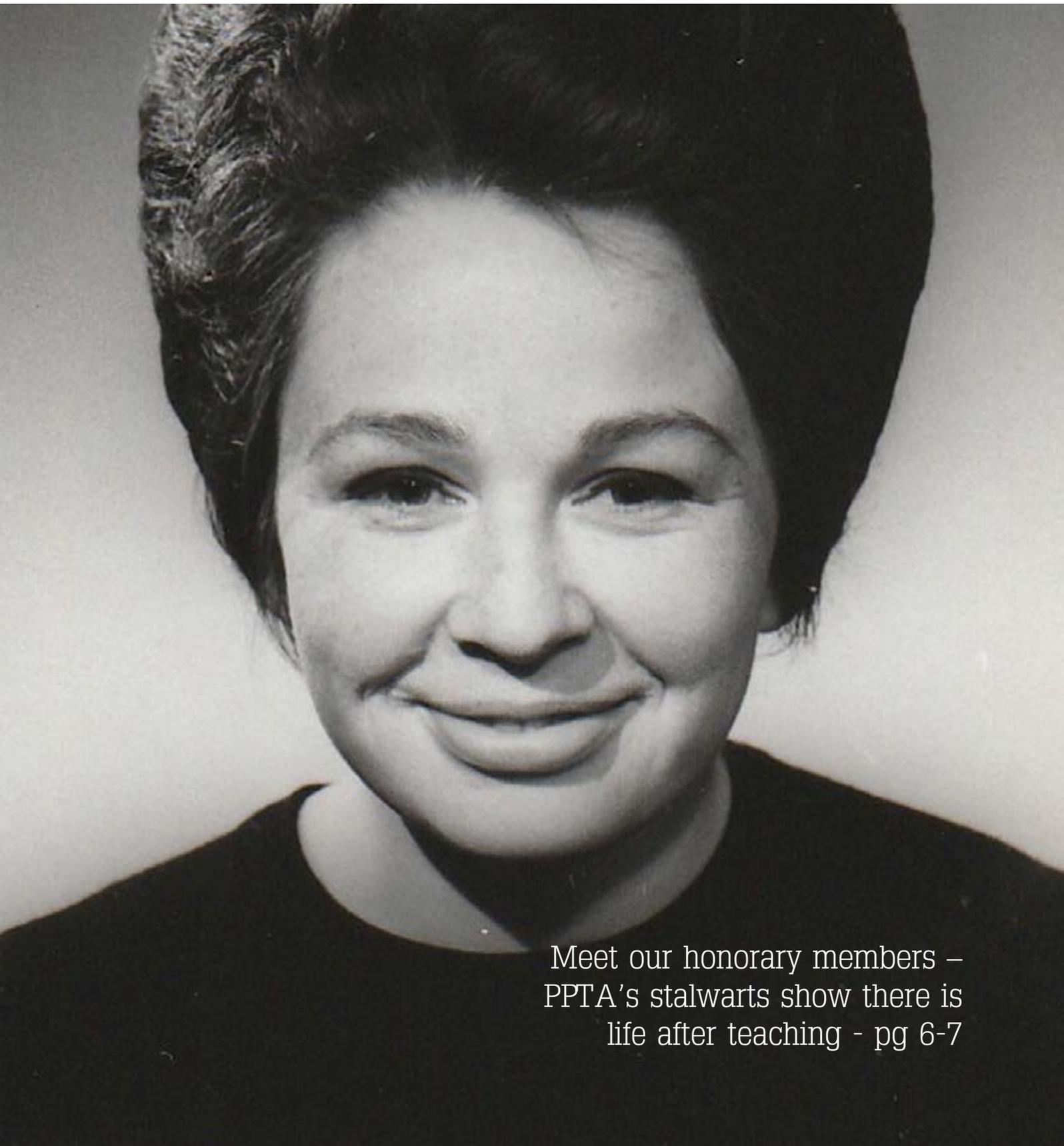


PPTA NEWS

The magazine of New Zealand secondary teachers



Meet our honorary members –
PPTA's stalwarts show there is
life after teaching - pg 6-7

PPTA News



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We have come too far not to go further

PPTA president Jack Boyle talks about the importance of a powerful and forward looking union for the future of education in Aotearoa.



Jack Boyle | NZPPTA President

Over the past few months I've been thinking of the union movement's much loved leader, Helen Kelly. Her advocacy for working people was tireless and her analysis of the economy and politics was pretty much spot on, in my memory at least.

She said "New Zealand working people more than ever need the institutional strength they build through unions to organise themselves, to give them a say in this society and to win justice and fairness for them and their families" and those words are just as true now as when she spoke them.

PPTA's industrial strength was put to the test during this round of negotiations for our collective agreement. We may not have achieved all we asked for but we did make some significant gains and ultimately secondary teachers said the offer that was made to them was enough for them to ratify.

Of course, a settled collective isn't the end of the matter.

We have come too far not to go further.

We have done too much not to do more.

We know that the tripartite accord between PPTA, NZEI and the Ministry of Education, which was an outcome of our settlement, must provide results – not just platitudes. We know that excessive workload is an issue we must progress, and we know only too well the main causes of work overload and stress. What we need now is action.

The other clear and closely connected priority is teacher supply. There's absolutely no point having expansive

plans to upend the Tomorrow's Schools model or redesign NCEA if staff shortages are not dealt with first. We need teaching to be a first choice and sustainable profession. We need to be recruiting, supporting and retaining the brightest and best. And for this to be possible we need a powerful and forward looking union.

Harnessing the huge public support for what we do and growing those community connections to achieve our goals can't be something we turn our minds to only when our collective agreements expire. There is so much that needs our attention and expertise, and it shouldn't have to wait. Setting priorities, building a stronger movement and campaigns that reach beyond our membership should be the business of now, and every day.

