



## 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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## Rescuing NCEA

PPTA Te Wehengarua president Melanie Webber examines how far we have come and where we still need to go with our assessment system

It's hard to think of anything more soul-destroying than to have been a teacher in the days when assessment was a zero-sum game; 50% of students had to fail at year 11, regardless of how hard they tried or how well you taught. For students studying Māori and other subjects deemed non-academic, the situation was even more unfair because an overall 50% pass rate required the failure rate in those subjects to be much higher - sometimes as high as 80%.

No wonder then, that PPTA Te Wehengarua members led the charge for a new and fairer, standards-based, assessment system. But never was the adage "Be careful what you wish for" truer than for the tortured process of bedding in NCEA.

NCEA probably wins the prize for the worst-implemented initiative in New Zealand educational history and that's from a packed field. It's now the stuff of legends, but initially politicians and NZQA officials believed the best way to make this massive change in secondary schools was to refuse to consult with secondary teachers, and certainly not with their pesky union.

Unsurprisingly, this "we know best" approach almost destroyed the qualification, at which point, officials

and politicians rediscovered the benefits of consultation.

While no-one would claim that NCEA is anything more than a "work in progress" it is the case that listening to teachers and engaging with the union has led to improvements. For two decades now, members have determinedly and persistently advocated for changes that have made the qualification better. In fact, without constant pressure from the union for better implementation, more resourcing and support, NCEA would probably have imploded.

But rescuing the NCEA has come at a cost. There has never been enough time, professional development, valid tasks, exemplars, moderation support, or feedback, so too often teachers have been left trying to repair the engine while the plane is still in the air. Disaster has been averted only because teachers' sense of professional responsibility means they will always do the best by their students regardless of the personal sacrifices.

Yet, when I reflect on how far we've come, it's clear that there has been progress. It seems at last there is wider recognition that secondary teachers need a greater level of support and the assessment

materials they have been asking for, for ever.

In contrast to some previous years when PPTA had to demand (sometimes with threats) time for teachers to get together for professional conversations about how to put changes into practice, Teacher-Only Days were a given with the latest initiatives.

It's also important to note that from a standing start in 2000, consultation and engagement with Māori has resulted in enhanced resource development and goal to broaden the Te Ao Māori perspective.

PPTA Te Wehengarua Annual Conference has long called for the creation of curriculum and assessment support roles similar to the Senior Subject Advisors and, while they are some way away, it seems likely that the regional Education Servicing Agencies (ESAs) will eventually be able to assume this responsibility.

Kia whakatōmuri te haere whakamua. Sometimes fear of the future and the challenges of the now stop us from seeing how far we've come. We may well be walking backwards towards our future but guided by a past that is based on principled commitment to the best interests of secondary students in Aotearoa.

MAKING OUR VOICES HEARD  
ON NCEA FOR TWO DECADES.



# PLD feeds us

## Inside PPTA Te Wehengarua's inaugural Education Conference

**“Good PLD feeds us. It sends us back to our classrooms invigorated and excited.”**

These were the words PPTA Te Wehengarua president Melanie Webber used to address the 200 present at the association's inaugural Education conference, Whakatairangatia! Advancing the dream of public education.

“It's a bit more than a dream though. It's a fundamental and research-backed understanding that teachers need access to high quality, relevant PLD in order to bring out the best in their students,” she said.

“As you will be aware, the government has just undertaken the biggest review of our education system in a generation – and has found it wanting,” Melanie said. “PPTA's leadership as practicing professionals is needed now more than ever.”

### Vision achieved through PLD fund

Made possible through the PPTA Te Wehengarua PLD fund, negotiated as part of the 2019 collective agreements, the conference ran from April 19-21 at Wellington's InterContinental Hotel.

It focused on public education, what it means and how it is achieved, and featured workshops run by teachers, sharing ideas for use in the classroom, and researchers sharing their latest findings, alongside international and local speakers.

“The PLD fund is helping achieve this vision. This conference is part of it, but so too is the funding that will see many more teachers across the motu

able to attend their subject association conferences. The term 3 break will have still further opportunities for teachers with the Māori Teachers' Conference, as well as a conference supporting provisionally certified teachers,” Melanie said. (See page 6 for more opportunities provided through the PLD fund.)

