

PPTA News



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Ripples that make a positive difference

New Zealand Secondary Principals' Council chair James Morris talks about the influence schools have on society in his guest viewpoint.



James Morris | NZSPC Chair

When a pebble is dropped in water the ripples spread out across the pond affecting things well beyond the point they originated. Our impact on our students through conversations, teaching and advising also ripples through their lives and the lives of others in ways we cannot predict.

We rarely get to know the impact we have on students' lives which is why it is so gratifying when we do get positive feedback from parents and students, past and present.

In the midst of industrial action and the busyness and complexities of a normal school week it is easy to lose sight of the central role that schools play in building and supporting our communities. Schools, through their interactions with students, cast a long shadow of influence over our society.

Following the Christchurch mosque shootings I was proud of the way students stepped up and worked together across communities to respond in a way that was meaningful for them. These students demonstrated the values and skills that their schools had helped to nurture. We were also reminded how schools are fundamental to supporting and reassuring students in times of crisis. This is a responsibility that the staff in every school step up to when the need arises.

Cultural diversity and our acceptance of it have been an important topic of discussion since March. It is important that we give our students opportunities to interact with a range of other cultures so they will be equipped to be fully confident participating in today's New Zealand society and the rest of the world. If students are unable to do this they will be at a disadvantage and our communities will be less safe.

School values will often express their shared expectation in relation to cultural diversity. 'Acceptance' of other cultures seems a low aspiration and many schools work to 'celebrate' diversity to reflect more than just putting up with diversity but aspiring to see the value in it. Perhaps the next step beyond this is to 'embrace' diversity. This may lead us to a point where we don't just see the value in diversity rather we actively seek to learn from other cultures and interact openly with them.

We like to think of ourselves as a welcoming and accepting country and community. The fact is however, for many people, we are a very unwelcoming one at times. We need to face up to the reality that some people in our communities, both school and beyond, chose to act and speak in ways that dehumanise people because of their religion, their culture, the way they dress, or look or the colour of their skin. We are challenged to make a difference by calling out such behaviours for what they are and leading by example. Our interactions with students present an opportunity to make a significant collective difference through many small acts. If we can set an example of embracing diversity through our words and actions we send ripples through society that can make a positive difference.



Conversations, teaching and advising ripples through our students lives.

Meet our 19,000th member

PPTA's 19,000th member Lucy Richardson talks with PPTA News.

Papanui High School guidance counsellor Lucy Richardson's first two weeks of PPTA membership involved meeting president Jack Boyle and joining 50,000 teachers in a nationwide strike.

"It's been pretty exciting so far!," she said.

In a sign of growing teacher solidarity, PPTA membership has reached 19,000 for the first time and Lucy was lucky number 19,000. To mark the occasion she received a visit from our president and was given a copy of PPTA's history, *Those Who Can Teach*.

Lucy had been a teacher for five years before retraining as a counsellor and joining the Papanui High School guidance department and is still a fully registered teacher.

"I work with teenagers to help make a difference, to help improve their wellbeing and to help them reach their potential," she said.

Lucy joined the union to help others and have back up herself.

"To support the work our union is doing to improve working conditions for teachers and other school staff and for personal support should I need it," she said.

In terms of being member 19,000, Lucy is pleased to be part of a growing membership. "It is good to know that there are so many others out there also fighting to improve conditions for teachers. To belong to a community of people all over the country who are out there making a difference for teenagers."

Lucy sees the big issues facing teachers today as workload, "having to work in the evenings on a regular basis", pay in relation to the hours of work each week and lack of support in the classroom.

More funding to increase teacher aide ratio in the classroom and more funding for mental health support were also important to her.

"I am thankful to be part of this organisation," she said.

PPTA president Jack Boyle said it was a privilege to meet Lucy and that she was

the perfect example of the members PPTA works hard to represent.

"Her support of our students in her work as a guidance counsellor is vital and her solidarity in joining her colleagues around the country to strike in just her second week of membership is so appreciated.

"Members like Lucy are why we do what we do," he said.

Joining up is easy!

If you know someone who would like to join PPTA, talk with your branch chair about membership forms or let them know they can join online.

To join online all they need to do is click the big red 'join us' button on the top left of the website: ppta.org.nz



PPTA president Jack Boyle welcomes Lucy Richardson to the fold as our 19,000th member.