Now is the time to forge ahead. Our voice and expertise is critical if changes

to education in Aotearoa are to bear fruit. Our collective strength is needed to ensure that such changes are well considered and sustainable. Our collective aspirations for tamariki are fundamental to what education will look like in the future.

Tēnā te ngaru whati, tēnā te ngaru puku.

There's a sea that breaks and there's a sea that doesn't.

It remains for me to thank you all for your ongoing efforts. Whatever we have achieved this year could not have happened without your professional commitment to your colleagues and your union.

And if you are not a member – you should be! These are not times when secondary teachers can sit in the shade and moan about the heat while others are out there tending to the crops.



NZCTU leader Helen Kelly speaking at PPTA's annual conference.

A strong and passionate unionist

Counties-Manukau member Mark Goddard is recognised with a PPTA service award.

PPTA activist and staunch unionist Mark Goddard was presented with a PPTA service award during the Counties-Manukau paid union meeting in June.

It was a fitting venue for the presentation as Mark often played a big part in organising PUMs in the region. "Nothing was too much for Mark to organise or handle," PPTA Counties-Manukau regional chair Janette Snowden said.

Mark was Pukekohe High School branch chair for 12 years and was known as the go-to person when branch members needed assistance and support. "He fought many battles for members of this branch and was very effective in doing so until he retired," she said.

To recognise his branch activism, Mark was also awarded the Guy Allan Award in 2014.

An early introduction to unionism

Mark's union pedigree stretches back much farther than his time with PPTA, friend and colleague Rodger Barlow explains.

Mark started his working life in 1975 as an apprentice with the Otahuhu Railway workshops.

Mark's introduction to unionism was as an apprentice. The twist was that, at age 15, he was considered too young to join a union.

The issue was resolved some months later when the new apprentices found they were not being given the training due to them. "Mark and his colleagues were not happy with this situation so a group of them made the branch chair of NZRTA aware of the issue. One outcome of this was the establishment of the apprentice section of NZTRA," Rodger said.

Seeing inside the person

When he turned 18 Mark became a full member of the NZRTA. Rogernomics was in place and it was hard to fill positions when tradesmen left the railways in search of better pay and working conditions.

"Mark became the assistant secretary for the Otahuhu Railway Workshops at



Mark Goddard receives the Guy Allan award.

the ripe old age of 21. This was when he says his real training as a union delegate really started," Rodger said.

"Learning people skills, and representing members with their issues was when he says he really grew up. He says that he needed to be able to see inside the person he was representing as many presented as hard people but, the outward appearance was a cover for their real selves," Rodger said.

Time for a career change

"Then of course the railways were sold and the rot set in. Work standards were slipping and Mark was not happy," he said.

One day in September 1985, Mark found a newspaper article on the floor of a carriage talking about the shortage of technical teachers and a training course that was available to those who wanted a career change.

At the end of his training Mark had two offers of employment and was in the process of deciding when he had a phone call from Pukekohe High School, where he had done a section and enjoyed his time. He was employed without an interview.

Our Mark

Mark had been a student member of PPTA while at training college and joined as a full member when he started at Pukekohe High. He became fully

involved when the incumbent branch chair resigned. As chair he began to attend regional meetings and it was through these that he teamed up with then executive member Stuart King to instigate the PPTA membership card.

"To the staff at Pukekohe High Mark is many things. He is the branch chair to many, a person to share issues with to others, a raconteur, poet, Shakespearean actor and all-round good guy to the rest. To those who shared classes and an office with him in the technology block, he is our Mark," Rodger said.

The apple does not fall far from the tree and Mark is extremely proud of one of his sons who is a First Union workplace delegate and has just been on the winning team in an industrial dispute.

What is the food of a leader?

Counties Manukau executive member Pōwhiri Rika-Heke shares a personal tribute:

He aha to kai ō te rangatira?

He kōrero, he korero, he korero.

What is the food of a leader?

It is knowledge, It is communication.

In my capacity as regional officer in Counties-Manukau, I had the pleasure of working alongside Mark for nearly a decade. Pukekohe High School, was fortunate to have such a strong, passionate and compassionate unionist of Mark's calibre. His ability to understand and articulate the essential ideas of various PPTA conference papers was an invaluable asset to our time-poor regional committee. Though Mark did not hold the position of regional chair, he was, nevertheless, a true leader for Counties-Manukau because of his ability to communicate complex ideas in terms even I could understand.

Mark, though a formidable unionist who would argue tooth and nail for any cause that promoted and supported workers' rights, particularly in order to rectify an unjust and unfair employment practice, was also one of the most gentle, kind and generous gentlemen I have had the privilege of knowing. Thank you for all that you are and all that you gave to your colleagues and to the PPTA, Mark. He mihi aroha ki a koe, e hoa.

New kaumātua for PPTA Te Wehengarua

Te Huarahi member Hēnare Hūtana was recognised as PPTA's kaumātua during a ceremony at PPTA's 25th Māori Teachers' Conference.

The 25th Māori Teachers' Conference took place in Rotorua on the 7th and 8th of July.

As always the energy was high and delegates looked to be enjoying the range of excellent speakers and workshops.

The highlight of the conference was the ceremony conferring the title and role of kaumātua to our beloved Te Huarahi colleague, Hēnare Hūtana.

Our second ever kaumātua Te Wharekōtua Turuwhenua has given many years of service to PPTA Te Wehengarua but has in recent years has rightly prioritised his whānau, hapū and iwi.

In te ao Māori, if there is a job to do or a role to fill, someone must step up. Over the last five years Te Huarahi stalwart and executive member Hēnare Hūtana

has done just that. His role has evolved and changed in an organic and tika way. Matua Hēnare has represented us so well during that time at executive, Te Huarahi, Kapa Haka, conferences, Ngā Manu Kōrero and more.

