



PPTA News

Uniting secondary teachers of Aotearoa



Our Māori Vice President

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Towards a streaming policy

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PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

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Unprecedented times for teachers

Teachers are doing amazing work, steering students through increasingly turbulent Omicron-ravaged waters calmly, sensitively and professionally, writes Melanie Webber

I don't know about you, but I'm sick of talking about COVID. Unfortunately, much like so many things in life, not wanting to talk about it doesn't make it disappear, and at time of writing, Omicron is racing through our schools. Teachers meanwhile are doing what we always do – screwing our courage to the sticking place and getting on with it.

When I look back to the first lockdown in 2020, when everyone was at home and those of us whose students had devices quickly adapted to the online classroom, that was, in many ways, a breeze compared with the start of term this year.

While we know instinctively that having students back at school is absolutely the best thing for them academically, socially and emotionally, it really feels like teachers have joined the front line of the battle against COVID.

I know that both teaching while wearing a mask and trying to make your students wear their masks has been extremely challenging and exhausting, let alone managing the constant switches between online, hybrid and face to face learning, often with illness in our own homes.

One of the things that never ceases to amaze me about teachers is our determination and ability to make things work, no matter how seemingly insurmountable the barriers are.

Throughout this pandemic many of us have looked at what was happening across the ditch and felt fortunate we were here rather than there. However, they have been luckier than us in one aspect – Omicron peaked during the summer break.

Here, schools are managing the peak of the pandemic during arguably the busiest time of the school year – a crucial time for forming relationships with students, creating and putting routines in place and laying the foundations for a productive and constructive year of teaching and learning.

Omicron has made this incredibly difficult and I commend each of you for how you are steering your students through these turbulent seas so calmly, sensitively and professionally.

“While we know that having students back at school is the best thing for them...

...it really feels like teachers have joined the front line of the battle against COVID.”

I'd also like to acknowledge the tremendous amount of work that is going on at PPTA Te Wehengarua National Office as staff constantly advocate with the Ministry of Education, peak education bodies, politicians and agencies to ensure that teachers and students are kept as safe as possible throughout the pandemic.

I wish you lots of strength and resolve and hope that as you read this we will be descending Mount Omicron and returning to some sense of normality. But who knows?

Just as the cycle of the school year must continue despite Omicron, so too must our preparations for this year's collective negotiations. Over the past few years we have worked with you to create a vision for secondary teaching. We want teachers to be highly paid, trained to a high standard, continuously supported, culturally responsive and properly resourced for both curriculum delivery and pastoral care.

Thanks must go to our intrepid branch chairs who, despite the constantly swirling change, managed to hold paid union meetings to help develop our claim. This will be heading back to you for sign off in April.

We are serious that teaching and learning must be more than just surviving the school year – for both teachers and students. We will work together to achieve the conditions that ensure that every student is able to achieve the best possible education without sacrificing ourselves on the altar of public education.

Finally, and most excitingly, I would like to take this opportunity to welcome Vincent Hapi to the presidential team. He is our first Māori Vice President following the constitutional change that created this position at our annual general meeting last year, and I am delighted to see our organisation take another step along the pathway to make real our te tiriti obligations.

Ko te pae tawhiti whāia kia tata. Ko te pae tata, whakamaua kia tīna

(The potential for tomorrow is determined by what we do today)



27th PPTA Te Wehengarua National Māori Teachers' Conference 2022

Rātapu 10 - Rāhina 11 Hongongoi 2022

Sunday 10 - Monday 11 July 2022

Te Papa Tongarewa, Te Whanganui ā Tara Wellington

#huiatau22

***Kua tawhiti kē tō haerenga mai, kia kore e haere tonu
You've come too far, not to go further***

Hosted by Te Huarahi Māori Motuhake

Welcome to the 27th PPTA Te Wehengarua National Māori Teachers' Conference 2022

**"Kua tawhiti kē tō haerenga mai,kia kore e haere tonu."
(You've come too far,not to go further)**

Talks and workshops will focus on empowering Māori teachers and learners, and ensuring we continue to take time to focus on wellbeing.

As well as a great line-up of keynote speakers sharing their knowledge and vision, the conference will also incorporate practical hands-on focus with workshops sessions and panel discussions.

Registration is free this year thanks to the PPTA PLD Fund. Delegates will, however, need to seek funding from their Kura or PPTA region for travel and accommodation.

Te Huarahi Māori Motuhake and the wider PPTA Te Wehengarua whānau look forward to seeing you in Te Whanganui-ā-Tara July 2022.

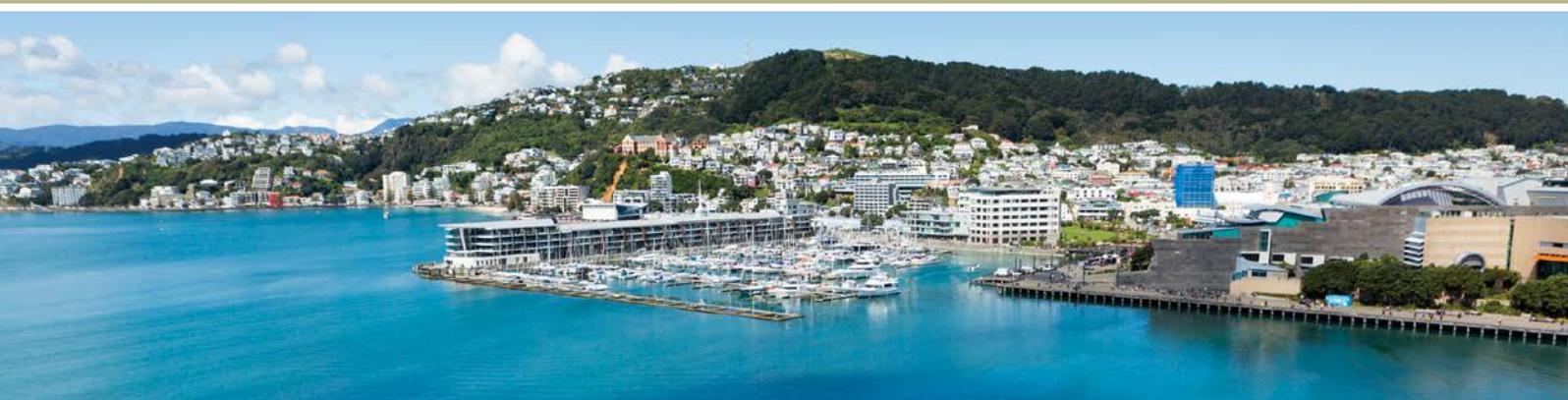
Ngā mihi

Miriama Barton / Angela O'Donnell-King, Kaihautū Māori



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Meet your new Māori vice president

PPTA Te Wehengarua inaugural Māori vice president Vince Hapi shares his hopes and aspirations for his new role as Te Hāpai-ō.