### Local and international keynotes

A mix of New Zealand and overseas keynote speakers included Victoria University of Wellington Māori medium schooling projects director Rāwiri Toia, providing his vision of an ākonga centred curriculum, and Tautai O Le Moana national coordinator Helen Varney, sharing her knowledge of how Tapasā gives us a positive framework to grow teachers and leaders, who in turn grow our Pacific learners.

Via Zoom, participants listened to and spoke with, Finnish academic and director of the Gonski Institute at New South Wales University Pasi Sahlberg, about his fierce opposition to the Global Education Reform Movement or GERM. And joining from Singapore was Dr Trivina Kang, who spoke about her country's very structured professional development programme for teachers, delivered through the National Institute of Education.

### Teacher-led workshops

The conference wasn't just about keynotes though. Teacher-led workshops allowed participants to share their best practices in both English and Māori-medium settings, and there

were opportunities to hear the latest findings from our teacher researchers and academics. All up there were 26 workshops and 17 research presentations to choose from.

“It's the conference equivalent of a great restaurant where you want to try everything and know you can't go wrong because it's all delicious,” Melanie said.

### PPTA talking PLD

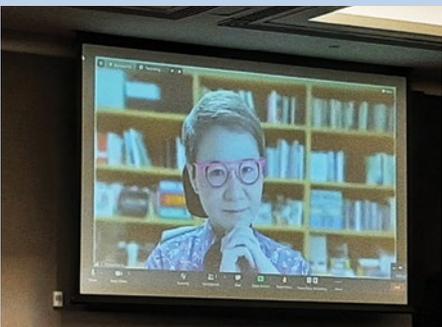
PPTA has been talking PLD for an awfully long time, Melanie said.

“While the work we do which is most visible is often the industrial, this conference shines a light on the first objective listed in our constitution - ‘To advance the cause of education generally and of all phases of secondary and technical education in particular.’

Here we have an opportunity for educators to come together to talk about how we can advance that cause,” she said.

“Mā te hoe ngātahi ka ū ō tatou waka ki Te Matā – through collaboration we reach our destination.”

Videos of our keynote speakers are available on the Events page of [ppta.org.nz](http://ppta.org.nz)



Talking PLD at PPTA's inaugural Education Conference

# PLD fund provides exciting opportunities for members

An update on the initiatives made possible through PPTA's PLD fund

Not only has PPTA Te Wehengarua's PLD fund produced the Ed 21 conference (pg 4-5) and our te reo and tikanga resources (pg 10), it has also provided a number of exciting opportunities for members throughout the country.

As part of the 2019 collective agreement negotiations, \$12 million over 2 ½ years was provided for teacher professional learning and development. The fund is administered by PPTA, and member feedback on PLD strongly influenced negotiations over how the fund would be spent.

Below are some of the opportunities this agreement has created.

## Supporting Subject Associations and their conferences

PPTA Te Wehengarua members are able to apply for a grant of up to \$700 per year to attend a subject association conference or workshop. We anticipate being able to provide 5000 teachers with this grant per year. It must be applied for after the event, using a form on the PPTA website.

For Subject Association grants in 2021, members will need to apply for pre-approval to ensure certainty that funding is available. This is done through a simple and quick online form, also via our website. This grant is additional to the grant for attending the Ed 21 conference. Full details can be found on the PLD Fund page at [ppta.org.nz](http://ppta.org.nz).

## Māori Teachers' Conference (11-14 July)

The theme for the 26th Māori Teachers' Conference is Tiakina te Tangata – Looking After You – Tihei Mauri Ora! And registration is free this year, thanks to the PLD fund. Delegates will, however, need to seek funding from their kura or PPTA Te Wehengarua region for travel and accommodation.

The conference is for Māori kaiako and teachers of Māori working across the curriculum. Talks and workshops will focus on empowering Māori teachers



The PPTA Te Wehengarua Education Conference was brought to members by our PLD fund.

and learners, Te Tiriti, and ensuring we take time to focus on wellbeing in these uncertain times. It will incorporate practical, hands-on workshop sessions, panel discussions, and a fantastic line-up of keynote speakers.