Te Huarahi made the decision last year that Matua Hēnare should formally take the position of kaumātua and endeavoured to find an opportunity for Te Whare to hand over the mantle. Unfortunately, that wasn't possible. In his absence and with Te Whare's full approval and blessing senior Te Huarahi member Moeke Paaka undertook to bless Hēnare in his new role at this year's 25th Māori Teachers' Conference.

The taonga that was presented to Matua Hēnare was a gift from the members of PPTA, commissioned by Te Huarahi and made with aroha by Matua's iwi Ngāti Kahungunu.

Many of the speakers at the conference were Ngāti Kahungunu and it was a lovely that so many of Matua Hēnare's people were able to be there with him as he was blessed. It was also appropriate that the ceremony was held at the PPTA Māori Teachers Conference, as it was an opportunity for the broad family that is PPTA Te Wehengarua to add their blessings too.

During the simple and moving ceremony matua Hēnare was blessed with the pure essence of life; water and foliage.

Kaumātua Hūtana appeared almost overwhelmed but as always carried himself with modesty and aroha.

The depth of his new responsibility was placed upon him and it sat well on his broad shoulders. The ease of the transition bodes well for the future.

Matua Hēnare will give his full time and energy to the role.



Ceremony honouring new PPTA kaumātua Hēnare Hūtana - Vince Hapi, Moeke Paaka, Hēnare Hūtana, Gussy Maihi, Moana Jackson, Kathie Irwin.

Raising workload and staffing in accord discussions

PPTA has committed to an accord with the Ministry of Education and NZEI as part of the settlement of the secondary and area school collective agreements.

PPTA is committed by the recent paid union meeting vote by members to participating in an accord process.

The accord was an outcome of the forum between the Minister of Education, the leaders of PPTA and NZEI and the Secretary of Education which also led to the settlement of the secondary and primary teachers' collective agreements in June.

The accord is a formal agreement to discuss and seek ways forward on matters of long term interest to the parties. The process is sponsored by the minister, and supported by an independent facilitator/chairperson. The participants are the presidents and general secretaries of the two unions along with the Secretary of Education and one of her deputy secretaries.

Workload, wellbeing and future workforce

The accord purpose statement is: "to transparently give effect to building a high trust environment where the teaching profession is highly regarded, sustainable, and is fit for now and the future of learning."

There are six areas of interest for the accord: workload, future workforce, wellbeing, collective agreements, union negotiated benefits and change management.

The full text of the accord agreement can be found at ppta.org.nz under 'collective agreements.'

Any party can bring matters to the accord for discussion. PPTA plans to raise a number of items regarding workload and staffing. These include outstanding matters from previous joint reports such as the curriculum staffing disadvantage of large schools (which leads to large class sizes), the adequacy (or lack thereof) of pastoral and guidance and management staffing allowances and time for teachers to teach.

Accord discussions delayed

At the time of printing the accord group had not yet met (though the association has had preliminary discussions with the facilitator about the process).



PPTA members throughout the country voted for the association to enter into an accord with the government and NZEI.

Worryingly, the start of the accord discussions had been delayed because the minister wanted the ongoing principals' collective agreement negotiations to be settled first.

It is important to recognise that the accord is an undertaking to talk about issues. There are no guarantees of any specific outcomes, nor is any funding set aside. So far the outcomes linked with the accord and the settlement of the STCA are the eight teacher only days for NCEA planning over the term of the agreement and an undertaking to remove the existing requirements around teacher appraisal from legislation (how is not yet specified). These were welcome moves by the government, but of course neither has a financial cost.

Government credibility on the line

The idea is that the parties will develop recommendations for the minister around long term issues, including matters left over from the industrial round. These are likely to include issues generated from the various reviews and fora that are already underway – the NCEA, Tomorrow's Schools and school resourcing reviews and the ongoing Education Workforce Strategy Group.

The accord members have to report every three months to the minister. Recommendations would have to go to cabinet for approval. There is no guarantee that joint recommendations would always be reached, or that the minister would take them to cabinet, or that cabinet would approve funding to implement them. However, by proposing this alternative mechanism for addressing issues away from the negotiating table the minister has placed his credibility and that of the government on the line. There is a mutual interest for the process to produce results for members and schools that can be seen to be worthwhile and for that to be visible to members before 2021.

PPTA will report every three months to members on the progress, discussions and outcomes of the accord through the members' only section of the PPTA website. There will be more detailed updates at the Annual Conference this year and in 2020 and 2021. The latter two will be particularly important in determining whether the process is producing meaningful outcomes for schools and for teachers and will help delegates determine the nature of the 2022 collective agreement campaign.

Legal action over pay delays

PPTA has launched legal proceedings against the Ministry of Education over delays in the new pay rates.

After a long period without an overall pay increase and an intense industrial campaign our members were bitterly disappointed to learn that they would not receive their new rates of pay until September - and that the lump sum payment would also be late.

This was despite the new rates coming into effect on 1 July.

The Ministry of Education sought to explain the delay by saying that Education Payroll began planning for the implementation of the new rates as soon as the parties reached agreement, but that accurately adjusting payroll details of teachers is a complex piece of work.

Another in a never ending list of issues with Education Payroll

Our members however took the view that this was yet another in a never ending list of issues with Education Payroll. Other sectors seem to manage

their payroll without undue problems but teachers have been patient for years in the face of on-going delays and errors in their pay.

...this latest issue indicated to members that little real headway was being made on fixing the underlying problems with the payroll system.

The association is constantly engaged in supporting members who have been both under and over paid. It has also worked closely with Education Payroll giving feedback on ways their services can be improved. However, this latest issue indicated to members that little real headway was being made on fixing the underlying problems with the payroll system.

A breach of collective agreements and Wages Protection Act

On that basis, PPTA sought legal advice as to how our members concerns might be addressed. This confirmed that the delay amounted to a breach of the collective agreements and of the Wages Protection Act.