Vince Hapi (Waikato Tainui), PPTA Te Wehengarua's inaugural Te Hāpai-ō / Māori vice president is a man of many whakatauki (proverbs).

Raised on Maurea marae in Rangiriri West, north of Huntly, under the values of Kīngitanga and supporting the Māori Queen, Vince is steeped in te reo Māori and committed to keeping Tainui customs alive, through the tikanga, wisdom and whakataukī of his tūpuna (ancestors).

The values on which he bases his new role as PPTA Te Wehengarua Te Hāpai-ō, are those of the second Māori King, Kiingi Tāwhiao, who said he would build and fashion his house with the humble trees of the forest – maahoe, patatee and hiinau. "Like Tāwhiao and other tūpuna, I want to lead with humility and vision, with the backbone support of my whānau of Te Huarahi Māori Motuhake, PPTA Te Wehengarua and all of our kaiako."

Building houses is a trade that Vince knows well and is highly experienced in; on leaving school he did a four-year carpentry apprenticeship and built houses for several years. However, his passion for teaching and improving the achievement of Māori students and winning a TeachNZ scholarship impelled him to train as secondary teacher of Te Reo. Up until this year, he was head of department Te Reo Māori at Wesley College in Tāmaki Makaurau. He organised the kapa haka for the annual ASB Polyfest and guided students who were taking part in the Ngā Manu Kōrero speech competitions. He continues to be actively involved in PPTA Te Wehengarua through Te Huarahi Māori Motuhake and the national executive.

"I want to give a wonderful thank you, acknowledgement and endorsement to PPTA Te Wehengarua. We are all working together, he waka eke noa, we are all in the waka together. The waka carries the aspirations and needs of Māoridom so we need to be able to navigate equity and fairness within te Tiriti o Waitangi and through the lens of mahi tahi (partnership) and participation.



Together we are strong.

As Princess Te Puea Hērangi said, 'Mehemea ka moemoea ahau, ko ahau anake. Mehemea ka moemoea tatou. Ka taea e tatou'. If I dream, I dream alone. If we dream as a collective, we can achieve our dream."

Ensuring equity in decision making within PPTA Te Wehengarua is one of the key challenges of his new role, says Vince. "We want to ensure that we are given te mana Motuhake (self-determination) to provide opportunities and resources for all kaiako Māori so they are best placed to help our students to not only achieve but raise their achievement in these challenging times."

One of his immediate priorities is to have a whaka whanaungatanga hui with the PPTA Te Wehengarua presidential team and general secretary to work out how

they can work most effectively together and support each other.

Another top priority is to develop a succession plan for the role of Te Hāpai-ō. "It's all about sustainability and setting up a firm foundation so that when one rangatira moves on, we have another rangatahi or rangatira able to fill the role."

Vince says it is important that whoever is in the role of Te Hāpai-ō holds fast to the lore of manaaki (care) and tautoko (support) and the law of governance. "Last but not least you need to hold fast to compassion and love.

"I'm here as the voice, supported by the backbone of the people, to bring to the Te Wehengarua table. It is not Vincent's way, it is the voice of all the teachers' way."



Meetings fuel collective agreement campaign

Recent branch-based paid union meetings have given collective agreement negotiators much food for thought.

The team negotiating the secondary teachers’ collective agreement this year is working its way through a wealth of constructive feedback and ideas from the recent branch-based paid union meetings.

The meetings were very successful, thanks largely to the fantastic efforts of hundreds of branch chairs around the motu. More than 300 branches - representing more than 10,000 members - held paid union meetings (PUMS).

Susan Haugh, advisory officer and campaign coordinator, says the meetings were an opportunity for members to have their say about what PPTA Te Wehengarua should claim in the collective agreement bargaining round this year. The current collective expires on 30 June.

“These meetings were rescheduled from Term 4 2021 after COVID-19 caused the NCEA exam period to be delayed into the week when we were going to have paid union meetings. Normally these would have been regional meetings, but red light traffic settings meant members had to meet in branches.

“We acknowledge the amount of work this was for branch chairs and committees. The information was complex and required careful preparation prior to the meeting.

“Many branch chairs had to adapt to move their meetings online as members who were self isolating or branches were so large that it was risky to meet in person. As always, teachers were creative and adaptable and got the job done.

“PPTA Te Wehengarua had to be adaptive as well, we tried a couple of things for the first time. We held two webinars to prepare branch chairs/committees for running their PUMs. These were well attended, with around 150 participants over the two webinars.

“For the first time we held a Zoom union meeting for members who would have otherwise found it hard to attend a meeting with a branch, such as relief teachers, RTLBs, itinerant music teachers and health school teachers. More than 60 members attended this meeting.”

What happens now? Susan says the negotiating team is analysing the feedback from branches and will use it to

write draft claims. “These claims will go to the Executive committee at the end of March for their approval, and then back out to members for final acceptance. This will be done via a digital voting platform this year.”

Pre-bargaining, as agreed in the Tripartite Education Accord, is under way as of March, and bargaining proper will begin 60 days before the collective agreement expires.