This year the conference will be held in Wellington at the Brentwood Hotel on 11-12 July, followed by an excursion day on July 13.

Further details are available on the Events page of our website.

## Provisionally Certificated Teachers' Conference (21-22 July)

The Provisionally Certificated Teachers' Conference is for secondary teachers, including those in area schools, who are provisionally certificated and are working towards full certification. This includes teachers trained overseas.

The conference is fully funded through the PLD fund, including flights and accommodation.

It will cover a number of important topics, including classroom management, surviving and thriving, and te reo and tikanga, and is a chance to meet other teachers in the same situation.

It will be held at the Brentwood Hotel in Wellington on July 21-22. Visit the

Events page of our website for details on how to register.

## Women in Leadership

In the lead up to PPTA Te Wehengarua's first Women in Leadership Summit last year, we commissioned the New Zealand Council for Educational Research (NZCER) to conduct research into the barriers and supports for women to succeed in secondary school leadership. The research, titled Women becoming secondary school leaders: Barriers, supports, and enablers, is available at [nzcer.org.nz](http://nzcer.org.nz). It will help shape the association's future work to address gender-based inequities.

## National Secondary Education Leadership Summit

We plan to run this event in April 2022.

## Te reo and tikanga

Schools are able to request PLD on te reo and tikanga. The programme, Te Tatau ki te Ao Māori: Opening the door to the Māori world, will also be able to be adapted for regional PLD. See pg 10 for more details.

## Health and Safety and Wellbeing in Education workshops

These courses continue to be offered by WorkSafe Reps in 2021. There is a mix of face-to-face courses in larger centres, with Zoom courses to reach the rest of the country. Visit the PLD Fund page on our website for details.

## PLD Journal

Work is underway to produce a PLD journal. We are interested in hearing from members (and others) who have interesting stories of practice to share. Contact [pld@ppta.org.nz](mailto:pld@ppta.org.nz).

## PLD Newsletter

For the most up-to-date information, you can subscribe to the PLD fund newsletter, through the PLD Fund page on our website.

# Engaging and inspiring fellow members

**Ormiston Junior College branch chair Shontelle Helg has been presented with the Guy Allan Award for branch activism**

**An encouraging, inspiring, and visibly active PPTA Te Wehengarua leader has been presented with the Guy Allan Award for branch activism.**

Shontelle Helg (formerly Lei) has been a PPTA Te Wehengarua member since she began teaching in 2004. In 2007 she became branch secretary at Papatoetoe High School and attended her first PPTA annual conference that same year.

## Growing branch numbers

When Shontelle first started at Ormiston Junior College (OJC) in 2018, the school had three PPTA Te Wehengarua members but no branch. At the school's first collective agreement Paid Union Meeting (PUM) she volunteered to be branch chair and filled the role.

Since then, branch numbers have continued to grow, learning coach Pearl Sidwell, who nominated Shontelle for the award said.

“The branch hosted (then) president Jack Boyle on his pre-PUM Auckland tour for a meeting around OJC and middle schools work, and discussed the local needs. Five members attended the first PUM and we finished with 10 members that year. In 2019 our branch membership had grown to 14 members, with more in 2020. And we are now sitting at 17 active members of our branch,” she said.

“Shontelle has been incredibly supportive of our branch during Covid-19 2020. In 2019 she activated us to protest. She provides us with information that is engaging and encourages participation,” Pearl said.

## A voice for middle schools

In 2018 Shontelle attended PPTA Te Wehengarua's Mahi Tika PLD courses, levels 1, 2, and 3. “She was inspired to learn more about the inner workings of PPTA and ways to better run our branch,” Pearl said.

She also attended the 2018 PPTA annual conference as an observer, which inspired her to get a better understanding



Shontelle Helg (left) receives the Guy Allan Award from PPTA president Melanie Webber

of how the association represents middle schools. This led her to join the Tamaki Makaurau Auckland regional committee, to be a voice for middle schools. Shontelle is running for the intermediate and middle schools regional representative role again, to continue the work she has started reflecting the voice of Tamaki Makaurau Auckland intermediate and middle schools.