We are one

Staff and students of Palmerston North Girls' High School arts department came up with a unique way to support victims of the Christchurch terror attacks.

Throughout history artists have responded to events - both good and horrific - as an outlet for their voice. This is exactly what students and the art department at Palmerston North Girls' High School did in response to the Christchurch terror attacks.

Digital visual arts teacher Samara Doole worked with her students as part of a collaborative photography unity project. The result has been printed onto t-shirts which the school community now wear with pride.

"We have a large Muslim roll at our school and, even though we are in a completely different island, students and staff felt the impact of the attack. As art teachers we found this to be a situation where our community could channel our frustration, horror, sadness and shock and use it to fuel something positive - a collaborative artwork," she said.

With the wider school already thinking of fundraising strategies the idea of 'helping hands' was at the front of their minds, Samara said.

"We use hands when we talk to express our emotions and the art department thought it would be a great way to show how unique each person is while still looking the same from the outside. An open palm is universally recognised as a symbol of protection as well as representing strength, blessings and power."

The project was inspired by photographer Angelica Dass's The Humanae Project, where she tried to record all possible human skin tones through photographs as Pantone colours, Samara said.

They photographed different hands to show how unique, yet similar, each individual at Palmerston North Girls' was and that people should not be judged by the colour of their skin.

Students and staff came to the school's photography studio to have their hands photographed in a pose they desired in front of a white background. This was then transferred to Photoshop where the skin colours were selected via the eyedropper tool to replace the

background colour. The resulting image was then cropped to a square and added to the overall unity grid.

"We encouraged different poses to make prominent the idea of uniqueness and also highlighted each skin colour in the background squares to emphasise this further. Put together as one grid it represents the unity between people's individual and unique qualities and the ones that make us the same, as humans. We are one."

Staff and students were incredibly supportive of the project, Samara said.

"We now have the image printed on t-shirts, alongside the words 'We are one' and 'He iwi kotahi tātou', that our community is wearing to show our unity."

"Students love it and have been putting in orders for our unity t-shirts. The girls whose hands feature on the image are especially proud and feel part of something positive and special," she said.

"Our Muslim students have been overwhelmed by the love and support that has come out of this horrific event."

"I am really proud and honoured that I get to teach alongside students who can look beyond themselves and are

committed to making a difference. It was an amazing, collaborative project I feel privileged to have worked on," she said.

To members of the Christchurch community reading this article Samara says "just know that we are with you. We are still with you and will always be with you. We are all unique, all individual, yet we are unified in this beautiful country. I hope that this artwork can represent how much we stand beside you because we are one. He iwi kotahi tātou.



All the way (to court) for equal pay

PPTA's equal pay case for part-time members is being heard in the Employment Court.

Everybody deserves equal pay for equal work. That's why PPTA and four courageous members lodged a legal case with the Employment Relations Authority: so part-time teachers can finally get the same rate of non-contact time that full-time teachers do.

That case is now being heard in the Employment Court. Part-time teacher complainants Pamela Foyle, Debra Eno, Lisa Hargreaves, Leanne Donovan and witness, full-time teacher Sarah Robinson along with PPTA expert witnesses Bronwyn Cross, Rob Willetts, Jane Benefield and Andrew Kear gave evidence in the Employment Court in Wellington in May.

They were joined by Hobsonville Point Secondary School principal Mauri Abraham and Heretaunga College principal Bruce Hart and economist Pru Hymen as an expert witness on gender economics.

At its heart ours is a simple case of indirect gender discrimination. To resolve the long-standing equity issue of part-time teachers not receiving the same proportion of (and in many cases, any) non-contact time as their full-time colleagues.

Over 10 days our plaintiffs and witnesses put in an incredible effort giving evidence that part-time teachers are treated differently to full-time teachers on the basis of gender.

In our humble opinion, our part-time teacher plaintiffs absolutely smashed it. They stayed strong against cross-examination and put their case clearly. They kept their cool in the face of statements such as "fully proportionate non-contact time is almost a solution looking for a problem" and we couldn't be prouder of them.

Debra Eno's rallying cry at the end of her evidence sums their strength of purpose up well.

