who have supported this campaign over the years including those from the Māori Party, United Future, NZ First, Labour and the Greens."

"Parents all over New Zealand will benefit from more precious time spent at home with new-born babies," she said.

CTU secretary Melissa Ansell-Bridges said the campaign succeeded in ensuring politicians had to take action.

"This campaign has been successful because of the amazing work, and compelling arguments, of organisations, including unions, who worked together through the 26 for Babies coalition," she said.

"While the 26 for Babies campaign is now won there continues to be work to be done to improve paid parental leave specifically:

- Level of payment – from 1 July the maximum weekly payment is \$606.46, before tax. These rates are low by international standards and need to increase.
- Partner's leave – the introduction of a month paid leave for partners.

Currently partners either need to use annual leave or take unpaid time off when a baby is born.

- Take-up of paid parental leave – We know based on the birth rates and the numbers of people taking paid parental leave that a significant number of New Zealanders are not taking the parental leave that they are entitled to. More work needs to be done to ensure working people are aware of their entitlements and how to access paid parental leave and that the barriers to accessing paid parental leave be removed
- A review of our paid parental leave scheme and act – there hasn't been a review for 15 years. We need to ensure that our parental leave scheme and act is current and meets the needs of babies, pregnant women, parents, families living in 2020 and beyond."

"The 26 for Babies coalition is likely to reconvene to advance the work that that is still to be done. Clearly we can't use the name 26 for Babies anymore, but we will have a bit of a break, think of a good name and keep the mahi going," Jack said.

"Watch this space for more information on how you can support the campaign."



An historic day for New Zealand babies.

High trust system a no-brainer for Te Kura

PPTA News talks with Te Aho o Te Kura Pounamu members Nicholas Shaw and Bruce Ngataierua about the school's professional growth system.

Te Aho o Te Kura Pounamu (formerly the Correspondence School) has switched to a high trust system. PPTA members Nicholas Shaw and Bruce Ngataierua share their experience with the old and the new.

From lighthouses and remote sheep stations to online learning

Nicholas Shaw has been teaching mathematics at Te Aho o Te Kura Pounamu (Te Kura), formerly The Correspondence School, since 2002 and taught in a variety of New Zealand schools before that.

He has seen a lot of changes in distance learning over the years.

"In the olden days, the Correspondence School posted work out with an individualised typed or handwritten letter to the students who mostly lived in lighthouses or on remote sheep stations. There are now many different pathways to enrol with Te Kura. We have approximately 11,000 students enrolled with us and a very small number are with us for isolation reasons," he said.

Learning platforms are accessed through an online learning platform (like Moodle) and the school offers some online synchronous teaching.

"It is a challenging job because we assess each student individually and try to fit a programme of learning accordingly."

Previous system caused a great deal of stress

Before the new system was negotiated for Te Kura, teachers had to prove they were competent and doing a good job by providing a portfolio of evidence to management. This portfolio had to include evidence for all six teaching standards for each year over a three year period.

"It was not unusual for a teacher to spend many hours putting evidence together in a portfolio. I believe it was detracting from the job and was a great source of stress within the school," he said.

A high trust model

After a lot of talk on the shop floor about the stress and work involved in the evidence-based teacher registration process, Nicholas put his name



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

forward to join PPTA, NZEI and Te Kura management in a working group to investigate a new way forward.

The working party discussed the issues with the old system and agreed Te Kura would move towards a high trust model. There is now a presumption that a teacher is competent and doing a good job, and a portfolio of evidence is no longer required, he said.

"From a teaching point of view a big source of stress has been removed. Teachers can focus on what they do well, which is teach, rather than spend time collecting evidence to prove they are a competent teacher," Nicholas said.

It's early days but the new system seems to be going well, he said.

"It is a no brainer why would you not choose a high trust model? Collecting evidence for a portfolio is not a good use of teacher time."

Inconsistencies with the old system

Bruce Ngataierua is the Te Aho o Te Kura Pounamu Hastings sub-branch chair. Based in Hawkes Bay he teaches chemistry at senior level and is also senior teacher in charge of the region's junior science programme.

"I've taken that on this year, it keeps me pretty busy," he said.

Bruce has just updated his registration through the old appraisal system and is looking forward to experiencing the new one. He believes one of the biggest issues with the previous system was inconsistency.

In the old process the regional manager approved teacher appraisal materials and each had a different way of doing it. Some required lots more material than others. Bruce

had differing experiences in different workplaces. In some the appraisal process was quick and easy and in others it could take him a whole week to pull the material he needed together.

Focusing on PLD

Bruce understands the new high trust system is much more simplified and links in with staff PLD.

"Each year we have goals we set for ourselves and with our schools that we work towards. They are set in consultation with our managers and form part of our PLD throughout the year."

He has looked through the new document and thinks it reflects concerns about the old system put forward by PPTA members.

"It takes the pressure of and turns it into something productive and useful," he said.

The feedback he has heard from the people who have used the new system so far is that it's a process they get more out of.

Bruce would like to see the Te Kura system instituted nationwide, in a way that is flexible for staff who teach in the classroom.

"It is important to overcome some of the unproductive bits and pieces and still have a process that is robust. PPTA has done a lot of work making our system into something more practical and I would like to see that across all schools," he said.

For more information read 'Removing appraisal – a workload reduction win' at ppta.org.nz

Meet the Establishing Teachers Committee

Introducing the ETC – PPTA's committee dedicated to advocating for teachers at the beginning of their careers.

Establishing teachers are those in their first 10 years of teaching in New Zealand. The committee is dedicated to advocating for these teachers on issues that might disproportionately affect those at the beginning of their careers, and those who are new to the country.