## Taking members seriously

Shontelle takes members questions and inquiries seriously and confidentially, and in all cases so far members have reported back with improved outcomes, Pearl said.

Issues have included; making sure contracts are written correctly to include length of long-term positions and reasons for this, implementing and working on health and safety within the school, and getting to know the board of trustees to ensure the branch is represented. She has co-ordinated members for PUM meetings and runs branch meetings professionally and confidently.

“Shontelle has set up a functional branch and recruitment of branch reps, this year encouraging a new secretary, who she has mentored and worked with to build our branch,” Pearl said.

## Keeping everyone in the loop

For the national PPTA Te Wehengarua and NZEI Te Riu Roa strike day in 2019, Shontelle organised with neighbouring Flatbush schools to ensure everyone was informed of the requirements – ie corner locations and process for the march at Auckland city. She organised a placard making session in the OJC branch for the strike day as well.

“Shontelle makes every effort to keep our branch up to date with regional news and feedback. As a result, some branch members have been able to attend regional hui over the last three years. She has encouraged branch members to attend PPTA related trainings over her time as branch chair including health and safety, provisionally registered teachers courses, the Māori Teachers' Conference, Mahi Tika, branch officers' training and the annual conference,” Pearl said.

“Even though she seems to have a lot going on with school responsibilities and home life, she still manages to support her colleagues and maintain a positive attitude. We benefit from her commitment and relaying of critical information.”

Shontelle was presented with the award by PPTA Te Wehengarua president Melanie Webber and General Secretary Michael Stevenson at a ceremony at Ormiston Junior College in April.



# School Strike 4 Climate support

Images from Wellington's School Strike for Climate march

PPTA Te Wehengarua president Melanie Webber, and national office staff, joined students taking part in Wellington's School Strike 4 Climate march.

Thousands of students and supporters throughout the country took to the streets on April 9 to demand action on climate change. PPTA members pledged to support student climate action in 2019, by passing the Embracing Kaitiakitanga - improving PPTA's commitment to the environment, annual conference paper.

PPTA Te Wehengarua has also set up Ira Tangata, Ira Taiao, a working group made up of members and staff, to look into actions the association can take to reduce our own environmental impact.



# Supporting the lifeblood of the profession

## Relaunching the PPTA Te Wehengarua Promise to New Teachers

The relaunch of PPTA Te Wehengarua's Promise to New Teachers is off to a great start, with a number of schools already signing up to show their support.

This Promise to New Teachers is a way for schools to show their commitment to new teachers, giving them the working conditions they need to thrive.

It was officially relaunched in March, with members of the Secondary Principals' Council pledging their support for new teachers by signing up.

"New teachers are the lifeblood of our profession, they are the future. We need to support them, especially in these early years, with good mentoring and support around classroom pedagogy," Central Hawkes Bay College principal Lance Christainsen said.

"I really consider it a privilege to be able to have new teachers in my school," Fiordland College principal Lynlee Smith said.

"Getting new people who are fresh into teaching coming into my school just adds a whole other dimension. They are enthusiastic, they are coming in with lots of new ideas, but they need really good support. It's the best profession in the

world, so we want to make sure that our young people really want to be teachers," she said.

### The problem is by no means fixed

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 to 61% in 2019, which is a good start, but the problem is by no means "fixed now".

The other issues frequently experienced by new teachers remain as relevant as they ever were. The Promise was relaunched this year to continue this important work.

We have asked those schools who signed up in 2017 to re-commit to the Promise, and for those who have not yet signed to join the community of schools actively valuing new teachers.

### Support from down south

The Promise is a document signed by boards of trustees, principals

and PPTA Te Wehengarua branches that demonstrates a shared mutual commitment to new teachers.

Two of our newest signees are from the South Island. Waimate High School's board chair Bryson Hargreaves, principal Janette Packman and branch chair Emma Porter recently signed the Promise.

"Waimate High School commits to supporting new secondary teachers at the start of their careers," they said.

Mountainview High School board of trustees chair Ross Christie, principal Kenny Diamond and PPTA Te Wehengarua branch chair Gina Knowles, signed the Promise, to show support for their beginning teachers, many of whom where in their first year.