Melanie Webber, PPTA Te Wehengarua president, says the environment in which the last collective agreement was negotiated and eventually settled in 2019 is a different world altogether from now. “The days of the huge regional paid union meetings feel like they were in a whole different era. COVID-19 continues to demand huge changes to how teachers work and it will have significant implications for how we organise in support of the negotiations. I am sure teachers’ resourcefulness, creativity and clever thinking will make for an engaging, compelling and winning campaign. We must never forget that our conditions of working are our students’ conditions of learning.”



Those were the days – a pre-COVID-19 paid union meeting in Wellington.



Tapping into the part-time potential

Schools are urged to create more part-time and job sharing options for teachers who cannot or do not want to work full time.

“I’m having a ball.”

That’s not something you hear often when talking to a secondary teacher at the moment, but it’s how Northland Maths and Science teacher Hazel McIntosh describes her current part-time role.

Hazel, who stopped teaching full time in 2019, says she would usually prefer to relieve rather than work part-time because normally part-time teachers get taken advantage of. “I live in a rural area so I would be physically at the school for the whole day. So even though you’re not being paid for the whole day you are there on site and regarded as available.

“I accepted a part-time position this year because the school has made it attractive by giving me the conditions that make it manageable and worthwhile for me.” Hazel teaches 11 hours a week, with Wednesdays off and she has pro-rata non-contact time. The school accepted everything she asked for because they were desperate, having employed a

teacher who was overseas but could not get back due to COVID-19 restrictions. In the same week that she accepted her current position, she was called by two other schools wanting to employ her.

“We are in a very unusual situation of being given the terms and conditions which enable us to be genuinely part-time. If I didn’t have these conditions, relieving would be far more attractive because there is no preparation, no marking, no meetings, no pastoral care. Comparing part-time with relief teaching is like chalk and cheese.

I actually prefer part-time teaching to relieving because I miss the actual teaching

“But I actually prefer part-time teaching to relieving because I miss the actual teaching. I much prefer being able to support learning for the kids. I miss

thinking about how I’m going to get a particular science concept over to the students. I miss the relationship you have with the students and being fully part of the school. Even if you’re relieving at the same school all the time, you’re not really part of the school.

“When I’m relieving outside my subject area some poor HoD has to prepare the lessons, it’s not making good use of my skills and we are not doing students any favours. I feel like I am a wasted resource. Everyone loses.”

Hazel says schools need to think about hiring more part-time teachers and creating more job sharing positions. “Schools need to face the fact that we have an ageing teaching population. There are a lot of us older teachers who cannot meet the demands of full time teaching as it is a physically exhausting job, but we are a very useful part of the workforce who could really support the team in a lot of subject areas - if you make part-time teaching attractive for us.”



Hazel McIntosh is loving her genuine part-time teaching role.

Promoting Pasifika education

An introduction to Komiti Pasifika, what it does and some of its members.

Komiti Pasifika represents Pasifika teachers and students and coordinates work to promote policies and programmes to address their professional, industrial and cultural concerns and issues.

Its activities include coordinating efforts to improve the educational opportunities of Pasifika secondary school students, liaising with the Pasifika education section of the Ministry of Education, supporting teachers in Pasifika events and coordinating activities with PPTA Te Wehengarua Māori Executive, Te Huarahi Māori Motuhake.

Komiti Pasifika is made up of representatives from around the country, four from the northern area and two from the southern.

Pasifika members in branches and regions are encouraged to communicate with their Komiti Pasifika representatives and to forward issues they would like the group to consider and address.

In this issue of *PPTA News*, we introduce two Komiti Pasifika members, Teokotai Tarai and Robbie Timo.



Teokotai Tarai (northern area)

Kia Orana tatou katoatoa i te arua maata o te Atua. Ko Maine Tarai toku ingoa puapui, e purotu au mei te Kuki Airani, e arua maata toku ki toku Reo Maori Kuki Airani e toku peu tupuna.

My name is Miss Tarai, hailing from the Cook Islands and passionate about our Cook Islands Maori language and culture. I am a member of Komiti Pasifika because I love our profession as educators, and I wanted to give strength and hope to our Pasifika teachers and especially my fellow Cook Islands colleagues.

We have an opportunity to be champions for our students and their families. We have a responsibility to ensure that our ancestors' migration story was not in vain, and so we are given the paddle to navigate again the vast ocean of education to continue to give our children the opportunity to explore their own pathways of learning.

Email Teokotai: teokotait@tokoroahigh.school.nz



Robbie Timo (southern area)

Talofa lava my name is Robbie Timo and I am a Year 7 & 8 Teacher and Dean at Te Aratai College, Christchurch. I am involved with Komiti Pasifika because I have experience in organising our teacher unions to provide Pasifika professional development.

I am also a rugby coach educator with the Canterbury Rugby Football Union. We pride ourselves in creating well-rounded athletes putting importance on education, life skills, and managing health and well-being.

The sacrifices that have been made in the past so that we could receive an education empower us to lead others so they may follow. Our children and whānau need us now more than ever in these trying times.

Email Robbie: irtimo@hotmail.com



TU TOA

PPTA PASIFIKA FONO | 18 – 19 JULY 2022

Kia orana! Komiti Pasifika and the PLD Fund invites you to the 2022 Pasifika Fono, being held at the Brentwood Hotel in Wellington on 18-19 July.

The Fono is for Pasifika teachers and teachers of Pasifika students with a range of activities, speakers and workshops that are designed to inspire and equip you with tools to carry with you in your professional journey.

This year we are being hosted by the Cook Islands and the theme is Tū Toa – Stand Strong. It's been an incredibly challenging couple of years for all of us, and we need all the nourishment we can get!

We are fortunate to be under the umbrella of the Professional Learning and Development Fund which means that, this year, the conference registration

for members is free. We will shortly be sending information out to PPTA Te Wehengarua branches and regions on how to register but keep an eye out on the PPTA website - ppta.org.nz → PLD fund → Pasifika Fono for further details.

Kia Manuia.

Issues and Organising 2022

A condensed I & O event still provided a smorgasbord of professional and industrial food for thought.

The Issues and Organising (I & O) weekend, a key event in PPTA Te Wehengarua's calendar, was COVID-condensed into a one day Zui this year.