There are 10 members on the committee. This includes two members of staff (an advisory officer and a field officer), a member of the PPTA executive, a member of Te Huarahi, and six members who apply for the role and are selected by the PPTA president and general secretary.

Meet the members!

Susan Haugh - Advisory officer

Susan joined the PPTA national office staff in January this year, having previously been a teacher in Wellington and Invercargill, and a member of the Wellington Regional Committee. Susan has taken up the NETs portfolio and is excited to be working alongside the ETC, particularly in their work supporting teacher trainees and PCTs.

Cameron Stewart – Member

Cam is in his fourth year teaching music and social sciences at Wellington Girls' College. He has been involved in the PPTA since the beginning of his career, as branch and regional NETs Rep, branch chair, and as an ETC member since 2018. Cam is committed to the idea of the PPTA not only being an activist group, but a professional body, particularly for NETs, having benefited immensely from the practical, innovative pedagogical discussions that take place in our union.

Georgia Dougherty - Member

Georgia is a fifth year health and PE teacher. She is working at Orewa College in North Auckland, where she is currently the NETs representative. Georgia also volunteers for Physical Education New Zealand, supporting the graduate mentoring programme for beginning teachers. She joined the committee in the hope of learning more about policies/support/guidelines to further support new teachers to the profession.



Windswept and interesting. The ETC committee meet in Wellington.

Paul Stevens – Member

Paul has been a teacher for six years and is based in Tamaki Makaurau Auckland. Currently an AHOD and PLD Leader teaching Art and Photography at Rangitoto College, he has been involved in the PPTA since his first year as a teacher in a range of roles, from branch chair to deputy regional chair, as well as sitting on the ETC, the Rainbow Taskforce, and the Workload Provisions Taskforce. Passionate about being part of imagining and creating a better world, Paul sees teaching as a form of social action in keeping with the collective activism which takes place through our union.

Nikki Weston - Member

Nikki is a sixth-year teacher working at Palmerston North Girls' High School in the social sciences. She is currently teaching junior social studies and TIC of classical studies. Nikki joined the PPTA regional committee for Manawatu-Whanganui as the NET rep, and is also the branch secretary at PNGHS. She joined the PPTA more actively with the hope of helping support teachers and making some changes – especially fuelled on by the 2019 industrial action.

Luke Nickholds - Member

Luke is in his fifth year of teaching at Southland Girls High School in Invercargill, teaching in digital technology, food technology and mathematics. He is currently the secretary of the PPTA's Southland

Region and has been involved in the PPTA since early in his teaching career. Luke is part of the committee because he found support from experienced teachers in the union valuable in his first years teaching and he wants to help the next lot of new teachers.

Stephanie Low - Member

Stephanie is in her fifth year of teaching at Pukekohe High School, teaching English and Media Studies. While she has held a NETs representative position for branch and region in the past, Stephanie is branch secretary for her school as well as regional secretary for Counties-Manukau. She joined this committee in the hope of finding ways to support establishing teachers so that they better understand their rights at work and feel more supported so that they stay in the profession longer.

Marie Blackley - PPTA field officer

Marie has recently moved to the PPTA after teaching in both Christchurch and Dunedin. She has taught across a number of curriculum areas including technology, DVC, French and mathematics. Marie is looking forward to working with new and establishing teachers in her role on the ETC, with a particular focus on ensuring that they get the entitlements and support needed to have rewarding and sustainable careers.

Vinne Monga - PPTA executive member

Vincent Hapi - Te Huarahi member

For more information visit ppta.org.nz

Starting teaching during a global pandemic

Marist College English teacher Kelsey Aldersley started her first teaching job just as New Zealand went into lockdown.

Starting your first job teaching can be intimidating at the best of times, but imagine having your first day on the job during a global pandemic. This is exactly what happened to PPTA member Kelsey Aldersley.

A recent graduate of Victoria University of Wellington's Masters of Teaching and Learning program, Kelsey teaches English at Auckland's Marist College. Unlike most beginning teachers though, the first time she met her class was through a screen.

After finishing teacher training at the end of last year, Kelsey spent a while looking for jobs in Wellington before widening her search to other major cities. "I will be forever grateful to Raechelle Taulu and Hazel Brook for allowing me to start my career at Marist College," she said.

Immense support from the Marist community

After a few months waiting in anticipation for a job, Kelsey was excited to finally get started – and then Covid-19 struck. "I found myself stuck at home in isolation, but now I had something to do. I spent my copious amounts of spare time planning my units and memorising student ID photos and names. I was able to get to know the students through their work.

"I really enjoyed my start to teaching. It was a gradual introduction to my students and the Marist culture. I loved participating in staff Kahoots and even though I wasn't even in Auckland, I felt an immense support from the Marist community."

Covid-19 simply part of new experience

Kelsey's first reaction to the job offer was to tell everyone she knew. "I had to tell everyone that, not only was I employed, but I was moving. My move to Auckland was a surreal experience... I am usually quite an emotional person, but I was almost emotionless packing my things and leaving my Wellington life behind. Covid-19 was simply part of this new experience. I cannot imagine a reality where it wasn't part of this journey."



Kelsey Aldersley.

Kelsey had little preparation around remote teaching and learning before suddenly finding herself having to do it.

"Luckily, I am a younger teacher, and therefore quick to learn how to use technology, and I had also used Google Classroom in my teacher training. I had my personal laptop set-up remotely with Outlook and KAMAR. I learnt very quickly to just go with the flow and do what I am able to. It was also easier to ask for help digitally."