In line with that advice, an application for urgent compliance orders and penalties has been filed in the Employment Relations Authority. This action was taken against the ministry, as the party with overall responsibility for ensuring that teachers are paid correctly and on time. We were joined in this action by NZEI whose members face the same delays.

At the time we went to print we were waiting to hear how the Employment Relations Authority planned to proceed with the case. Whatever the outcome, the association remains committed to pushing for an education payroll system that pays teachers accurately and on time.



After an intense industrial campaign PPTA members are still to see their wage increases.

Meet our honorary members

PPTA's honorary members share their teaching memories and adventures outside of the classroom.

PPTA has around 750 honorary members, who are (mostly) no longer teaching but still support the association. They come from all walks of life and, as part of a new series, are sharing their stories with PPTA News.

Honorary member Ann Tait shares her memories of 50 years of teaching, from hat and glove wearing inspectors to sneaking a horse into a hostel

“Forty years on, when afar and asunder....”

...are the words of a school song sung at Feilding Agricultural High School in the 1960s – and looking back at my teaching career the words encapsulate my teaching life in many ways (though it is 50 years of teaching – mainly maths).

I worked at Feilding Agricultural High twice, Otematata District High, two schools in Canada, Twizel High, Fraser High, Palmerston North Girls' High, Queen Elizabeth and Cathedral Colleges.

Looking back teaching has been very rewarding and I have met past pupils who have told me what a great influence I was on their lives and how they wished they had worked harder at school.

Making a difference

Memorable times were in Hamilton when a very 'mathematically challenged' year 11 boy suddenly, just before School Certificate, found everything fell into place. The day the results came out he came to see me to proudly show me his marks. Another was a wonderful night in Madrid with four of my ex-students who happened to be there the same day I was (we kept in touch on Facebook).

A third, also through Facebook, was from a girl whose friend had been murdered in Palmerston North, she said I was the only teacher who asked how she was.

The longer you stay, the more rewarding it gets

Young teachers in my last school were often amazed I had stuck at it for so long – my advice, the longer you stay, the easier and more rewarding it becomes.

Teachers are a huge influence on our young lives. I can remember most of them – the good, the bad, the mad



From beehives to ice cream – Ann Tait in 1964 (top) and now.

and the indifferent. Principals can also be a huge influence in a school and on teachers.

In the 1980s Mike O'Connor at Queen Elizabeth College encouraged me to apply for a salary increase under the PPTA grandfathering clause for non-degree teachers. He also nagged me to get a degree through Massey so I had chances of promotion.

Times have changed

Teaching has changed a lot since I first set foot in a classroom to be the person of authority - class sizes (40 plus students in some), segregated boys and girls classes, inspectors sitting in the back watching you teach and giving you a grade (in one case a woman wearing her hat and gloves!) and no professional development.

Staff meetings where young teachers never dared speak, calling the principal 'sir', blackboards and chalk, boys being caned and even worse in the early 1980s being dragged into the principal's office to witness a caning - and of course no computers or calculators.

Biology from the waist up, knees down

After a two year maths/science course at Christchurch Teachers' College I was thrown out into the teaching profession.

In 1963, my probationary year at Feilding Agricultural High School, I was supposed to sit in the back of classes and watch HODs teach for 50% of the time. One of the staff got meningitis and I got his classes, all low ability boys. I was terrified of them, they were all bigger than me and there were 40 of them.

I taught them human biology (lots of bits to dissect from the local freezing works) and lots of notes to copy. My curriculum was from the waist up, knees down – no interesting bits in-between. As they turned 15 they left school, by the end of the year the class was down to single figures.

Horsing around

From there I moved on to Otematata District High School. I was only there one year before I was asked to leave the hostel because I took my horse inside one day. The story went round the village that 1) I was keeping the horse in the hostel and 2) I rode the horse naked into the hostel. Unfortunately he had his head out the lounge window when the project engineer, who did not have a sense of humour, drove past.

I might have been kicked out anyway. I had to teach art – the only equipment was newsprint and black crayons, music – no equipment so I took a portable record player and we listened to the Beatles and social studies – I had taken Latin at school so I did a lot on the ancient Romans. I was 19 years old and had only been trained to teach maths and science.

New maths and NCEA

I went back to Feilding Agricultural High for a year and then overseas for seven years to Canada, where the curriculum was 'new maths' – transformation geometry. As long as I was a page ahead of the students I was fine. Eventually I returned to New Zealand in 1971.

I loved teaching, especially as I got older and most of the 'discipline' issues disappeared. I was not so enthusiastic about being an HOD, especially once NCEA assessment arrived and all the paperwork. So 50 years of teaching suddenly arrived and I left!

Abridged – for full version see ppta.org.nz

Every member is like a link in the chain

Honorary member Vijeshwar Prasad shares his story

“United we stand. Every member is like a link in the chain. We should have a long chain and for that we need a link. That is why I joined the union.”

Honorary PPTA member Vijeshwar Prasad has a union background that spans two countries. Originally from Fiji, he began teaching in 1972 and was involved with the union since then.

“I was vice principal of a large secondary school in Fiji, Indian College (now known as Jai Narayan College). I migrated to New Zealand on 1 April 1989. Now my eldest daughter is a senior nurse at Wellington Hospital and my youngest daughter is the senior financial advisor at Government Super. My wife Pushpa was a tutor but she is retired now,” he said.

25 years of teaching and unionism in New Zealand

Vijeshwar initially wanted to be a lawyer, but life had other plans for him. “I came from a very poor family and I wanted to become a lawyer, but I received the scholarship to go to university to become a high school teacher,” he said.