"Quite often I have felt like a slave to the profession, particularly as I stand here with my colleagues quibbling with the ministry about hours and percentages. If I achieve nothing else in my teaching career, if we manage to change the collective agreement to honour part-



Solidarity sisters (from left): Leanne Donovan, Debra Eno, Pam Foyle, Sarah Robinson and Lisa Hargreaves ready for their day in court.

timers by giving them one non-contact hour for each four hours of teaching, something my union has been pushing towards for longer than I have been a teacher, I will leave knowing there is at least an increased acknowledgement that their work is valued."

Plaintiff Lisa Hargreaves said it was great having everyone's support and to know we were all in this together.

"It was so exciting to finally get to the point where the court case was beginning. It's taken so long to get there," she said.

"It was hard though, really nerve-racking to know we were going to have to tell our stories, again. We felt exposed, especially knowing that relationships at our schools would be affected whether we wanted them to be or not," she said

Being on the stand brought so many emotions, she said.

"I was so nervous and thought I'd be a wreck! I'm the one who always cries! But it was completely awesome. I felt a serenity come over me before I went up and I was so calm - I was meant to be there to tell my story," she said.

"I had the biggest smile on my face when I was finished. Truly, I don't think I've ever looked so happy!"

"What really struck me was how it felt to hear the other women tell their stories. To know I'm not the only one in the situation of having my labour taken for free. I'm glad to know we are all in this together, even though it's a hard place to be."

PPTA advisory officer Rob Willetts gave evidence about the gender makeup of the profession over time, taking the court through the history of negotiating non-contact time and how pay and non-contact time worked.

Former deputy general secretary Bronwyn Cross gave evidence about the historical differences between women and men in the teaching profession, and about the disadvantages part-time teachers have had to overcome in both contractual terms and in practice.

"Part-time teachers often fall through the cracks. Their working conditions are very rarely a high priority and when conditions affecting them are dependent on discretionary decisions, part-time teachers often suffer," she said.

Hobsonville Point Secondary School principal Mauri Abraham gave evidence about his experience providing pro-rata non-contact time for his staff and his view of the comparability of full-time and part-time teaching roles.

He did a fantastic job, emphasising that there were no real complexities around timetabling non-contact time for part-time teachers, and the importance of fairness and equity.

We want to give huge congratulations to everyone involved in the case so far. We have put the case for part-time teachers as best as we possibly can. It is the culmination of decades of work by PPTA. At the time of printing the case was back at court for a second session. We look forward to be able to report on progress soon.

Discretion, honesty and fearlessness

Canterbury member John Gaffaney receives a well-earned PPTA service award.

A Canterbury branch chair who has fought strenuously for members for decades has been recognised through a PPTA service award.

John Gaffaney joined PPTA in his first year of teaching, at Aranui High School in 1966 and remained a member until leaving for Canada in 1969.

On returning from overseas he rejoined for a five term stint at Lincoln High School before joining staff at St Thomas of Canterbury College in 1975.

“John has earned the trust of his colleagues for his discretion, honesty and fearlessness.”

Despite not being eligible to be a member at the time, he was a leader in the staff response to the issues

surrounding the Springbok Tour, where many PPTA members protested marched.

He rejoined in November 1981 through integration and has been a member continuously since.

More than 20 of his 36 years at the school were spent as branch chair, strenuously fighting for members' interests, particularly during a very unpleasant period when bulk funding was introduced.

While John says of himself that he is 'nothing special' in terms of PPTA, Canterbury regional chair Thomas Newton begs to differ.

“During the bulk funding period, when certain board members took the opportunity at every meeting to make either a personal or general attack on the association, he stood strong.

“At a board meeting just before the decision was made to take the school

into bulk funding, several members present commented on the viciousness of the attacks on teachers' integrity and professionalism that John had to deal with,” he said.

“He represented the interests of the whole branch as well as individual teachers.”

“John has earned the trust of his colleagues for his discretion, honesty and fearlessness in his approach to senior management, often facing a large measure of unpleasantness,” he said.

John worked very closely as chairman with specialist classroom teacher Terry Bligh, dealing with a number of workplace issues. He also forged a close relationship with field officers Ian Hamill and Jo Martin, representing the interests of the whole branch as well as individual teachers.



Canterbury regional chair Thomas Newton presents John Gaffaney with a well-deserved PPTA service award.