Digital teaching no substitute for classroom teaching

During lockdown Kelsey made a point of starting each of her first lessons with a video call so the students could get to know her face. "I personally didn't enjoy meeting the students this way. It was hard to interact with that many students at once through a video call, and so I quickly moved on to leaving comments on their documents. It is much easier to have one-on-one contact with students online and there were hardly any behaviour management issues during this time.

While Kelsey loved beginning her teaching career digitally she doesn't see it as a substitute for classroom teaching. "A student can learn so much more in a classroom. They can

ask for help at any time, share their progress and difficulties with their peers and build a strong character and community. Online teaching doesn't allow for any guaranteed interaction between students. One of the biggest challenges was getting to know students that never came online for the whole six weeks of lockdown learning," she said.

Fast-paced transition

The transition into physically being at school was very fast-paced, Kelsey said.

"The end of lockdown was confirmed and I had to move up during level four restrictions. Getting to know my way around the school was easy – as Marist is a smaller school – and I felt immense support from the staff here. Meeting the students for the first time both confirmed and subverted expectations... We were meeting without being strangers. It was an easier transition into the workplace than expected."

Marist College having previously been the seat of a major Covid-19 cluster of course ramped up the anxiety around being physically back at school.

"Coronavirus being present at the school previously was terrifying. The remaining stickers from the forensic cleaning were a constant reminder. Our protocols helped with the anxiety – spaced seating and wiping desks and doorknobs every lesson. And eventually, the anxiety faded, and the risks subsided."

Forever grateful for love and support

People often ask Kelsey if it was difficult starting her career during a global pandemic but she does not have a specific answer for them.

"Yes, the pandemic affected my teaching, but I don't know any other way. I'm new to teaching all girls, I'm new to Catholic school protocols – I'm new to teaching. All I know is that I am forever grateful for the love and support that has surrounded me during this time," she said.

Abridged - see ppta.org.nz for full version

Do you have a lockdown story you would like to share?
Email news@ppta.org.nz

The show must go on – PCT conference goes digital

PLD fund national coordinator Kirsty Farrant gives an overview of the Provisionally Certificated Teachers' Conference.

PPTA's Provisionally Certificated Teachers' Conference was set to be a face to face event aimed at supporting teachers on their journey to full certification.

The Covid-19 pandemic meant a rethink however and the conference was quickly moved into the digital space.

PPTA PLD fund national coordinator Kirsty Farrant said of all PPTA's conferences that fell within the pandemic period, the PCT conference was the best fitted to a virtual delivery mode as it was never intended to have a lot of workshops.

Focussing on three different areas: certification requirements, pedagogy and classroom management, it was always intended that delegates would attend the same three keynotes, Kirsty said.

"Fortunately the conference organising company we were working with had access to a conference platform that allowed it to be delivered virtually, meaning PPTA was able to quickly respond to the changing Covid situation and deliver on this part of the PLD fund," she said

We are still in the process of gathering survey results, but anecdotally PCTs

have reported that they have found the conference useful, Kirsty said. In the final feedback session a recurring theme was the usefulness of the keynote on Tapasā - the cultural competencies framework for teachers of Pacific learners - and how practical the keynote on classroom management was. "Margaret Ross will be delivering an additional classroom management webinar for those who attended the conference in August or September, which will hopefully act as a touchstone for these teachers," she said.

The timing of the conference was less than ideal, coming at the end of what was essentially a 23 week term, but the

turnout showed it was something that was needed Kirsty said. "We were really excited that registrations reached more than 80, indicating to us that while teachers were exhausted they also felt the need for some support.

"It was great being able to chat to teachers through the networking function in the conference, and meet teachers who started their career during Covid, teachers who have taught overseas for some time and are new to New Zealand, teachers who had eight weeks in the classroom and then had to change everything they were doing and teachers who are getting close to full certification," she said.



[BACK TO TIMELINE](#)

Conference for provisionally certificated teachers

AF

Session 3: Panel Discussion with Live Q&A

1:30pm - 2:35pm

17

This session ends in
21m

No further events today

Session Information

Live Q&A

TOP
RECENT
MY QUESTIONS
ANSWERED

Don't forget that it is OK to ask for help. If you have taken on too much, pass over a ball until you are ready to bring it back into your juggling. Ask questions, there are no dumb questions. Rachel Wastney 2 seconds ago

What was your biggest challenge and greatest success as a PCT? Max Mason 1 seconds ago

Type a question

Recording...

Nikki Weston

Supporting Provisionally Certificated Teachers virtually.

Leading from well beyond the classroom walls

PPTA general secretary Michael Stevenson farewells active member, beloved teacher and comrade Gerard MacManus.

Comrade Gerard MacManus *1 October 1977 to 10 July 2020*

Branches: Papatoetoe
High School, St Bede's
College, Hobsonville Point
Secondary School

Regions: Active in Tamaki
Makaurā Auckland

Networks: YANTs, NETs, ICT
Advisory Committee

Subject Assn: Digital Technology
Teachers' Association

Hundreds of mourners gathered at the St Bede's chapel on the morning of 16 July to farewell Comrade MacManus, known to most as simply Gerard or fondly by his students as the G Man. Despite his relatively young age, Gerard achieved much in his teaching career where he dominated the pedagogy of computer science and digital technologies for nearly two decades. Gerard's thought leadership expanded well beyond classroom walls and the school gate, as he undertook active roles with PPTA's Establishing Teachers' Network and ICT Advisory Committee. But where Gerard really made his mark was in the Digital Technology Teachers' Association subject association, where he is the only teacher to have completed two separate stints as president.