After teaching in Fiji he was approached by Waiopahu College in Levin, which was the beginning of 25 years of teaching in New Zealand. “I was teaching accounting, economics and maths there in 1989 and 1990 and economics, computing and maths at Nga Tawa School in Marton – 1991 to 1994. I was HOD commerce at Waiopahu College – 1995-1996, HOD commerce and computing at Rangitikei College in Marton from 1996 to 2013 and HOD commerce at Waiopahu College in 2014.”

Vijeshwar was involved with the union while teaching in Fiji and continued that involvement by joining PPTA when he moved to New Zealand. He also joined the association’s Komiti Pasifika and was on the Komiti’s executive for many years. He was also a PPTA regional treasurer for more than 20 years. He has continued on as an honorary PPTA member to keep in touch with union matters.

Love and kindness in the face of discrimination

During his teaching career Vijeshwar has seen both the good and bad sides



Travelling after teaching - Vijeshwar Prasad visiting the great wall of China.

of New Zealand and found a way to guide students towards the good.

“When I migrated my principal from Waiopahu College and some teachers became very close to me. They are like family members,” he said. Sadly at first not everyone was so accommodating. “We have discrimination in this country and my children and I have discovered that,” he said.

A novel response to a derogatory comment about the colour of his skin and an understanding of the support some of his students lacked helped diffuse a difficult situation at the college. “One student said black to me. I called him and said ‘thank you, please go home and tell your dad that ‘I have said black to Mr Prasad’ and my pay will go up. Please come and say the same thing tomorrow and again my pay will go up. He became a very good student. My students lack love and care and we teachers must teach and at the same time provide this love and care,” he said.

Creating strong bonds in the multicultural community

Now he has retired from teaching Vijeshwar spends his time helping those in the same position he was when he first moved to New Zealand. He works in the community helping settle new migrants into the Whanganui region. “My wife and I help new migrants and anyone new

to Whanganui and try to create strong bonds in the multicultural community.”

Vijeshwar is a licenced immigration advisor and director of Rivercity Immigration and Tax Consultant Ltd. He is also a Justice of the Peace (ministerial and judicial) and does court duties three to six times a month.

Vijeshwar and Pushpa also make sure they take well-earned time for themselves and both particularly love traveling. “We go out and visit three new countries a year and have seen all seven wonders of the world.” Vijeshwar also plays golf, swims and enjoys a whisky on Fridays.

Vijeshwar’s retirement tips

“The day you decide that you do not feel like going to school is the day you had better look for another job or think of retiring,” Vijeshwar says. “Today’s teachers are teaching less but doing a lot more paperwork.”

For those thinking of retiring Vijeshwar’s advice is to always budget and pay your mortgage, then plan your life accordingly. “Become a member of an organisation and get involved.”

For those still teaching his advice is to always aim high. “Teaching is a good profession; please take a leadership role in the union. Try to save for your retirement. I was lucky to join the Government Super Fund. Enjoy whatever you are doing.”

Wāhine Toa – organising for change

Power, passion and energy at the NZCTU's 30th biennial women's conference.

The power, passion and energy of union women was strongly in evidence at the NZCTU Women's Conference held on July 12 -13 in Wellington. Nearly 200 union women attended this hui held 30 years on from the first NZCTU Women's Conference in 1987.



We listened, cried, told stories, sang waiata and celebrated together.

The atmosphere was one of hope and determination. Remits from the floor demonstrated this: the need to strengthen our paid parental laws, develop union sexual harassment policies and ensure the government ratifies the newly passed International Labour Organisation convention which has a strong focus on eliminating gender-based violence. (Keep an eye out for the next issue of PPTA News

where we talk with PPTA deputy general secretary Yvonne Oldfield about her work in developing this convention.) Women in unions are in good heart.

Women's Rights at Work

PPTA members Alex Oldfield and Susan Haugh and field officer Adele Towgood presented train-the-trainer workshop on PPTA's Women's Rights at Work organising tool.

A WRAW chat is a step by step series of fun activities designed to identify the challenges women face at work. The purpose of the workshop is to help women develop a collective agenda for change at work, and inform campaigns and policy for the union movement and wider.

Susan, Alex and Adele did a great job and PPTA is already fielding enquiries from other unions wanting to try the tool.

As Susan said afterwards, "I'm so glad that we have been able to spark some of our love of the WRAW chat with other unions."

Nothing about us, without us

A selection of the feedback from participants:

"The selection and quality of the speakers was excellent. I found

Karanina Sumeo, Tania Te Whenua and Mich-Elle Myers particularly inspiring and eye opening, and I think that the focus on Māori, Pasifika, and women in male dominated industries was spot on, and the over-arching message of 'nothing about us, without us' was an important take-away."

"Areas of immediate concern were addressed thoughtfully, honestly and thoroughly, and speaking for myself, allowed me to remember essential issues facing women in the workforce, particularly around pay inequality and job accessibility particularly for Pasifika and Māori women—which is important for me to remember as a Pākehā woman in a very privileged and European-dominated community. I was left with some areas to consider in terms of activism in my own place of work and within the PPTA as women's rep for my school."

"All the keynotes were great, offering valuable, often challenging insights. I was struck by the way all of these women spoke to us: respectfully, honestly and from the heart. And I was moved and inspired by the energy in the room – being amongst so many wonderful sisters meant I left feeling nourished and recharged."



Women in unions are in good heart – attendees at the 30th biennial NZCTU Women's Conference.

Pay equity is a fundamental human right

Equal Employment Opportunities Commissioner Saunoamaali'i Karanina Sumeo shares the speech she gave at the CTU biennial women's conference.

Saunoamaali'i Karanina Sumeo is the Equal Employment Opportunities Commissioner at the New Zealand Human Rights Commission. She is of Samoan descent and originally from the village of Vailima in Upolu, Samoa.

Saunoamaali'i has a strong commitment to improving equal employment opportunities, particularly by bringing a Pasifika perspective to human rights issues facing Aotearoa New Zealand.