Because we care

English teacher Joe O'Conner on why he went on strike.

Second-year English teacher Joe O'Conner is passionate about teaching and his students. He shares his reasons for striking on May 29 with PPTA News.

One of my students asked me yesterday "if the teachers want more money, why don't they just do something else?" To which I replied "then who will teach you?"

I think a lot of people are aware that the teachers are striking today, and they believe pay is the sole reason. And it's certainly a big part of it. But I think a lot of people would also concede that teachers aren't in this profession because of the money, and that there are plenty of other jobs that we could do if we were set on making bank.

We choose this profession because we care

We choose this profession because we care. We choose to walk into a classroom of twenty-something teenagers because we believe we can make a positive difference. We choose to teach not just because we are passionate about our subject, but because we have the chance to help our students learn. Not just knowledge and content, but skills that they'll take with them for life.

Do I think I have the most important or hardest job in the world? Definitely not. There are much harder and more important jobs out there. But I do think that we need to change how we think about our teachers, and how they're valued.

We take our work with us

People will say "but you only work from 9-3 anyway", which I'm sorry to say is completely untrue. If any teacher says they are working from 9-3 they are either an excellent liar or not doing their job properly. Yes our kids go home at 3.15pm and yes sometimes we are able to go home then too. But we take our work with us. The time we need to mark our classwork and assessments, and to plan four or five lessons is a lot more than the time we're paid for. Many of us are also involved in co-curricular activities such as sports teams, clubs and councils, and they can easily take up two or three afternoons a week. We do that because we care.



Joe O'Conner (centre with apple placard) on strike to support his students.

We try every day in our classrooms, to connect with and inspire and help over 130 students. That's what you call the absurdity of teaching. That we're expected, in 60 minutes of class time, to be able to give each of our twenty-something students the time and attention and energy they deserve. Classrooms are bursting at the seams right now, and you wouldn't believe the difference three or four kids makes to a room. How do we reduce class size so that we can achieve this? Make teaching a respected and attractive career option, so that students aren't being crammed into already full classes due to the teacher shortage.

Help us help them

Lots of our students are dealing with issues and problems that they shouldn't have to face at their age, and the pressures on them to act or behave a certain way mean that this comes out in the classroom. We aren't trained as counsellors, but we're expected to be able to help our kids who desperately need help beyond our qualifications. Increasing funding for support staff like guidance counselling, and teacher aides would be massive for our teenagers.

In that class of twenty-something, we're facing lower literacy levels than ever before, decreased engagement and motivation, behaviour management issues relating to family, drug and relationship problems. We also have students in our classes who may need

more help and attention than others: those who have ASD, ADHD, Asperger's, dyslexia, dyspraxia, slow processing, anxiety, depression and a whole lot more. And we need help. We need more funding to get support staff into our classroom who are trained to help these students cope and learn, and we need more professional training opportunities to help us help them.

Kids deserve better, and so do we.

So to make a very long story long, no it's not just about the money. But increasing pay for teachers, and increasing funding for support staff and professional development in key areas, making more time for marking and planning, as well as showing that we value and respect this profession, means that our kids won't be left to figure it out on their own.

We care enough to take a day off work, out of the classroom, causing inconvenience to parents across the country, because their kids deserve better. And so do we. We don't want to strike, and I'd much rather have been teaching my classes today. But teachers have a tendency to just deal with it, and we need to speak out.

The student who I was talking to is doing exactly what we hope our kids can- he is challenging, asking questions, trying to understand, making us think. So we're getting somewhere!

Abridged: For full version go to ppta.org.nz

Southlanders do it in style

Strike actions in Te Wai Pounamu.

From Dunedin and Invercargill, all the way to Stewart Island, Southland PPTA members took to the streets in style on May 29.

Around 600 turned up to a rally in Invercargill, where mayor Tim Shadbolt gave a very supportive speech.

"Children are precious. If we don't stand up for their rights, we deny them the future they deserve. Today's action isn't just about dollars and cents. It's recognising that teachers need the time, resources and support to offer our children the best education possible.

Our community supports you, our parents support you. Today is unprecedented. It's New Zealand's largest ever education strike.

Show central government that you simply cannot be ignored," he said.