"The set of promises include support from the school, job security – not fixed-term contracts, and an appropriate professional development plan," Kenny Diamond told the Timaru Herald.

The Promise is available in English and te reo and can be downloaded from the Network of Establishing Teachers page at [ppta.org.nz](http://ppta.org.nz)



Promise to new teachers relaunch – Nothing like signing a Giant Promise, to show support for new teachers.



Waimate High School Promise – (From left) Waimate High School branch chair Emma Porter, board chair Bryson Hargreaves and principal Janette Packman sign the Promise.

# Time to join the reo revolution

## Introducing Te Tatau ki te Ao Māori – PPTA Te Wehengarua’s te reo programme for teachers

**Te Tatau ki te Ao Māori: Opening the door to the Māori world, is professional development designed by teachers for teachers.**

It is a safe haven for secondary teachers to begin a journey into te reo Māori.

You will be respected, uplifted and welcomed into a world of language and culture that will enrich your life and your work.

Your kaiako Kōkā-hauwai Tūrei and Hosea Tuita'alili are passionate about planting and nourishing the seeds of language. The precious taonga of te reo Māori is a gift they love to share.

Our work acknowledges Māori as tangata whenua and upholds Te Tiriti o Waitangi. It applies Tangata Whenuatanga and Te Tiriti o Waitangi values within the learning environment and is respectful of all learners' identity and culture.

The course is inclusive and allows for the varying ability levels and needs of all learners.

This kaupapa fulfills responsibilities for teachers by promoting whanaungatanga with colleagues through professional and respectful collaboration.

### Our values

The course is based on core values we hope you will share.

Whakamana – Uplifting and respecting the mana of each of us.

Manaakitanga – Showing hospitality and care towards yourself and others.

Pono – Being honest and authentic in everything we do.

Whanaungatanga – Building meaningful connections with each other and with your own identity.

### Levels

Te Tatau ki te Ao Māori: Opening the door to the Māori world comprises two levels.

#### Level one

Te Whakatōtanga o te Reo: The planting of the seed

This is the beginner level for kaiako who have no experience in te reo Māori.

We will be covering the basics such as mihimihi (self-introduction), nō hea koe (where are you from) oro puare (vowels), oro kati (consonants).

Waiata and karakia will also be taught to enhance the learning experience. It is here the seed is planted so that teachers may have a base in their reo journey.

#### Level two

Te Whakatiputanga o te Reo: The growth of the seed

Now that teachers have a base in their reo journey, it is through this level that the seed's growth is fostered.

### Contact us

To find out more about this special professional learning opportunity for secondary teachers and to register to study, please contact Kōkā-hauwai and Hosea at [tetatau@ppta.org.nz](mailto:tetatau@ppta.org.nz)

For more detail about the programme and presenters visit [ppta.org.nz/te-tatau](http://ppta.org.nz/te-tatau)



**IT'S TIME TO JOIN THE REO REVOLUTION**

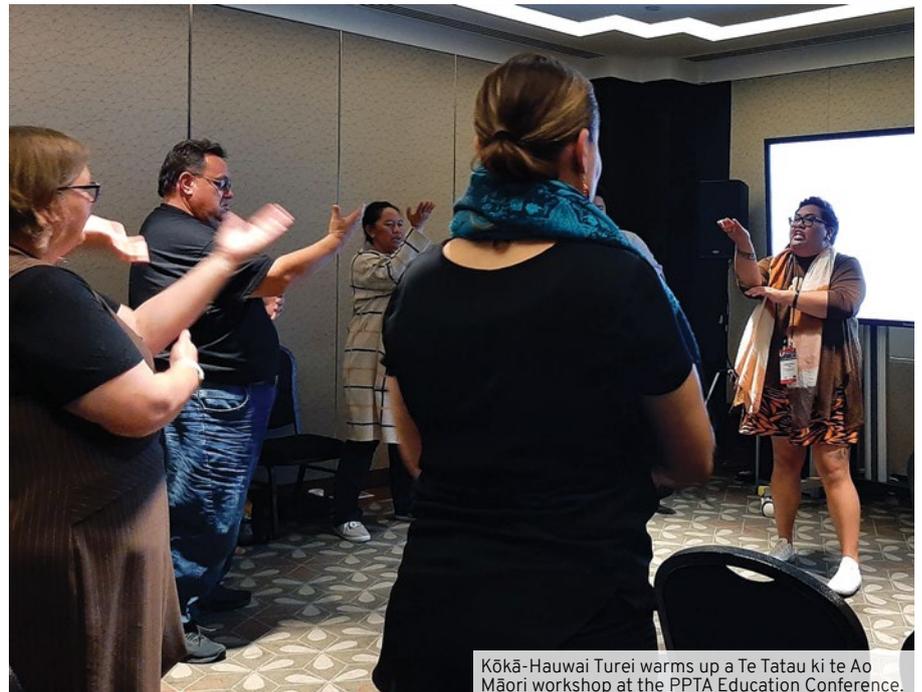
*Te Tatau ki te ao Māori: Opening the door to the Māori world* is professional development designed by teachers for teachers. It is a safe haven for secondary teachers to begin a journey into te reo Māori.