Why New Zealand needs pay transparency

Are all New Zealanders in the same role or job, getting paid the same?

Pay equity or "equal pay for work of equal value" is a fundamental right under international human rights law. New Zealand is a signatory to several treaties that guarantee fair pay and equality in the workplace, so our government has a legal duty to ensure these rights are upheld.

There needs to be fairness at all stages of work – applying for a job, equal pay, fair working conditions, and equality of opportunity for training and promotion.

However, there are still deeply held societal attitudes and beliefs about the types of work that are appropriate for men and women, and the relative importance of occupations where men or women dominate. This has led to female-dominated occupations such as caring, clerical work and cleaning to be much lower paid than other jobs.

Are all jobs evaluated fairly?

While equal pay for women is guaranteed under New Zealand's Equal Pay Act 1972, this has not stopped women, especially ethnic minority groups being paid less than the dominant groups in society. Are all jobs evaluated fairly concerning skills, experience, effort, and responsibility?

The gender pay gap is a high-level indicator of the difference in pay between men and women and can be used as a way to measure progress. Currently, we have a 9.4% gender pay gap overall between women and men even though it has been 45 years after the Equal Pay Act was introduced. This



Equal Employment Opportunities Commissioner Saunoamaali'i Karanina Sumeo.

gap is much wider for Māori and Pacific women. To reduce the gap would require businesses to critically look at and address the factors behind the gap.

European men earn the most and Pacific women the least

When you look at wages over time, there is a clear hierarchy of who earns the most wages in New Zealand and this has remained unchanged over the last seven years. European New Zealanders earn the highest hourly wage, followed by Asian, Māori and at the bottom, Pacific people. These positions remain unchanged even as wages rise.

Even if we break the data down into gender and ethnicity, this is a hierarchy that remains almost unchanged over time. European men always earn the most money, and Pacific women the least. What is most concerning about the public sector information is that the pay gap for Pacific people has widened from 19.8% in 2008 to 21.6% in 2018.

The wealth gap

It is important to understand how the gender and ethnic pay gaps affect people in the real world. A tangible measure is home ownership – long thought of as the "Kiwi dream".

The 2013 census shows Pacific people and Māori have the lowest home ownership rates in New Zealand.

At the time, 56.8 per cent of Pākehā owned their own house, followed by 34.8 per cent home ownership for the Asian population. 28.2 per cent of Māori owned a house, and just 18.5 per cent of Pacific people.

According to Statistics New Zealand, net worth by ethnic group in 2016 was reflected as follows: European \$114,000, Asian \$32,000, Māori \$23,000, Pacific people \$12,000

Ending pay secrecy

New Zealand does not currently have a legal requirement on businesses to report on their gender or ethnic pay gaps.

Employees do not have the right to know what other people in the same job or occupation are earning. This secrecy has meant that women, particularly women from ethnic minority groups have not realised that they are often being paid far less than men doing the same or similar roles.

We are far behind other countries like Australia, the UK, Germany and parts of Canada who have passed laws requiring organisations report on their gender pay gap.

The Human Rights Commission has started a campaign to end pay secrecy in New Zealand. We think that to start with, companies with 100 or more employees should report annually on their gender pay gap, their bonus gap and the gender of people at each level of their organisation. This information should be publicly available. This is called pay transparency.

An independent agency needs to be set up to monitor compliance and to provide advice and support to women wishing to make an equal pay claim.

Closing the ethnic pay gap is a human rights issue

Tackling this problem is going to take time, effort and money. We cannot kid ourselves that structural inequality is simply easy to fix. It will mean some uncomfortable soul searching for our leaders at the top and in the middle management of the public sector, as well as the human resource teams responsible for recruitment.

We need to look at who we are recruiting, promoting, giving training and leadership opportunities too. Closing the ethnic pay gap in the public service, is a human rights issue. We all have the chance to make a positive difference to the lives and families of thousands of public sector employees by focusing on this important issue.

A book that should feel like a stone in your shoe

PPTA member John-Paul Powley speaks with PPTA News about his book of essays *Kaitiaki o te Pō*.

“Historians, he said, were ‘kaitiaki o te pō’. This translates to mean the caretakers of the night Suddenly I felt honoured to be a teacher of history; honoured and charged with a great responsibility.” – John-Paul Powley, *Kaitiaki o te Pō*

Writer John-Paul Powley draws deeply on his experiences as a history and social studies teacher, and particularly as a dean, in his collection of essays *Kaitiaki o te Pō*. He answers some questions for PPTA News.



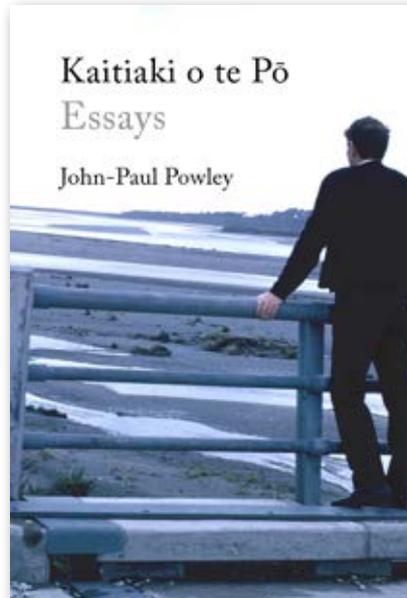
John Paul Powley.

PPTA News: Tell us about your teaching background

JP: I finally left school when I was 25 with a completely useless English Literature thesis in Theatrical Censorship in Tudor-Stuart England (more interesting than it sounds but not much), and then taught English language in Japan for five years. I started teaching in Aotearoa in 2006. I am yet to be dismissed. I have taught Tikanga-ā-Iwi at two state schools in the Wellington area. At some point in the future I will win a crucial pub quiz round with my thesis knowledge and the \$20,000 of debt will have been money well spent.