PPTA Southland regional chair Bill Claridge said both parents and teachers wanted the issues behind the strike fixed.

"Our children are suffering because it's so difficult to put trained and qualified teachers in the classroom."

Thousands of teachers and community members packed Dunedin's Octagon

"What we want is for our students to have the educational opportunities that they need at deserve, with great well-trained and well-supported teachers to provide these opportunities," PPTA Otago regional chair Pauline McNeill said.

Nearly 100 teachers and staff picketed Alexandra's Centennial avenue in Central Otago, encouraging residents to Toot for Teachers, while teachers hit the tracks in Stewart Island with Bring out the Best banners on their packs.

Visit the 'May 29 – nationwide megastrike' album on the NZPPTA Facebook page for more images of striking Southlanders.



Clockwise from top left: Bringing out the best in Central Otago; Thousands packed Dunedin's Octagon to support the striking teachers (Photo by Mark McGuire); Toot for teachers – 100 teachers and staff picketed Alexandra's Centennial avenue; As far south as Stewart Island, teachers are bringing out the best.

Encouraging Māori girls through Te Waka STEM

PPTA members James Lamb and Kris Watson have helped design a pilot aimed at encouraging Māori girls into STEM subjects.

A team of three teachers at Taupo's Tauhara College are behind an innovative new pilot scheme that could see more Māori girls pursuing successful careers in STEM (Science, Technology, Engineering and Mathematics).

Solving real-world community problems

Te Waka STEM aims to increase participation and engagement from Māori girls within the school. PPTA members James Lamb and Kris Watson, along with fellow teacher Dan Piper launched the initiative with year 9 students. It sees them working in groups to solve real-world problems put together by community stakeholders. Just a few months in and it is already making an impact.

"The students are highly engaged and are actively collaborating in teams (hoe) to problem solve," James said.

"Students with learning differences such as dyslexia are also expressing their creativity and seem well-matched to the programme."

An award-winning project

Implementation of the pilot has been made possible thanks to The Education Hub's Bright Spots Awards, which support teachers to trial and develop innovative new practices through funding and mentorship.

"Without this award the programme simply could not have been implemented at our school due to financial restraints," James said.

The team has also benefited from professional learning and guidance from The Education Hub CEO Nina Hood and the opportunity to connect and share ideas with other schools who are also implementing STEM programmes.

Lack of engagement with current courses

A decile 6 school, Tauhara College has a roll of 633 and is predominantly NZ Pakeha (59%), Māori (33%) and Pacific Island (3%).

James believes poor attendance, engagement and achievement of



The Te Waka STEM team (from left): James Lamb, Dan Piper and Kris Watson.

Māori students, particularly girls, is due to a lack of engagement with current courses.

It is a major challenge with their attendance across all year levels 10 – 15% percent below that of their NZ European female classmates.

"There is little or no participation by Māori girls in our senior level STEM programmes."

Aiming for STEM careers

The team hopes that by better engaging its year 9 Māori girls, they'll continue on to senior STEM based courses, and eventually careers in the field.

The new learning programme builds skills and content knowledge that prepares students for a changing world.

"It is our role to allow students to develop as learners, and as citizens, to fully prepare them for all endeavours beyond high school," Kris said.

Team teaching and café catch ups

Significant progress has been made in a number of areas since the launch of the pilot scheme.

"Team teaching has allowed us to observe different pedagogical approaches in the learning space so that we can embed them into our own practice. This has been most refreshing and has allowed us to continue to

grow in our own learning journey as teachers," Kris said.

Innovative ideas that connect whanau with their child's learning have also been introduced, including Te Waka Café, where whanau catch up with teachers once a fortnight at a local café to discuss student progress and course design.

High hopes for an exciting future

James says the project has been a steep learning curve, and has taught them heaps, including the ability to work collaboratively as an effective team. They hope that this initiative will develop capacity within their school for other teams to plan and implement cross-curricular programmes, and perhaps even pave the way for other schools to start moving towards transdisciplinary learning.

First and foremost though they want to increase diversity in enrolment in Tauhara's STEM courses and get more school leavers entering STEM based careers. And hopes are high.

"If the rest of the year and beyond continues as this year has started, the future of the Te Waka STEM Hub looks very exciting!"