Education International General Secretary David Edwards and New South Wales Teachers' Federation president Angelo Gavrielatos zoomed in to remind I & O delegates of the wider, global struggles that teachers in Aotearoa New Zealand are part of.

**ISSUES
ORGANISING
2022**

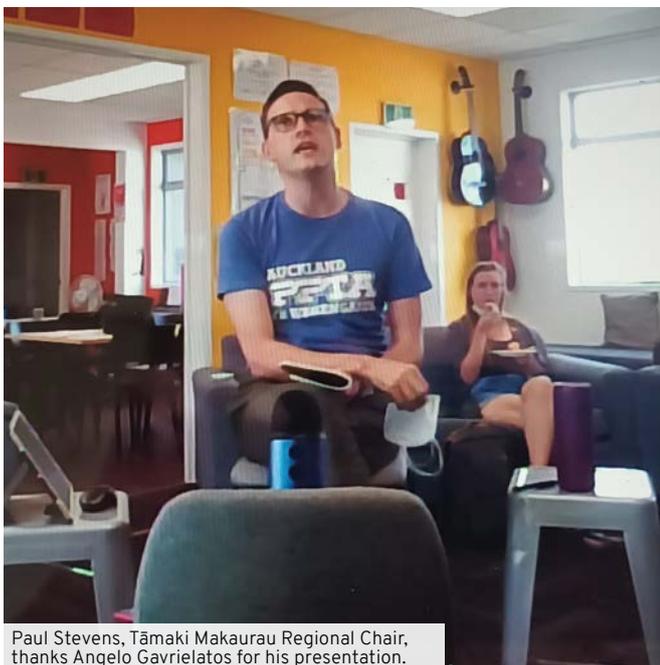
Sessions were tight and focused, but with plenty of time for participants to share their issues and concerns. Plans for this year's collective agreement negotiations and exploring views on issues such as streaming, professional development and

initial teacher education were a critical part of the day.

PPTA Te Wehengarua Kaihautū Māori, Angela O'Donnell-King and Miriama Barton walked delegates through Kaiako Matatau ki te reo Māori me ōna Tikanga and decolonisation, focussing on culturally responsive and relational pedagogy.

Delegates were also able to learn about the needs-based staffing model developed by the PPTA's Secondary Principals' Council. The model has been endorsed by the Executive and is currently out for consultation in the sector.

Recordings of the sessions are available in the members' section of the PPTA Te Wehengarua website.



Paul Stevens, Tāmaki Makaurau Regional Chair, thanks Angelo Gavrielatos for his presentation.

Teachers on the frontline

Teachers here in Aotearoa New Zealand, and around the world, are fighting for democracy and against climate change.



Teachers are weathering a global storm together, David Edwards, General Secretary of Education International, told participants at PPTA Te Wehengarua Issues and Organising seminar.

“This storm has been turned into a crisis for democracy and a surge in authoritarianism which is now focused on teachers because we dare to be teachers, we dare to organise.”

He said teachers were considered to be the enemies of authoritarianism because they ‘foment’ tolerance, understanding, freedom and truth. Teachers also encouraged the ‘dangerous’ practices of critical thinking, questioning, and free discussion.

“There is nothing new about witch hunts, tracking down and attacking the best among us to weaken democracy and chill free thought. What is new is the delivery system of hate and retribution.

“The only solution is to organise, mobilise and build solidarity.”

Teachers and students were also two of the most powerful tools in the global fight against climate change, he said.

If humanity is to avoid the worst consequences of global warming and fast forward the green, clean and sustainable economies of tomorrow today, it has to start at school.

“The fight against climate change must have an education face and a teacher's voice in every area of the world.”

Dr Edwards said 32 million teachers, represented by Education International, were supported not just by each other but by millions of young people who were organising for change.

“Governments around the world must prioritise quality climate change education for all, engage in policy dialogue with teachers and their representatives on climate education policy, and ensure that education staff receive the support they need to teach this crucial subject. Climate change is the biggest challenge facing young people today. It is time to support education systems and teachers to do their job in a rapidly changing world.

“In doing so, we can equip young people everywhere with the knowledge needed to thrive, to engage with confidence, to become climate solutions entrepreneurs, to hold leaders to account and to shape a better future than the one they are currently inheriting.”



Another storm brewing in New South Wales

New South Wales teachers are seeing all the ingredients of a perfect storm building for recruitment and retention in the profession.

There were no familiar cyber creature comforts such as an idyllic backdrop or a home office setting in sight, when New South Wales Teachers' Federation president, Angelo Gavrielatos, zoomed in to PPTA's recent I&O conference from a park bench near a regional airport on a rainy Saturday morning.

The steady rain provided the perfect ambience for Angelo's eloquent description of the "perfect storm" that teachers and their communities are facing in New South Wales.

"We have all the ingredients of a perfect storm: a dramatic decline in the number of people wanting to enter Initial Teacher Education and become teachers; on top of that we've got only 50% completion rates at universities, resulting in only 3000 people graduating as teachers every year at the moment and that is not enough to cover natural attrition from retirement and resignations; we're looking at significant increases in enrolments over the next 20 years, 200,000 more kids will require an extra 11,000 teachers; and there will be an increase in resignation and retirement rates from an ageing profession.

"In New South Wales, salary increases of two percent have seen our profession slip further back against other degreed professions and it acts as a disincentive to recruit teachers.

"There are more than 2000 teacher vacancies across New South Wales and this is affecting the right of every student to have an experienced and qualified teacher in front of them. We have a serious teacher shortage and it is going to get worse."

An independent Commission of Inquiry established by the Teachers' Federation had also found that there needed to be a significant reset in teachers' salaries and conditions. "The Commission concluded that we needed a 10-15 percent salary increase over two years and a reduction in face to face teaching time of two hours per week per teacher."

Angelo said as soon as the Commission released its findings last year, New South Wales teachers embarked on a campaign, with the theme 'More Than Thanks'. "Quite frankly we're tired of the platitudes from policy makers without tangible attempts to address the relentless demands of our work. The More Than Thanks campaign seeks a tangible reset. The bottom line is that we need an urgent policy reset not only to look after the profession as a whole today but also to look after the profession tomorrow.