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For more information about *Te Tatau ki te Ao Māori: Opening the door to the Māori world* and how to join the teachers' te reo revolution, visit [ppta.org.nz/te-tatau](http://ppta.org.nz/te-tatau)

**Te TATAU ki te ao MĀORI**



Kōkā-Hauwai Turei warms up a Te Tatau ki te Ao Māori workshop at the PPTA Education Conference.



# Hours of work and annual leave

Feedback from branch meetings on ideas from PPTA’s Workload Provisions Taskforce

PPTA Te Wehengarua branches throughout the country have met to talk hours of work and annual leave.

They were considering ideas put forward by the association’s Workload Provisions Taskforce, in light of the requirement to include references to annual leave and hours of work in the collective agreements, to meet the requirements of the Holidays Act and the ERA.

“The feedback from those meetings was very helpful to us in progressing this work,” PPTA Te Whengarua president Melanie Webber said.

Most of the feedback was in favour of continuing with the direction of the ideas (see the proposal below). “The main areas of concern raised were about ensuring the current leave provisions were not undermined and that we do not have an overly complex process or a ‘clock-in’ model. The PPTA Te Wehengarua executive is also keen to avoid those outcomes,” Melanie said.

## The proposal

In essence, the proposal is that:

- The leave provisions identify 12 weeks of vacation time, with four weeks of that being annual leave (to which all the provisions of the Holiday’s Act would apply) and the remaining eight weeks defined as professional leave. Otherwise, the leave provisions would continue to operate as they do now.
- Hours of work would be an annual 1832 hours and onsite time would be the 190 open for instruction days (as currently) plus the possible use of the call back days (as now). These would be prorated for part-time teachers. It would be noted that teachers may work more than 40 hours per week during term time.
- 1832 hours is a standard working year (the legislation assumes a default of 48 weeks of 40 hours per week less statutory holidays). Teachers work most of these hours during term time and, at their discretion, some of them