While his fellow teachers respected Gerard, students loved him. He was a networker, connecting students to the local community and businesses, often resulting in employment opportunities for those who might have otherwise struggled in the job market. Gerard was an unwavering side-line supporter at nearly every school sports event imaginable.

Most recently at Hobsonville Point Secondary School where his students recall him cheering them on with his camera ready for shots that would record their successes.

I was fortunate to have collaborated with Gerard in our early days as PPTA



Gerard MacManus made his mark in digital technology.

activists in establishing teacher (YANTs at the time) networks. We were both on the committee that wrote the 2005 annual conference paper advocating for the removal of interest on student loans. Fortunately for us, this policy position was adopted by the Labour

Party later that year and a narrow election victory saw it implemented for the betterment of a generation of new teachers.

Farewell Comrade MacManus. You leave us having achieved a great deal for your colleagues.

Matariki rises over treaty kōrero

As the Māori New Year was being ushered in a haka was gifted to PPTA Te Wehengarua during a hui on renewing our treaty commitments.

Inspired by the celestial elements, with Matariki on the rise heralding in the Māori New Year, Te Huarahi Māori Motuhake invoked the energies from within and from those handed down through the generations, during their recent Matariki wānanga, working towards renewing our union's Treaty commitments to our relationships - Mana Tangata, Mana Ōrite, ngā mahi i roto i ngā kura tuarua, reflecting on where we are and where we aspire to be.

A haka was composed and gifted to the takitini. Time for our people to rise, we are being challenged, there are ways that guide us, rise up, Te Huarahi! Be strong, be determined, be brave, for our strength is within the collective, our tūpuna and our whānau, so that we remain firm, resolute and staunch!

Te Wehengarua Haka

Kaea: Torona Titaha

Katoa: Titaha

Kaea: Maranga Mai
E Te Iwi E

Tukitukia Werowerohia

Te Wehengarua Tikanga

Tū Mai Tū Mai Te Huarahi
Māori Motuhake

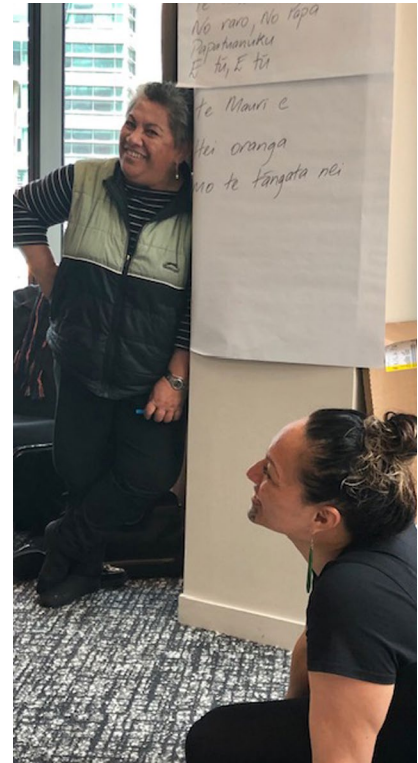
Kia Kaha Kia Toa Kia
Manuawanui E

Ehara Taku Toa

I Te Toa Takitahi

Engari Taku Toa He Toa
Takitini

Āke Ake Ake Tonu Atu E Hī



Reflecting on where we are and where we aspire to be.

A Māori member perspective

Te Huarahi Māori Motuhake co-convenor Shona West shares her perspective on PPTA and the treaty partnership model.

Kei te mura o te ahi tatou nei! As one of the convenors for the Māori caucus of Te Wehengarua PPTA, a member of the PPTA executive and a teacher with 30 years plus experience I am proud to be in an organisation that has established itself as one of the most powerful stalwarts of the teaching profession.

From branch level to regions, across New Zealand and internationally we have a reputation of fighting the good fight and weathering the storm to achieve change on many levels, long may this continue.

So how has the Māori membership of Te Wehengarua PPTA benefited and how has the wider membership prospered accordingly? I am a firm believer in taking our collective employment agreement with me wherever I go and I use it at every opportunity to give kudos to the political debate and fight for our profession. Within the hard earned pages of the agreement there are plenty of hard fought for conditions and some of these address the specific needs of our Māori membership.

We have gained and developed these conditions through the partnership model of the Treaty of Waitangi but the challenge here and now is has Te Wehengarua PPTA done enough? Are the aims and aspirations of our Māori membership being truly fulfilled when considering He Huarahi Hou and last year's Treaty audit (which I will come back to).

Good Employer Guidelines in respect of Māori Clause 3.12 of our collective employment agreement is a reminder to us all about the Treaty partnership and it sets a platform for what indeed is or could be a powerful set of conditions for us all. From the PPTA conference in 2019 a Treaty of Waitangi audit of PPTA was requested and passed. (At the time of printing) a discussion paper is going to executive to progress the partnership and Te Huarahi is looking forward to a robust and inclusive approach.

The growth of wharekura across the nation signals that there is change



Shona West (right) and fellow Te Huarahi member Powhiri Rika-Heke.

happening and that hapu and iwi require different educational outcomes, options and to also have their own Mana Motuhake over Matauranga for their own mokopuna and tamariki. Growth in Te Reo was and continues to be a keystone (Mauri) of their aspirations going forward.

I believe it is now necessary for us to grow PPTA advocacy that aligns with this kaupapa to assist hapu and iwi and our Māori members to make this a reality.

How many of us have read the educational plans of their local Iwi or Hapu?

How many of these are used in our secondary school settings?

What is the status of Māori on the Teaching Council of Aotearoa New Zealand?

In health for instance, I am led to believe, there is a debate taking place on whether Māori health practitioners should have their own council.