"Our claim is simple and entirely formed by the Commission of Inquiry's findings. Our claim is for all teachers.

"Teachers have gone over and above the call of duty trying to maintain a semblance of continuity and normality during lockdown after lockdown; dual mode (hybrid) teaching is very hard to do. Teachers are also Mums and Dads, brothers and sisters, sons and daughters who are working to understand and manage the complexities of this pandemic on their lives. We want more than thanks."

Meanwhile both New South Wales state and the Australian federal governments continue to refuse to accept there is a perfect storm building. PPTA Te Wehengarua members will watch with interest.

Mr Gavrielatos' advice for PPTA as it prepares to campaign for a new collective agreement?

"You need to work with your community and parents, take advantage of the new found respect that parents have for teachers because of the lockdowns. Take time to build union strength - once you've tasted solidarity, there is no going back to individualism."



Conference for provisionally certified teachers

**Brentwood Hotel, Wellington
21 – 22 July 2022**



Provisionally Certificated Teachers' Conference

Thursday 21st – Friday 22nd July 2022

The Brentwood, Te Whanganui-a-Tara, Wellington

This conference is for secondary teachers, including those in area schools, who are provisionally certificated and are working towards becoming fully certificated. This includes teachers trained overseas.

It will cover a number of important topics including classroom management, maintaining work life balance and thriving, Te Reo and Tikanga, and is a chance to meet other teachers in the same situation.

This conference is free to attend along with travel and accommodation.

PPTA is planning for an in-person conference but should this not be possible due to covid restrictions, the conference will move to virtual on the same dates and all delegates will be advised.

PROGRAMME OVERVIEW

Date	Day Programme	Evening Programme
Thursday, 21 July	Conference Day 1 Whakatairangatia te ako Sessions: 9:00am-5:30pm	Conference Dinner 6:30pm at The Brentwood Hotel
Friday, 22 July	Conference Day 2 Whakatairangatia te kaupapa Sessions: 9:00am - 12:00pm	

REGISTRATION IS NOW OPEN AT THE CONFERENCE WEBSITE:

confer.eventsair.com/pppta-provisionally-certificated-teachers-pct-conference-2022



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NCEA & National Curriculum news

Latest developments with the NCEA review and curriculum refresh were top of mind at the recent I & O seminar.

Clear and firm guidelines should be given to schools about how the four remaining NCEA Teacher Only Days are used this year. That was the view shared by many delegates at PPTA Te Wehengarua Issues and Organising seminar, held in March.

The Accord between the Ministry of Education, NZEI Te Riu Roa, and PPTA Te Wehengarua allocated eight Teacher Only Days (TODs) to be used in 2021-22 to support the implementation of changes to NCEA, and wider strengthening of curriculum, progress and achievement practice.

At the seminar, Kirsty Farrant, PPTA Te Wehengarua, Deputy General Secretary Policy, told delegates while there was some flexibility around how these remaining TODs could be used, branch chairs were strongly urged to be involved in discussions about them. “We really want to see these days being used for NCEA or the curriculum.”

“...the NCEA is based on the curriculum so it is very relevant at all levels of secondary education.”

Taranaki regional treasurer, Grant Collie, said rather than putting the onus on branch chairs, the Ministry of Education should be giving some clear instructions on the TODs. “We need to be making sure these days are not used for pet projects.”

Kirsty said PPTA was pleased the Minister had eventually agreed with the PPTA’s persistent and strong advocacy for a delay in the NCEA review timeline. Level 1 mini pilots will take place this year with full pilots happening next year and full implementation in 2024. Full implementation of Levels 2 and 3 will occur in 2025 and 2026.

“We’re also pleased that there seems to be a commitment from the government to align the NCEA review with the national curriculum refresh.”



PPTA Te Wehengarua executive member Louise Ryan represents PPTA in various curriculum forums.

The curriculum refresh will involve all learning areas following a similar design, standard and process – understand, know, do - to help bring some clarity and coherence to how important learning and progress are described.

There has historically been a disconnect between curriculum and secondary education, said Kirsty. “Curriculum matters were regarded by some people as important for secondary only up to Year 10, but the NCEA is based on the curriculum so it is very relevant at all levels of secondary education.”

At an initial national forum on the curriculum refresh, there were only two people representing secondary education in a large room of people. “There is now far more secondary education representation in the various forums that

are working on the curriculum refresh, thanks to PPTA’s agitation.”

Louise Ryan, a PPTA Te Wehengarua national executive member from Tāmaki Makaurau, who represents PPTA in several curriculum groups, said it was fundamental for all students to be able to see themselves in the curriculum.

Mike Waller, national executive member for Nelson / West Coast and PPTA representative on the Curriculum Voices Group, likened the plans for a student-centred curriculum to going uniform shopping with kids instead of for them. A much better fit was guaranteed.

He was pleased the curriculum refresh would see students’ genuine learning experiences, such as karate lessons, being included in their record of learning. “This gives a much better picture of the student.”



Where do we stand on streaming?

PPTA Te Wehengarua is developing a policy on streaming, which will be taken to this year’s Annual Conference, and members are strongly encouraged to have their say.

Streaming continues to be a common practice in Aotearoa New Zealand schools despite growing evidence that it is extremely damaging educationally, particularly for Māori and Pasifika students.

A report released last year, that included cases studies of four secondary schools that have chosen to remove streaming in their mathematics classes, found that academic achievement improved especially for Māori and Pasifika students with increased numbers of merit and excellence grades in NCEA. It also found that student self-belief, motivation and aspiration improved. The report and its research was carried out by Tokona Te Raki – Māori Futures Collective - a research and social innovation group set up by Ngāi Tahu with a focus on rangatahi.

The report was referred to the PPTA national executive by the Secondary Principals’ Council. PPTA Te Wehengarua does not currently have an official policy on streaming, but a policy is being developed and will be taken to Annual Conference this year.