For more information on the Bright Spots Awards visit theeducationhub.org.nz/brightspots

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When & Where

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Featuring



Dr. Lea Waters

is a professor, published author, psychologist, internationally celebrated speaker and one of the world's leading experts on Positive Education, Positive Organisations and Strength-Based Parenting and Teaching.

Web: www.leawaters.com



Dr. Denise Quinlan

is a founder and director of the NZ Institute of Wellbeing & Resilience. She is an internationally acknowledged facilitator with a deep understanding of the challenges faced and the approaches required to transform wellbeing in schools.

Web: nzivr.co.nz/keynotes/#DeniseBio



Dr. Katie Fitzpatrick

is an Associate Professor in health and physical education at The University of Auckland. She has published numerous articles and book chapters and was the lead writer for the book "Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing" (2018)

Web: unidirctory.auckland.ac.nz/profile/k-fitzpatrick

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Movement on UN education goals after slow start

PPTA president Jack Boyle on his work on the United Nations Sustainable Development Goals for quality education.

Long-term approaches for Māori and Pacific learners, a plan for learning support and an education workforce strategy all form part of Aotearoa New Zealand’s engagement with the United Nations Sustainable Development Goals (SDGs).

New Zealand is a signatory to the SDGs and the first voluntary reports on how we are tracking to meet our 2030 targets is due this year. The non-government sector, including unions, is also writing a voluntary report, which will be launched this month.

PPTA President Jack Boyle has been working with other NGO representatives on the development of the report, with a focus on SDG 4, Quality Education.

“After a slow start, New Zealand’s engagement with the Sustainable Development Goal for Quality Education has taken some important foundational steps” Jack says. “With key strategies in development, including long-term approaches for Māori and Pacific learners, a plan for early learning, for learning support and an education workforce strategy, a plan for meeting goal 4 has begun to emerge”.

Since signing the declaration at the United Nations General Assembly in 2015, engagement with the SDGs has not been hugely visible. However, in the last year this has changed considerably. The inaugural SDG summit occurred at Victoria University in 2018 and a steering group of NGOs and unions have been

working throughout 2018 -2019 to prepare a Civil Society report which will be presented at a United Nations high level forum alongside the government’s own report. A survey for public input into this report has also been released.

“There is much more that will need to occur, in partnership and with some haste, if the SDGs are to be realised in Aotearoa,” Jack said.

This theme is reflected in the section of the report about Quality Education, which states,

“To achieve a long term vision for education in New Zealand which meets the needs of all learners, no matter who they are, or where they come from, we will need a tripartite and sustained commitment to how we get there”.



SUSTAINABLE DEVELOPMENT GOALS





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Parable of the shoe

PPTA member Iggy Gloy shares his thoughts on professional development, and shoes.

New initiatives and professional development seem to be 'hauteur de la mode'. Just like that pair of shoes.

You were not shopping – in fact you are very happy with your current shoes. They may be a wee bit worn, and you know you will replace them, but you are sticking with the brand because, prior to getting this pair you did your homework. You established your strengths and limitations in your feet, ankles, knees, hips and general cardio output. You even walked and ran on a special treadmill which assessed your weight distribution through your feet.

Shoes were bought and since then you've stuck with the brand – you're not old fashioned or outdated, you just know what works best for you. In all fairness the first model from the brand does not exist anymore. Over time, the shoe has been modified and tweaked to ensure safe, professional and sustainable use and practice, but the essence of the brand has remained – a reliable product of great quality which delivers results time and time again.

But there it was, that other pair of shoes.

You know, the shoes everyone has been talking about. It ticks all the latest research boxes; it has incorporated advance technology...You've not actually seen the shoes in action – but if all the research, conference speakers, book releases and general hype are correct, then this shoe is about to revolutionise the way we sit, stand, walk and run.

According to the shop owner and fitness guru, Steve, you are lucky the shoe is in your size. While he proceeds in regurgitating data, stats, names, places (all in favour of the shoe), you wince a bit when you find your Achilles heel in a vice grip and a tightness around the widest part of your foot. A rapid-fire question: "What does it feel like, sound like, look like?" is followed by a bombardment of reassurance by Steve, "changes are difficult but this is the right shoe for you and the discomfort will only be while you get used to the shoe". And, you straggle out of the shop - unsure about what has just happened, trying to be happy about your new purchase.