As we enter the political electioneering to end this year of the global pandemic and we look beyond 2020, it is my fervent wish that Te Wehengarua PPTA will further embrace a Treaty partnership model, as it is, and can be in my view a powerful force for negotiating, achieving and retaining terms and conditions in secondary education that are necessary for the continuation of a world class teaching profession.

*Na reira kei te mutu au pēnei
nā He aha te kai a te rangatira?
He kōrero, he kōrero, he kōrero.*

*What is the food of the leader?
It is knowledge, It is communication,
It is partnership.*

A month is a short time in politics

PPTA News asked political parties for their education policies and we were underwhelmed by the response.

A week can be a very long time in politics but sometimes a month isn't long enough. For the first time our request to political parties to answer questions was not answered by our deadline.

The Covid-19 disruption seems to have pushed some parties to the limit, in terms of policy development.

Perhaps education is not seen as a priority? Or maybe they know that if we knew what they want to do, we'd be loud in our disapproval?

Whatever the truth, this year, we can only encourage you to visit the parties

websites to view their education policies and take the opportunity to ask candidates what their positions are.

You can use the candidate report card on the opposite page to grill your local politicians.

** Just as we went to print we received a response from the Green Party. You can view it at ppta.org.nz*

THE 2020 GENERAL ELECTION AND REFERENDUMS

He tere, he māmā hoki te rēhita inaiane.



Whakahou i ō taipitopito
mā tō raihana, uruwhenua
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**ELECTORAL
COMMISSION**
TE KAITIAKI TAKE KŌWHIRI

2020 general election candidate report card



Teaching is one of the most respected professions - when teachers speak up, people listen!

Candidate forums are a great opportunity to promote teaching and education priorities.

It's a good idea to start your questions with "As a teacher..."

Candidate's name and party

Teaching Council reset

Real community engagement

Public schools not charter schools

Schools as community hubs

More adult and community education

Social services have a base at school

Increase funding for students with greatest need

More school counsellors and mental health support for kids

Community liaison staff for Māori and Pasifika whānau

Smaller class sizes

Sample questions

Will your party commit to taking charter schools off the table forever?

As a teacher, I believe schools are the natural centre of the community. Will your party make secondary schools service hubs for the community?

As a teacher, I know how important lifelong learning is for our whole society. Will your party fund adult and community education to help people retrain?

Māori and Pasifika teachers often have a double workload of teaching and pastoral care. Will your party fund community liaison staff to lighten that load?

Will your party properly resource counselling and mental health services for kids?

Will your party commit to changing the role of the teaching council to meet the profession's needs?

A balance between rights and responsibilities

PPTA News is profiling members standing as candidates in the 2020 election. We put four questions to Nelson teacher Chris Baillie who is standing for the ACT Party.

My name is Chris Baillie and I am proud to be standing as a candidate for the ACT Party in Nelson.

After attending Victoria University I went to Christchurch Teachers College in 1985, specializing in music and English. I have taught in Christchurch, Wellington and Nelson. For the last 10 years I have worked with special needs students as SENCO and HOLA/teacher. I was a police officer for 14 years and currently own a business in the hospitality industry employing 30 staff. I was drawn to ACT a few years ago not because I was a fan of Dancing with the Stars but because every time I saw David Seymour interviewed he just seemed to make sense. He is the only MP who actually stands up for his values and principles, despite the vitriol he receives from certain groups. I like that in a person.

What are your views on the Teaching Council of Aotearoa New Zealand reform and fees?

There is a lot of negative feeling amongst teachers regarding the teaching council. The railroading through of the yearly registration, against some very valid arguments and ignoring the consultation process recommendations, shows a certain arrogance that doesn't engender good relationships with teachers. I was impressed with the teaching council's recent comments regarding the physical restraint policy changes which showed common sense and a good understanding of the difficulties teachers face every day in the classroom. There must be mutual respect between teachers and the organisation that represents them.

Has your involvement with the union movement encouraged you to enter politics?

I have been a member of the PPTA since starting teaching in Christchurch in 1986 and have enjoyed the benefits that go with union membership. However, owning a business has changed the way I view employer/employee relationships. While I believe the union movement has done some great work in improving work conditions and salaries, there needs



ACT Party candidate Chris Baillie.

to be a balance between rights and responsibilities for the betterment of all. Business owners throughout New Zealand are very frustrated with the current rules and regulations that make it very difficult for them to get ahead and despite popular belief, if a business is doing well, the workers do well. I have long thought that the PPTA should stay away from political agendas and concentrate on representing teachers. Commenting on other countries' policies serves no purpose and is well outside their mandate.

What are your thoughts on charter schools?

I was a Police Youth Aid Officer for a number of years and I have seen the success of Partnership Schools. Many young people don't fit the mould and I believe there is a place for them. Often those students we spend many resources on in mainstream schools would be far better off at a specialized school that promotes their interests and abilities. I do believe the ideology

and political agenda of many teachers ignores the known successful results that Partnership Schools produce. Partnership Schools will benefit those students who too often fall through the cracks. We should always remember that we are there for the students.

What did you learn from teaching in lockdown?

I think lockdown showed us that we need to be able to adapt and cater to all students' needs and that technology is a fantastic aid, but also that there is nothing like face to face teaching. We are constantly being told that students won't learn until they have a positive relationship with the teacher. This is absolutely correct and every teacher has their own way of building this relationship. It is difficult to do this via Teams or Zoom. Family situations play a big part with student engagement both with technology and in general schooling. Improving social disparity and getting people working is the key and is a huge focus for ACT.