At the recent PPTA Te Wehengarua Issues and Organising (I&O) seminar, one

delegate who has recently moved from a school that didn’t stream to one that does, said she was shocked at the amount of deficit thinking about student ability. “We get students believing they don’t really have to try because they know they will be put in the ‘cabbage’ class; it creates weird thinking from students and staff.”

“There is a sense of ingrained hopelessness that comes with being in the ‘cabbage’ classes.”

Another delegate, whose school stopped streaming for Year 9 and 10 classes several years ago, said many teachers found teaching mixed abilities and having to deal with behavioural issues very challenging.

All four case study schools featured in the Tokona Te Raki report noted a positive shift in attendance, engagement and achievement when they de-streamed, especially among Māori and Pasifika students.

Also, social and ethnic barriers broke down as students from different groups engaged more than previously. Classroom behaviour improved, with stand-downs and referrals for classroom behaviour reducing significantly.

One I & O delegate commented that the high prevalence of streaming in New Zealand might be due to a lack of resources to enable personalised student learning. Others said it was also a means of controlling teachers’ workloads.

Parental expectations were seen by some I & O delegates as a barrier to removing streaming. “People in positions of power at a school often have very traditional attitudes to streaming and there is still a public perception that streaming is the way to go,” said one delegate.

The Tokona Te Raki report found there was strong resistance encountered from groups of parents and teachers to de-streaming. However, the momentum for change was building. Parents must be engaged and talked through possible changes and teachers who may not have taught an unstreamed class need professional development to assist them. PPTA Te Wehengarua members will have opportunity for input on the policy that is being developed on streaming, through pre-conference branch and regional meetings later this year.



Introducing Michael Cabral-Tarry

Michael Cabral-Tarry, regional chair for Tāmaki Makaurau and now PPTA Te Wehengarua’s newest Field Officer, introduces himself.

In the middle of 2007, having abandoned a PhD in political theory on the basis that I knew all half-dozen of the people in the world who’d be genuinely interested in what I was writing about, I decided to become a teacher.

I took a place at AUT, along with a small group of similarly wide-eyed naïfs (which included a young Melanie Webber) and studied the arcane arts of teaching. Upon graduation in July 2008, I took a position at Whangārei Boys’ High School as a history teacher and settled myself to a life of working with young minds thirsty for knowledge.

After about a month, I was approached by one of the-then elder statesmen of PPTA, Colin Mackey – regional chair for Northland Central, and the branch chair of the school.

“I’ll miss working with colleagues to shape and sharpen the minds of Aotearoa’s future leaders.”

He said I was, in his words, “likely” and “keen enough,” and that I ought to join PPTA and get more involved. I did, and 15 years later I’m now a field officer with the union and am about as involved in PPTA as it’s possible to be.

I’ve been a branch secretary, a branch chair (at two different schools), a regional NET, a deputy regional chair, a regional chair, a member of PPTA’s Establishing Teachers’ Committee, of our Rainbow Taskforce, and of our wellbeing taskforce.

I’ve worked at four very different schools across Northland and Auckland, as a TIC, a dean, a SENCO, and a WST. I’ve banged the union drum on radio, on television, and in newsprint. I have a cupboard filled with PPTA-branded tote bags from 15 year’s worth of I&Os and Annual Conferences, and the PPTA-branded drink bottle in the car pairs nicely with my PPTA-branded facemask.



Michael Cabral-Tarry

I’m going to miss some parts of teaching. I’ve been doing it for 15 years, of course, and up until now it’s the only real job I’ve ever had.

I’ll miss working with teenagers. They’re funny wee flowers, but they certainly never made the job dull. I’ll miss working with colleagues to shape and sharpen the minds of Aotearoa’s future leaders. I won’t miss staffroom coffee, or those constant meetings that really could have been an email or having to concern myself over the length of a student’s hemline on their uniform skirt.

I’m excited to become a field officer. I danced an uncharacteristic jig about the lounge when I got the call. The activism side of my life over the last 15 years has given me many challenges and many rewards.

I’ve always thought of myself as something of a mediocre teacher – I had good banter with the kids, and I was able to stretch and grow their thinking, but

I was never going to set the world afire in the classroom.

Activism and working alongside colleagues to help improve their job satisfaction – that was the bit that I really enjoyed. Becoming a field officer seems a natural move for me. I love the power that lies in our union, and I take great delight in solidarity and the collective voice of the workers.

Leadership Summit 2022



PPTA Te Wehengarua National Secondary Education Leadership Summit 2022

Wednesday 13–15 July 2022

Te Pae Christchurch Convention Centre, Ōtautahi

PPTA LEADERSHIP SUMMIT 2022 – POSTPONED TO JULY 2022

Kia ora koutou,

After the Government announcement advising that the country has moved to Red level, the conference organising committee has decided to postpone the Leadership Summit to July 2022. Our preference is to hold a face-to-face conference to maximise participant engagement and overall experience, which is the reason for the decision to postpone rather than move to a virtual format.

We are delighted to announce that the conference will stay at Te Pae, the new Ōtautahi Christchurch convention centre and will follow the same format with new dates of Wednesday 13 to Friday 15 July 2022. All registrations will be automatically transferred to the new conference dates.

The Call for Research Papers in November and December produced a high quality of abstracts and thank you to everyone who submitted. Further information on the programme will be published over the next couple of months.

Complimentary registration will apply for the first 300 delegates and includes full conference sessions, welcome function, gala dinner and excursions.

- The Gala dinner will be held at a stylish secret location close to the city and will feature delicious Canterbury foods, brewery beers and great entertainment.
- Excursions to the International Antarctic Centre www.iceberg.co.nz or a Walk Christchurch Highlights Tour are offered for the afternoon of Friday 15th July. There are limited spaces so register now.

The renovated Christchurch is a fantastic vibrant city to visit and we encourage you to support Canterbury by bringing your whanau for the school holidays. See the website for some great ideas.

Dr Helen Finn
Conference Convenor, PPTA

VISIT THE CONFERENCE WEBSITE FOR MORE INFORMATION
confer.eventsair.com/ppta-leadership-summit-2022





Your new Teaching Council representative

Mike Connor, a teacher at Whanganui City College, has been elected secondary teachers' representative on the Teaching Council.