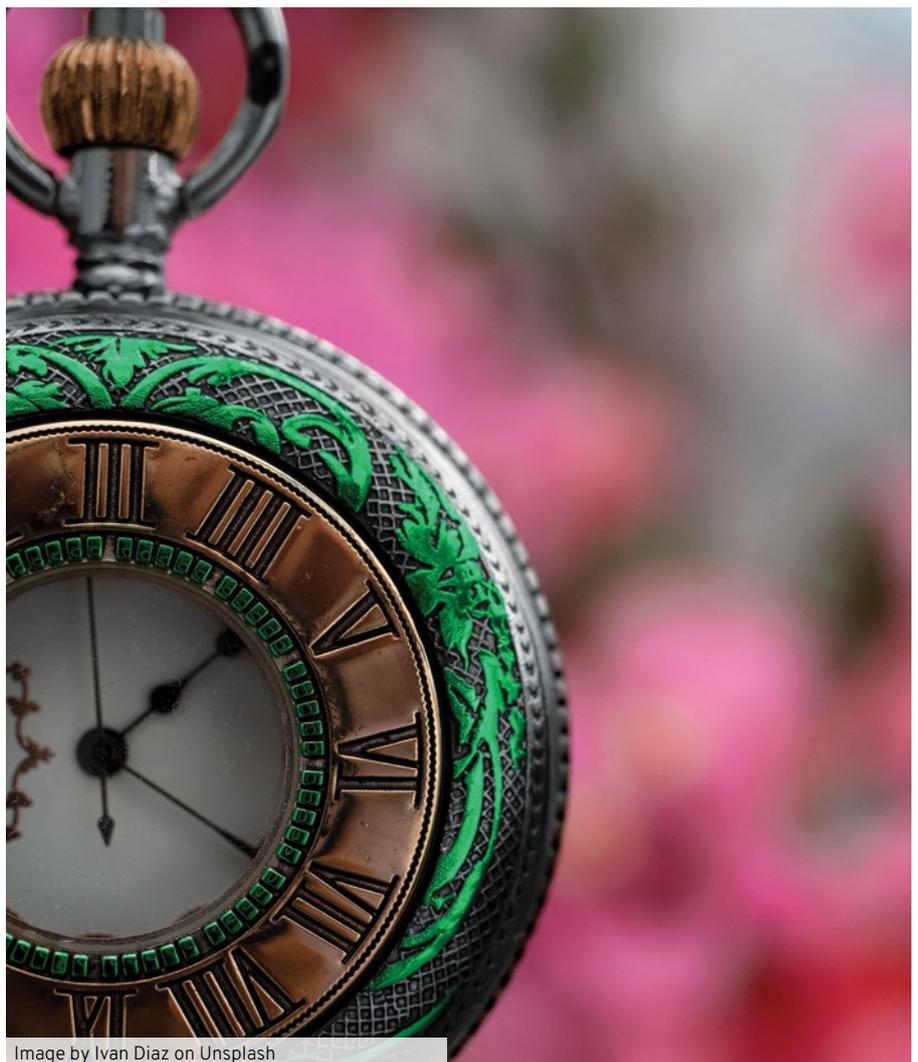


Image by Ivan Diaz on Unsplash

during the term breaks. The provision would continue that pattern of teacher choice over when they choose to do the work outside the school times.

- Onsite time on an open for instruction day would be limited to up to eight hours (or your current school day times if they are less than eight hours).
- Several supporting clauses would deal with flexibility around onsite hours, compensatory provisions, teachers with additional payments, and several other matters to ensure the flexibility teachers have in when they choose to

undertake their work is maintained, and there are protections against excessive expectations.

## The next stage

The next stage in this work is to develop wording to reflect the requirements of the Acts and the feedback from the meetings, which we can then share for further feedback. After that, the proposed provisions will form part of the consultation on the Secondary and Area School Collective agreements over term 4 this year and term 1, 2022.

## Ngā Manu Kōrero sponsors set for 2021

PPTA Te Wehengarua, the Ministry of Education and Te Taura Whiri i te Reo Māori (the Māori Language Commission) are sponsoring the regional competitions of the flagship speech-making event for rangatahi in Aotearoa, Ngā Manu Kōrero.



The commission has sponsored the national awards for more than 20 years and support will be extended to regional competitions, 15 held across the country in the lead-up to September's national competitions.

The commission has some aspirational goals for Aotearoa, but ones that fit perfectly with the kaupapa of Ngā Manu Kōrero:

- 85% of New Zealanders (or more) will value te reo Māori as a key part of national identity.
- One million New Zealanders can speak at least basic te reo Māori.
- 150,000 Māori aged 15 and over will use te reo Māori as much as English.

“We have already come a long way: last year more than 1 million New Zealanders joined us in our unprecedented Māori Language Moment. And our Colmar Brunton polling tells us that more than 8 in 10 of us see te reo as something to be proud of and part of their identity as New Zealanders,” said Te Taura Whiri i Te Reo Māori chief executive Ngahiwi Apanui.

“For generations Ngā Manu Kōrero has been an important vehicle to normalise and celebrate our language.”