A huge opportunity to reset

PPTA News is profiling members standing as candidates in the 2020 election. We talked to teacher, PPTA senior vice president and Labour Party candidate Angela Roberts.

I am currently teaching drama at Stratford High School and have a role within the Kahui Ako o Taranaki Mohoao. I have been an active member of the NZPPTA Te Wehengarua since I was a student teacher. I have led a wide range of committees and networks over the years and served the association as president for four years from 2013-16.

What are your views on the Teaching Council of Aotearoa New Zealand reform and fees?

While I was president and we were fighting to return democratic representation to the council, we were also fighting to narrow their functions and return them to their core and critical business of being a highly functioning registration body. It was great when the current government heard our calls for bringing elections back for the council but there is obviously still a great deal of work to be done.

One good example of an unnecessary function is the building of leadership capability. While this is an issue for the profession, this is the wrong solution to the problem. Inadequacies in PLD provision should be resolved through a better structure and resourcing, not through our profession paying our registration body to deliver it. There are further legislative changes needed in order to return the council to being an institution that the profession and the wider community both trust and support. Reducing the functions to core business will help to resolve many of the issues that teachers have with both trust and with fees.

Has your involvement with the union movement encouraged you to enter politics?

During lockdown, as the enormity of the challenge ahead of us unfolded, I realised that we actually have a huge opportunity through the rebuild to invest in critical infrastructure such as health and education. A significant reset of the economy can help us to push back against inequality and ensure our 'just transition' to a



Labour candidate Angela Roberts.

'zero carbon economy'. I recognised that my decades of involvement in both the NZPPTA and the wider union movement has taught me much about effecting systemic change and that I wanted to be involved in this mahi.

I love my union. It has taught me how productive a process of robust, intelligent, democratic debate can be. Also, that a workers' voice and Te Ao Māori are integral to both problem solving and innovation, especially when courage and imagination are required.

I have always enjoyed the challenge of bringing extremely diverse groups, with a range of values and world views together and, using complex evidence and research, collaboratively develop and implement effective policy. I am excited by the prospect of bringing these skills to the current challenges facing our nation.

What are your thoughts on charter schools?

I have always been frustrated with the debate around charter schools. Supporters of these entities have always argued, quite cynically I believe, that 'liberating schools from the shackles of the public education system' is what is required to shift the inequitable outcomes in our system. They are wrong. The evidence is really quite clear. A system that puts highly trained teachers and support experts in sufficient numbers with the students who need them the most, resources strong pastoral care, and builds strong relationships with their communities

will be able to bring about equitable outcomes. When our profession is supported to be innovative with our world class curricula and we build strong, collaborative relationships across schools, we can better enable students to achieve.

While I can understand the frustration of those that feel disenfranchised from the state system, charter schools are the wrong solution to their problems. We have so many innovative models already available in the state system; Kura Kaupapa Māori, Kura-a-iwi, integrated and other special schools as well as private schools. The only 'innovation' that charter schools provided in New Zealand was that they were very well resourced, didn't need to employ teachers and were not accountable to the system. Charter schools, in the end, are a mechanism that serves the proprietor. I will be putting a lot of energy into ensuring that these entities do not return to our shores.

What did you learn from teaching in lockdown?

The education system got through because of the commitment of the profession. It reaffirmed what we know about New Zealand teachers - we are responsive, nimble, and willing to take risks and undertake significant professional development if that is what is required to meet the needs of our students.

Lockdown also exposed and amplified the many inequities in our education system. The digital divide caused by a lack of access to devices as well as connectivity was often felt most keenly by our most vulnerable students and communities. When our whanau and communities were finding it tough, so were our students. We were reminded of how intimately connected education outcomes are to the health (economic, physical and mental) of our society. We were amazing at being innovative when it came to finding ways of removing the vast range of barriers that lockdown and online learning presented our learners. I was reminded that in the end, successful learning depends on relationships, and a successful education system depends on the profession.

Young people need a government that will support us

Rosa Hughes-Currie is PPTA's representative on CTU's Stand Up – the voice for young workers in the union movement. She shares her thoughts on the upcoming election.

On election day, young union members are thinking about which parties will be helping them make ends meet. This year has been a tough one, and young people need a government that will support us to get through this global recession and thrive.

stand up
youth union
movement

Living in places with hugely inflated house prices like Auckland and Wellington, young workers are struggling with the cost of rent and facing the impossibility of ever owning our own houses. The number of people in their 20s and 30s who own their own house has been steadily declining for decades, so we'd like to see a government who could stop that slide and create affordable housing options. Sorry middle-class boomer landlords, but young workers need you to be paying tax on your assets so you stop buying all the housing as "investment properties." We want a government that works towards young people being able to own the place we live in without being millionaires.

Teachers this year are feeling the benefit of our strong union as we have negotiated reasonable amounts of paid sick leave. Other young workers have been really struggling this year, with many unable to afford to stay home when they run out of the measly five days of paid annual sick leave. We want a government that would increase the minimum amount of annual paid sick leave from five to 10 days, and that sick leave should be accessible from day one of starting a job.

Young workers are facing an uncertain future with the climate crisis unfolding before our eyes, so we'll be looking for parties with policies to address climate change and create just transitions to a low-carbon economy. We want young workers in industries that



PPTA's Stand Up rep Rosa Hughes-Currie.

contribute to climate change to have options to re-train and get secure and meaningful jobs that help rather than hurt our planet.

Young union members will be working hard over the next couple of months to enrol their workmates and encourage

them to vote for parties that will fight to improve young people's working and living conditions here in Aotearoa. Whether we are voting on election day or casting a special vote early at Rock Enrol events around the country, we'll be having our say.