Frustration fuelled Mike Connor's decision to stand in the recent Teaching Council elections. "There seems to be a lack of urgency with addressing complaints, so even their core business seems to be found wanting.

"The proposed fee hike was the last straw on a fairly overburdened camel's back so I decided to put my money where my mouth is and stand to bring teachers' voice to a fairly select table."

Mike's goals for his three year term include: having a voice on the Council that is in touch with how teachers think; having complaints dealt with more quickly; ultimately re-integrating the Council back into the Ministry of Education, with no fees for teachers; and having teachers create codes and standards.

Keeping in touch with teachers is a top priority for Mike. "Hopefully I can communicate with teachers through PPTA channels every so often - I'd like to be able to answer questions, seek suggestions and let teachers know what's going on as much as possible."

Mike's term on the Teaching Council begins in July.



Truth will out

PPTA's long standing concerns about charter school management's lack of accountability are vindicated by an Auditor-General's report.

It may have taken six years but truth seems to have finally willed out.

Back in May 2015, then PPTA Te Wehengarua President Angela Roberts expressed concerns about the complete unaccountability for the spending of public money by charter school management and the authorisation board appointed to approve such schools. Her comments were made in a *PPTA News* story in which parents of a student at Mt Hobson Middle School, a private school, had raised serious misgivings with both the then Minister of Education and the charter school authorisation board about principal Alwyn Poole's application to run a charter school.

Despite receiving concerns about the way in which Mt Hobson Middle School was being managed and a lack of transparency and accountability, Mr Poole was given approval for two charter schools, South Auckland Middle School and Middle School West Auckland. Both these schools and Mt Hobson Middle School were managed by Villa Education Trust, whose chief executive is Karen Poole, Alwyn's wife.

The *PPTA News* story said Angela Roberts was appalled to discover the authorisation board approved Mr Poole's application despite the concerns. "Where is the accountability? If this is what has been going on with private funding, what will they do with access to public money?"

In the same issue, Angela Roberts said research into how charter schools were being run overseas suggested that the management tier of New Zealand charter schools was also likely to be

doing very nicely but we "would just have to wait for the truth to will out" as although the money involved was public money, information about how it was being spent was not public.

Some of the truth has now come out with the report late last year of an inquiry by the Auditor-General into the payment of \$450,000 by a school board to a trust on which its members were trustees.

The board, charged with overseeing the transition to the state system of two former charter schools, South Auckland Middle School and Middle School West Auckland, paid \$450,000 in 'management fees' to the Villa Education Trust which was made up of exactly the same people as the transition board.

Radio NZ and *The New Zealand Herald* reported that an inquiry was launched after the school's auditor could not obtain sufficient, appropriate audit evidence to determine how much of the \$450,000 was valid expenditure.

The Auditor-General's office found that while it was reasonable for the board to engage the trust in the work and they had valid reasons to do so, they did not follow good procurement practice and there was not enough documentation to assure the public it was getting value for money.

In addition, "the board failed to recognise that a conflict of interest arose when they effectively decided to pay money to themselves, and this meant they took no steps to manage the conflict".

We can only hope that charter schools are a part of Aotearoa New Zealand's education history that will never be repeated.



South Auckland Middle School – one of two former charter schools managed by Villa Education Trust



Call for climate change curriculum

Students need to be better equipped for the uncertainties of our rapidly warming world.

Climate change education should be taught across the curriculum and teachers should be taught how to incorporate this into their learning area, PPTA Te Wehengarua says in its submission on the Emissions Reduction Plan.

Consultation on the country's first Emissions Reduction Plan was held last November and the plan is expected to be released in May.

The delay of the New Zealand Curriculum Refresh and NCEA changes gives more time for the Ministry of Education to add climate change education (CCE) as a unique learning area, following the Understand, Know, Do model and/ or to add CCE content into a wide range of learning areas, PPTA submits.

Climate change must be taught in every classroom to better equip our students for the uncertainties of our rapidly warming world. Moreover, this education must go beyond teaching students about the science and should not be limited to one learning area. Learners should be encouraged to engage with global and local knowledge, as well as Mātauranga Māori, and to act upon this knowledge, through inquiry and participation in local climate actions.

To achieve this vision, the Minister of Education must require initial teacher training programmes to provide consistent and intentional direction for climate change education teaching. The Ministry of Education must provide ongoing professional learning for teachers that is aligned with current research and developments.

While some climate change resources are available, these can be piecemeal, and it is difficult to access these and know how they fit into the curriculum. The onus is currently on individuals and teachers to locate resources and ensure these are fit for purpose. There must be a top-down, systemic requirement and accountability for teaching about climate change, mitigation, and adaptation in schools, including how to live in a low-carbon economy. The Minister of



Education must create a clear climate change education action plan, that outlines the provision of climate change education across all levels of education in Aotearoa New Zealand and must include Mātauranga Māori.

Fossil free schools

The Government must allocate funding in every budget between 2022 and 2025 to ensure that every state school will be fossil fuel free within this period.

Currently, more than 400,000 young people in Aotearoa attend schools that are waiting for government funding to be able to transition to renewable energy. More than 900 schools in Aotearoa (out of around 1100) are still waiting for funding and only eight per cent of schools have been funded to transition to renewable energy. Many of the schools who have been allocated funding are still waiting for the transition to occur.

Burning fossil fuels including coal, oil and natural gas creates air pollution, which is thought to be responsible for more than 1200 deaths each year in Aotearoa New Zealand. Our tamariki and kaiako deserve to work in healthy environments with clean air to breathe.

Just transition

Aotearoa New Zealand must transition into a low-carbon, green economy. This move will negatively impact the workers who are currently employed in industries

and jobs that will no longer be needed. Engagement with workers must be a crucial part of Aotearoa's Emissions Reduction Plan, as they are the ones who will be impacted by the changing nature of work. A just transition is needed.