The shoes, in near new condition are now 2 years old. After the plantar fasciitis diagnosis, and your physio's insistence that you reconsider your footwear, you've decided to wear them less. You'd love to not wear them at all, but the shoes were costly and in some Harrier clubs they are still all the rage and at your own club you are frowned upon should you not wear them for eventing because new (pinching) shoes are a big part of the club's culture.

You've turned up to events wearing them, and sneakily changed back into the more "reliable" shoes just before you set off. The Harrier club management has had numerous meetings about the new shoes, has listened to your concerns, but when it comes to walking in your shoes, their suggestion is you invest in plasters. You have started to look for other clubs and events not

associated with your current club. Clubs where people trust you will do what is best – that you will use your professionalism to find shoes that fit you. Clubs who appreciate that your well-worn shoes signify numerous tracks traversed – tracks that you can navigate skilfully and confidently – you know the twists, the turns, the hill work, where to go slow and where there is room to sprint. Clubs who smile knowingly at your scuffed soles – a signature of running alongside fellow participants – from the ones who zoomed ahead to the ones who needed encouragement to cross the finish line. If that means you stick with a reliable brand which will be modified over time to suit the changes in you, the terrain, your needs, then so be it – basically if the shoe fits, wear it.

Abridged: For full version go to ppta.org.nz

Have you checked your payslip lately?

Information and advice from PPTA's intrepid field officers.

Field officers regularly discover that members are not being paid correctly or are not accessing their full entitlements. Here are some cases (names have been changed).

Sick leave balance

Pam had been a teacher through the 80's and 90's. In 2000 she left teaching and went to work for an IT firm. Following a re-structuring process she returned back to teaching in 2015. Pam was pleased with the transition and was placed on the top of the salary scale. Recently, Pam needed some surgery involving her using eight weeks of sick leave. Pam checked her sick leave balance and was shocked to see she only had 39 days available. Pam had been teaching a long time, had been robustly well and had not used much of her sick leave at all. She contacted her field officer who advised her to request her sick leave usage through filling out a NOVO7t form, accessed from the Novopay website: novopay.govt.nz

This sick leave usage summary revealed that Pam had been docked two days of sick leave that should have been treated as bereavement leave. This issue was quickly corrected and Pam's sick leave balance was restored to 41 days. However, this was not

the real issue. Further investigation uncovered that because Pam was not teaching when Novopay replaced Datacom, the former payroll system, she had been allocated a second MOE number and her residual sick leave balance had not been transferred over to this new number.

The school and Pam's sick leave balance was restored to 215 days. Pam's field officer told her this was a common problem for teachers who re-entered the profession following the introduction of Novopay.

Missed salary steps

Kerry has been teaching for five years. He was talking recently with a colleague who graduated with him at the same time. Both Kerry and his colleague have the same qualification, both have met their attestations each year and both have been working full time since graduation. Eventually, the conversations turned to mortgages and salary. Kerry who didn't normally look at his payslip discovered he was earning around \$8,000 a year less than his colleague. He could not work out why.

Kerry contacted the local field officer and it was discovered that the attestation dates for salary increases held at payroll was wrong and Kerry's last two salary increments had not been processed. Kerry had been on the same salary step for the past

two years. To resolve the issue the executive officer, at Kerry's school, manually requested to Novopay that the two increments be processed. Kerry's salary step was moved up two steps from \$69,400 to \$78,000. Kerry was pleased to be receiving more money per fortnight and was very pleased receive two years of salary arrears for the time he was underpaid.

Child care credit

Tania had returned to teaching after a break of nine years to care for her two children. When Tania resigned from her permanent job to have and care for her children she had been teaching for three years and was on salary step 6. On returning to work Tania's branch chair Martin asked her if she had completed a child care credit form. Tania did not know what this was and Martin explained it was possible to get a one third salary credit where a teacher resigns a permanent teaching position to care for their children. Tania was directed to the Novo forms on the Novopay website and printed off a copy of the NOVO19t form.

Tania completed this form and sent it away. A few weeks later she was delighted to receive a letter advising her that her new step was step 9. Tania's salary had increased from \$60,500 to \$73,650. Tania received back pay from the date she returned to teaching and her fortnightly pay increased immediately.



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.



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.