PPTA News: Your essays draw a lot on your experiences as a history teacher and particularly a dean. What do you hope teacher readers will take away from them?

JP: Mostly when people write about teaching they do it for laughs. The story Pastoral Scene is not for laughs. It draws on five years of teaching that changed everything I think about Aotearoa. Teaching can be punishingly hard emotionally. At the very least you



might feel like you're not alone. One review said it wasn't optimistic enough as a book. Some books are for that, but I think this one is supposed to be a stone in your shoe. Teaching is not an easy job. You don't deal with easy things that neatly resolve. How I write about teaching feels true to me, but it might not be everyone's cup of tea.

PPTA News: What inspired you to write *Kaitiaki o te Pō*?

JP: What made this book happen was a friend saying: “I am a publisher; organise your writing and I will publish it.” What inspires me to write in general is a different question. It's free therapy. Although it doesn't really seem to work: the therapeutic outcomes are poor.

PPTA News: What are your thoughts on the debate around teaching New Zealand history in schools (or lack thereof in some cases?) Do you think it should be compulsory?

JP: I think it would be better to make Te Reo Māori compulsory. You can make subjects compulsory but you can't make content compulsory. You could make history a compulsory subject and create standards that pushed a focus on Aotearoa but you couldn't do more than that with the current model and that could be easily circumvented. (“Let's teach about WWII and chuck in the Māori Battalion”). Teaching Te Reo would serve to bring Māori ideas and ways of thinking into every subject creating a real pressure for curriculum to change. That change would take 12

years but it would profoundly alter our education system for the good.

PPTA News: Your essays share some of New Zealand's history that is not always told, or told mostly from a European perspective. What made you decide this was an important focus to take?

JP: I am in no way speaking for Māori. My stories are from my perspective on the premise that the Pākehā who are fragile around history in this country might listen to a white guy. Think of me as a gateway drug for some of them. Also, a story that makes Māori stories as central as Pākehā stories is truer, and history is supposed to be as close to true as we can get. It might be inconvenient to some Pākehā myths, but it's probably better to be honest I think.

PPTA News: Conferences come up often as a theme in your essays (we sense a love/hate relationship). As an organisation that runs our fair share of conferences, do you have any advice for us?

JP: There's no point in tailoring a conference or PD to me: I'm a niche audience. I think that unless it's about equity and justice in the education system, or about the climate crisis, most conferences are a waste of oxygen. That said, my top tips would be: (1) if the key ideas could be put on a post-it note, just give me a post-it note, and (2) don't show me a TED Talk.

PPTA News: What sort of feedback have you had?

JP: Mostly good. On the other hand, I explicitly asked the publisher to only pass on good feedback because I sulk a lot when rejected.

PPTA News: What do your students think about your writing?

JP: I think that only ex-students have read it. My writing is middle-aged and pretentious which naturally repels the young.

Kaitiaki o te Pō giveaway

Fancy yourself a book reviewer? PPTA News has a copy of *Kaitiaki o te Pō – Essays* by John-Paul Powley to give away for review. If you are interested email news@ppta.org.nz and let us know why you would like to review the book.

Get even more value from your PPTA membership.

Your union exists to work on your behalf. And since 1963 all PPTA members have been eligible for additional benefits – through ‘member-only’ schemes that offer services and value beyond what the for-profit market will provide.

One of these is HeathCarePlus. Created by unions for members, it’s a unique type of healthcare that maximises value for you – not profits. Our day-to-day plans bring genuine benefits through everyday life (not just when someone gets ill) and can leave a typical family better off by hundreds of dollars every year.

And once you’re a member our value can extend to your family – and last not just for the rest of your teaching career, but for the rest of your life.

**So find out the difference
that a few dollars a week*
could make for you –
at healthcareplus.org.nz**



*Terms & Conditions apply

Te Tiriti o Waitangi: Developing the relationship

Karanga mai ki a koutou mō te hītori o te Tiriti o Waitangi.

Over the last 12 years both Te Mataora Bill Anderson and PPTA Te Wehengarua field officer Andrew Barron have shared the learning outcomes of their Treaty of Waitangi experiences around workshops in the secondary school environment.

The workshops have been demanding and challenging in meeting the differences of opinion of some management personnel and teachers, and overcoming the knowledge barriers that have inhibited the learning of new understandings and ways forward.

This article introduces a new presenter PPTA field officer Jason Smythe to the workshop delivery for the remainder

of 2019 and into the future. We thank Andrew Barron for the many years of support and guidance given to the delivery of the Treaty of Waitangi in many secondary schools across the country and wish him well in his retirement.

So what does a treaty workshop look like and why would you want to have this presented in your school?

The workshops that have been delivered to over 50 secondary school staff in the last 12 years have had a focus of recognising the treaty as a founding document of New Zealand and what that looks in the school environment. We have viewed the place of the treaty as one of the important educational goals of the Ministry of Education and how administrators, principals and teachers have used it in the school environment

to acknowledge the principles of the Treaty of Waitangi and the opportunity for participants to apply that into their own professional knowledge in their learning and teaching.

The workshop provides a professional and personal journey of conversations around the history of the treaty and what it means to the individual today. It is not only about land, water, fishing laws, Māori language and education, but what the governments of the past and present had put in place to address the grievances of Hapu and Iwi through the Waitangi Tribunal. E.g.(The Waitomo Caves Settlement, 1987).

To take part in a treaty workshop please make contact with Bill Anderson or Jason Smythe at PPTA Hamilton office, 07 849 0168

DO YOU HAVE MĀORI WHAKAPAPA?

ĀE.

ARE YOU ON THE MĀORI ELECTORAL ROLL?

ĀE. KA RAWE!

KĀO? READ ON...