The voice of educators – both as workers, and as members of their diverse communities – must be included in social and policy dialogue. Education and training play a core role in this work, and pathways to transition workers into new careers must be established and resourced.

Commitment to Te Tiriti

The Emissions Reduction Plan must demonstrate a strong commitment to article two of Te Tiriti o Waitangi, 'ō rātou taonga katoa' – not just in words, but through priorities, actions, engagement, and resources. The Emissions Reduction Plan requires adherence to kaitiakitanga values of the indigenous people of Aotearoa New Zealand, Māori. Dismissal of indigenous knowledge has led to climate crisis and a breach of Article II: Te Tiriti o Waitangi (1840). Therefore, the plan must follow indigenous knowledge/ Mātauranga Māori to enable a deeper understanding and more harmonious connection with Papatūānuku among diverse communities of Aotearoa New Zealand.

You can read the full submission at ppta.org.nz → Library → Submissions



Pulling together to get through

Waikato-based Field Officer Kathleen West has some sage advice for these continually challenging times.

Ahakoia whati te manga, e takoto ana anō te kōhiwi.

Although the branch is broken off, the trunk remains

“Misfortunes will not undermine an individual or group if the foundations are strong”

(Elder, H., 2020:36)

Kia ora koutou te whānau o Te Wehengarua,

Ko Kathleen West ahau nō Kiririroa. I came to the Field Officer role from the classroom. I began the pandemic online teaching across three different time zones around the world. Online drama teaching is no small feat!

Now I work in branches in Central Plateau, Counties Manukau, Bay of Plenty and Waikato regions.

All of those who know me, know how I love to talk, however, that affinity does not translate into putting words onto paper for the critical lens of thousands of my peers, whose eyes, we know, subconsciously check grammar as they read.

At a regional zui recently I heard the stories of our whānau who have spent the last two years in the epi-centre of COVID-19/ngāngāra in NZ, and the whole next level of their endurance in teaching was humbling to say the least, so I put my hand up to write this article.

Unfortunately I don't come bearing answers, I just want to acknowledge, personally, on behalf of my regions and our Association, the incredible resilience, compassion and collectivism of teachers around Aotearoa. You have navigated the quicksand of MoE advice for managing COVID-19 in our schools, the expectations for the changes to NCEA, the launch of Te Hurihanganui, the loss of unvaccinated colleagues and successfully running paid union meetings in branches!

Thank you to our branch chairs, (and those who have stepped up in their absence) who have been supporting members with a raft of issues such as vaccination mandates, hybrid learning expectations, workload, use of non-



Kathleen West

contacts for relief cover, mask mandates, health & safety plans, and not the least of which, our reactions to situations in school when coupled with exhaustion and heightened anxiety. ‘Being kind’ can be a big ask when you're struggling to cope.

This is why the whakatauakī from Dr Hinemoa Elder's book *Aroha* resonated with me. Now more than ever, we need to seek the strength of the collective in our branches. When we are under the pump we need to collaborate, have more eyes, minds and hands working together.

Branch chairs can't be expected to shoulder being the sole disseminator of information or support for fellow members. Other members can help by, for example, reading the daily MoE bulletin and being able to assimilate it and the ramifications for the next day at school with the branch.

Instead of leaving it up to the branch chair, other members could collectively work with school leaders to ensure they understand their responsibilities as employers as they too scramble to meet the changing expectations and challenges for schools.

Top tips from this Field Officer

“Breathe. Breathe before you speak. Breathe before you hit send. Breathe!”

And don't stop reaching out to your Field Officer – you are who we are here for.

Ngā manākitanga

Kathleen West



Looking after the future of the profession

Now is a good time for your school to sign the Promise to New Teachers

A big shout out to Sacred Heart College, Lower Hutt, for being the first in the Hutt Valley region to sign the Promise to New Teachers.

It's a new year, with thousands of new teachers in classrooms around the motu, so it's a perfect time to get your school signed up to the Promise to New Teachers.

The Promise to New Teachers was first developed in 2017 by the Establishing Teachers' Committee, at a time when 77% of new teachers were employed on temporary agreements. The number of new teachers in temporary agreements has decreased significantly since then but the issues frequently experienced by new teachers remain as relevant as they ever were.

The Promise to New Teachers is a way for Boards of Trustees, principals and school communities to show responsibility for the future of the profession. By signing this promise your school community demonstrates a shared mutual commitment to new teachers in your school.

Find out more about how to sign up at: www.ppta.org.nz → Communities → Nets



Signed up to the promise: Dave Young, branch chair at Sacred Heart College, Lower Hutt, with establishing teachers Emma Blackmore, Maddy Nicholls, and Principal Maria Potter.



Miriama's outstanding service honoured

Miriama Barton's many years of activism were recognised and celebrated by the PPTA Te Wehengarua region.

Miriama Barton (Te Whānau o Ruataupare, Te Aowirirangi nga hapū, Ngāti Porou rāua ko Ngāti Tara Tokanui ngā iwi, Te Uri-o-Hikihiki te hapū, Ngātiwai te iwi) is PPTA Te Wehengarua Waikato region's loss – and National Office's gain.

At a special ceremony and dinner last December, PPTA Waikato regional committee members presented Miriama with a service award in recognition of the amazing contribution she has made to fellow members of the Association through her activism and commitment.

Now working fulltime for PPTA Te Wehengarua as Kaihautū Māori, Miriama was actively involved at all levels of the union for more than 20 years when she was teaching at Hamilton Boys' High School. Most recently, she was a member of Te Huarahi Māori Motuake, PPTA's Māori Executive.



Miriama Barton with her whānau at the regional ceremony.



Winners are gridders

Congratulations to PPTA Te Wehengarua member Derren Coles, a music teacher at Avonside Girls' High School, who has won a National Excellence in Teaching Award.

The awards were 'presented' in an online ceremony last December hosted by the Minister of Education, Hon. Chris Hipkins.





Members – update your details with us!

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

If you have changed school, address, email address or phone number, please let us know so we can update your membership details.

You can do it online...

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

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

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

Or talk with a human

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

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

Leaving teaching? Please fill in our survey

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

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

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

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