Women in Leadership summit

A unique opportunity to be part of the team breaking down the barriers to women in leadership.

Expressions of interest are open for a unique opportunity to help break down the barriers that women face accessing leadership roles in secondary education.

The Women in Leadership summit will be held on 8 and 9 October at the Rydges Hotel in Wellington. It is one of a number of significant proposals that came out of the \$12 million teacher professional learning and development fund that formed part of our 2019 collective agreement. The fund is administered by PPTA.

PPTA women's officer Liz Robinson is excited to be part of the project.

"PPTA has always been active in fighting for women's rights and access to better working conditions. This summit will focus on the rights of women to have equal opportunities to take on positions of leadership," she said.

The summit will be multi-pronged and participants will be actively involved in developing solutions, Liz said. "It could be a number of different things, from drafting changes to legislation right through to running workshops and setting up women's networks in the regions."

The summit in October will use the results of research being conducted now by the New Zealand Council for Educational Research to develop real life, practical ways of creating equitable access to leadership positions, recognising that leadership can mean different things to different people.

"Leadership isn't just about being a principal or a senior leader, it could mean pastoral leadership or taking up roles in the union. We want women teachers to have equitable access to whatever position they desire," Liz said.

"We expect the research to highlight a lot of what we already know, but we don't know what we don't know. We look forward to better insight and the possible solutions that will come from it."

The Women in Leadership summit is a women-only event with very limited places available. There will be opportunities to get involved after the summit however and we will be in touch about this.

There is no cost to attend this summit. PPTA will book your accommodation directly. You will need to book your travel yourself, and PPTA will reimburse you.

We don't want there to be any barriers to your participation in the summit. Please let us know if you need support to enable you to access this opportunity (childcare, sign interpretation etc).

Expressions of interest close on August 31. Visit ppta.org.nz for details.



PPTA's Women in Leadership summit aims to break down barriers.

Cinema chain removed from PPTA member benefits

Event Cinemas will no longer be part of PPTA's membership benefit scheme as a result of a focus on provider ethics.

New Zealand's largest cinema chain will no longer be included in the PPTA membership benefit suite as a result of its treatment of minimum waged workers post Covid-19 lockdown. Consultation with Unite union confirmed definite anti-union policies.

PPTA's national executive has requested that new protocols be developed after a debate over the ethics of what PPTA should be endorsing as membership benefits.

Working with sister unions

PPTA contacted Event Cinemas after publicity around the organisation's

redundancy practices and treatment of staff following the Covid-19 lockdown.

Advisory officer with responsibility for membership benefits Doug Clark has been working with our sister unions such as E tū and Unite that cover most of the businesses that offer PPTA member discounts to ascertain whether they are ethical practitioners. After discussions with Unite, the union representing Event Cinema workers, it became clear that, on top of questionable redundancy practices, there had been ongoing issues around the provision of anything above the bare minimum wage.

"On the basis of these findings we cannot in good faith support Event

Cinemas and offer their discounts to our members," Doug said.

PPTA wrote to Event Cinemas requesting a letter stating they pay their employees a living wage and have no anti-union policies or practices. There has been no confirmation they can comply so PPTA has stopped offering their services.

Other criteria

Protocols are being developed to ensure that benefit suppliers are ethical in all facets of worker engagements and are aligned with good union principles. Once agreed they will guide executive in approving existing and future benefit suppliers.



Unite members campaign for a living wage for workers.

Watching your words

A couple of cautionary tales about teaching council investigations by PPTA's intrepid field officers.

Jane and the Mandatory Report

Just having had a difficult year 10 class Jane is rung by someone at the start of lunch and just before she begins lunchtime duty. The person identifies themselves as a Teaching Council of Aotearoa New Zealand investigator and is friendly, they tell Jane her former school has filed a mandatory report about her. Jane did not know that a mandatory report would be filed.

The investigator tells Jane the report is about a student having made a complaint about her. Jane thought the complaint was resolved and she is confused. Jane, already stressed when she got phone call, is pushed for time, and is shocked to have been called. Jane makes a dismissive comment about the student complaint and her previous school.

Following on from the phone call Jane gets an email from the teaching council providing a copy of the mandatory report and some details of the process. Jane reads that she is entitled to representation and gets in touch with her PPTA field officer who then advises the investigator he is representing Jane.

Eight months later the investigator gets in touch with Jane's field officer requesting a response to the

mandatory report and advising that Jane's case has been referred the Complaints Assessment Committee (CAC). A response to the mandatory report is made and then the investigator produces a report. Jane gets to make a response to this report. Jane is appalled to see that the investigator has made reference to her dismissive comment about the initial student complaint and her former school. While some context is provided about when Jane made her dismissive comment, the comment remains part of Jane's file and is something that the CAC considers while determining Jane's fate.

Another few months pass by and Jane is invited to meet with the CAC. The meeting happens for an hour during the school day. Jane and her field officer meet with panel of four CAC members, the CAC lawyer and a case worker from the teaching council are also in the meeting. A few weeks later Jane receives a written censure from the CAC and her case is closed.

Jane reflects she did not know that teaching council processes worked like this and that she wished she had not made the initial dismissive comment to the investigator.

Jane let her field officer know that she wants her colleagues to be warned not to speak to a teaching council investigator until they had been in touch with their field officer or another representative and not to make any response until they had considered all of the information against them.