If you whakapapa Māori you can opt to also include yourself on the PPTA Māori Electoral Roll (MER). Being on the MER ensures that our kaupapa Māori office holders can share information and liaise with you directly. It's the best way to stay up to date with Ngā Take Māori and ensures you receive the pānui from Te Huarahi and information about any hui Māori including the annual Māori Teachers' Conference.

To update your membership to include yourself on the PPTA MER, please email your full name and MOE number to membership@ppta.org.nz subject: Māori electoral roll – add me.

Chalkdust – a look into PPTA’s past

A series looking at education through the eyes of the PPTA News.

In this issue we change things up a little by examining a glorious multi-union publication from the late 1970s called *The Crunch – The Effects of New Technology in the Workplace. The Unions’ Response*. In equal parts melodramatic and prophetic, it is a fascinating read.

Chips are coming

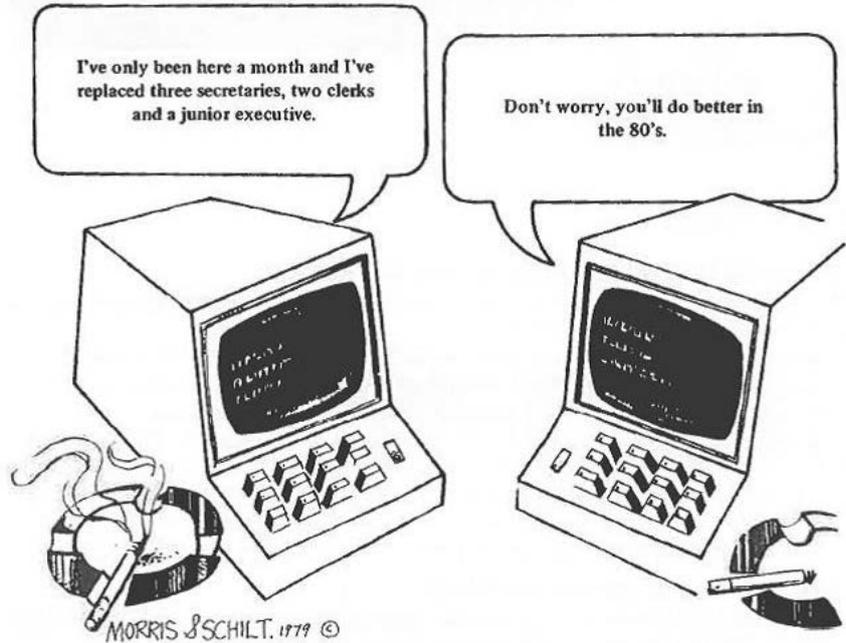
We’ve all felt the effects of automation and workmates being replaced by machines. Now we are faced with a new development which will make past changes about as significant as last week’s milk money. The new development is the microprocessor. You may have heard of it as the ‘silicon chip’. These “chips” are the controlling element in many new machines, like the word processor, the electronic typewriter, the digital watch, the computerised machine tool and many others.



When was the last time you saw a post office?

A scarily accurate prediction:

The recent switch to subscriber toll dialling (STD) means that in the next 10 years the jobs of 2500 to 3000 telephone operators will disappear. Other Post Office workers’ jobs are likely to be hit by the growing practice of sending messages and documents via computer rather than through the post. And the new electronic telephone stations will require much less maintenance than existing ones.



PCs – coming for your jobs, and your ashtrays.

The Word is not good, it's processed

The word processors we take for granted now were once a frightening prospect.

Just one example of the many automated job killers in the clerical field is the word processor. In this machine a microprocessor controls a memory and storage unit, a typist operates an electronic keyboard and watches a display unit (usually like a TV screen), and the result is printed out at something like 450-600 words a minute. This gadget can match the output of 2 ½ to 5 typists...These machines can be linked up to a central computer, which means that the gathering, storing, manipulating and delivery of information in an office (which is a pretty good description of most of the work in an office) can be done automatically.

When was the last time you went to a bank?

Banks will be effected in the same ways as other offices, but in addition there are special changes in store...One of the new developments in this field is plastic cards which can be magnetically coded to record your account number, how much you have in your account, and your credit rating. The customer with one of these cards simply shows it to an automatic “teller” which “reads” it, debits one computer-controlled account

and credits another one, then re-codes the plastic card with the customer’s new bank balance. This would obviously mean fewer cashiers in the bank.

Not Luddites but wary

The trade union movement is not opposed to technological change, it is not made up of Luddites who want to wreck machines and live in the past. On the contrary, unions support the use of technology to make work easier and safer, to increase leisure and to improve the standard of living. What unions do oppose is unplanned use of new technology by individual employers to serve their own interests, regardless of the interests of working people or society as a whole. We must ensure that it is used to create a nation which is more socially just, and in which everyone not only has a decent standard of living but also the self-confidence, dignity and opportunity to use all their abilities to the full.



PPTA annual conference

Where all the best decisions are made.

1-3 October 2019

Brentwood Hotel, Wellington

PPTA's annual conference is the way the association sets policy, framing the debate around issues that matter to teachers. It is where members come together to set our work programme for the coming year.

The Tomorrow's Schools review, guidance counsellors' employment conditions, career pathways for subject pedagogy specialists and teacher wellbeing are issues that will be discussed and voted on this year. We will also hear reports on our part-time

non-contact pay equity case and the audit of our relationships with each other under Te tiriti o Waitangi.

The PPTA team in your region is selecting delegates now. Let them know you are interested.



SEEK POLITICAL OFFICE AT PPTA

All PPTA members are eligible to run as candidates for PPTA president, junior vice president and positions on the executive for the year 1 Feb 2020 to 31 Jan 2021.

If this sounds like you, have a chat with your branch chair or keep an eye on ppta.org.nz where information and application forms will be made available. Nominations close 5pm September 6. If you don't want to run for office but want to get in on the vote, keep an eye out for candidate information in the September/October issue of PPTA News and in your schools.