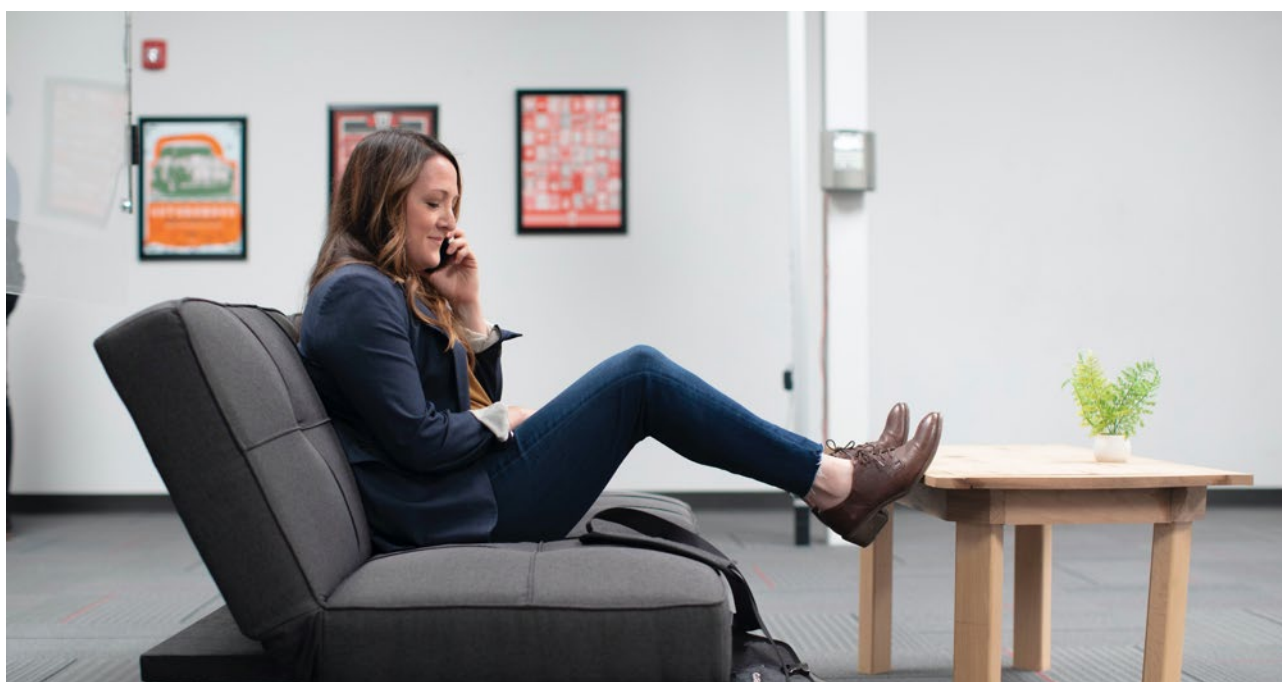
Jane also reflected that she wished she had read the Conduct and Competence Overview information on the teaching council website beforehand.

Peter and the Phone Call

Peter, a maths teacher, received a phone call from a teaching council investigator and was asked to make comment about Jane a former colleague. Peter was uneasy as he had little context around why he was being contacted.

Peter contacted his field officer who advised that in his situation was under no obligation to respond to the council if he did not wish and that anyone asked to give evidence to an investigator was free to ask the council any questions they wished about how any information they provided would be used.

Peter took his time to fully consider all information before he eventually decided to make a brief comment to the council.



Speak to your field officer before talking with a teaching council investigator.

Grants for Good

Introducing HealthcarePlus' new grants programme to support educational initiatives.

HealthCarePlus was started in 1963 by six unions - PPTA, NZEI, TEU, TIASA, PSA and ISEA to enable teachers, education sector members, and their families to access competitive insurance products to support their families' health and provide financial protection for unforeseen events.

After 57 years HealthCarePlus is still around, still owned by unions, and is still supporting the health and wellbeing of workers in the education and public service sectors. They do that by providing generous healthcare plans but have also expanded their support by providing 'Grants for Good'.

The 'Grants for Good' program makes good ideas possible. It supports educational initiatives that will make you, your colleagues, your workplaces and your communities better off. Topics could range from exploring the future of work, to reducing stress or burnout, to activities that improve well-being, equity and career development.

Union representatives manage the grants process. PPTA is ably

represented by past deputy general secretary Bronwyn Cross.

Applications are open

Applications for grants opened on 29 June 2020. The criteria for the grants include:

- Scholarships
- Undertaking practice-focussed research
- Provision and facilitation of professional development and training
- The facilitation of educational conferences.

The criteria are intentionally broad and include anything that contributes to the growth of knowledge, the development of resources and the personal health and wellbeing of employees, learners and their wider communities. Consideration will be given to hardship and equity factors.

Priorities for 2020 are:

- Future of work (work/life balance, workload, Covid-19, life-long learning etc.)
- Wellbeing (enabling members to thrive, focus on issues of stress)
- Equity (Te Tiriti, pay, worker voice, democracy)
- Specific topics

The list is of equal priority. For PPTA members the fourth bullet, specific topics, provides an opportunity to seek financial support for activities that might not be covered by traditional sources of PLD funding. For example:

- Work experience
- Investigating an aspect of teaching and learning either in Aotearoa New Zealand or overseas
- Developing subject expertise (in its broadest sense including in areas not directly related to curriculum requirements)
- Supporting a community activity.

Grants

Individual grants range from \$5,000 - \$20,000 for one year.

Group grants range from \$10,000 - \$50,000

There is provision for special grants for sums greater than these or for proposals that cover more than one year.

The total sum to be disbursed per year is around \$200,000.

Further Information

For more details or assistance with applications, contact PPTA



Got an idea to
**MAKE A REAL
DIFFERENCE?**