The Whakataetae will be hosted by Manuwatu/Horowhenua at the Palmerston North Teachers' College. In light of the current state of Covid-19 management, the restriction of 10 people per rohe to attend the national competition has been eased. It is now permitted to send 10 people per school. In the case of a kura/school having more than one speaker, the numbers would still be limited to 10 per school.

Host coordinator Zeb Nicklin of Awatapu College has also put a back-up plan in place, should Aotearoa move up Covid alert levels. Regionals will be filmed, allowing for online judging should the competition need to convene in the virtual world.

Details, forms, and the Ngā Manu Kōrero 2021 handbook can be found on the Events page at [ppta.org.nz](http://ppta.org.nz)



PPTA Te Wehengarua general secretary Michael Stevenson signing off on Ngā Manu Kōrero sponsorship

# Te Putea Tautoko i Ngā Manu Kōrero 2021

E koha ana a Te Wehengarua (PPTA), Te Tari Mātauranga me Te Taurā Whiri i Te Reo Māori he putea tautoko ki Ngā Manu Kōrero te whakataetae-a-rohe mō ngā rangatahi ki Aotearoa.

## TE TAURA WHIRI I TE REO MĀORI

MĀORI LANGUAGE COMMISSION



Neke atu i te 20 tau te Komihana e tautoko ana i ngā whakawhiwhinga ā-motu, ā, ka toro atu te ringa atawhai ki ngā whakataetae-ā-rohe, 15 katoa ka tū puta noa i te motu kia kōkiri atu ki te whiringa toa-ā-motu i te marama o Mahuru.

Kei a te Kōmihana he whāinga huhua mō Aotearoa whānui, otirā, anei anō ētahi e hāngai mārika ana ki te kaupapa o Ngā Manu Kōrero:

- Kia 85% (neke atu rānei) ngā tāngata o Aotearoa e mānawa ana i te reo Māori me tōna pānga ki te tuakiritanga o te whenua nei.
- Ka kotahi miriona ngā tāngata e oreore ana i te reo Māori.
- 150,000 tāngata whenua, 15 tau eke atu e ora ana te reo Māori pēnei i te reo Pākehā.

“Kua whai anō te pae tawhiti kia tata: i tērā tau, neke atu i te 1 miriona tāngata o Aotearoa i whai wāhi mai ki “Te Wā Tuku Reo Māori” (Māori Language Moment). Ā, hei tā ngā tatauranga a Colmar Brunton, neke atu i te 8 hau 10 tātou ka whakahīhī i te reo Māori, ka kitea hoki tōna pānga ki te tuakiritanga o Ngāi Aotearoa,” e ai ki a Ngahiwi Apanui, te Tumu Whakarae o Te Taura Whiri i Te Reo Māori.

“E hia nei ngā reanga te kaupapa whakahirahira nei o Ngā Manu Kōrero e māori ana, e whakanui ana i te reo Māori.”

Ka whakahaerengia e Manawatū/ Horowhenua te whakataetae ki te Kura Takiura o Te Papaioea. Nā runga i ngā āhuatanga o te mate urutā, kua whakamāmāngia ngā aukatinga tāngata mai i te kāhui 10 i ia rohe, ki te kāhui 10 i ia kura. Hāunga te nama o ngā kaikōrero o te kura e 10 tāngata noa iho e whakaae ana.

Kua oti kē te kaihautu o te whakataetae a Zeb Nicklin o Te Kāreti o Awatapu, te whakatakoto tikanga inā rāhuitia anōtia a Aotearoa nā te mate urutā. Ka whakaahuatia kia whakaatatia ngā whakataetae ā-rohe ki runga ipurangi e taea ai ngā whakawā ā-ipurangi.

Ngā Manu Kōrero 2021 regional coordinators.



Solidarity

# Supporting a better post-Covid world

UnionAID's 2021 appeal is helping workers in the Asia-Pacific region fight for a fair recovery

Working people in Asia and the Pacific are experiencing a perfect storm of Covid-19, recession, and rising authoritarianism. Millions are facing poverty as a result.

Unions are banding together to protect worker rights and support a fair recovery through UnionAID.



UnionAID is a cooperative of unions, including PPTA Te Wehengarua, that supports the development of union movements in the Asia-Pacific region. They are holding a special appeal calling for donations from NZ union members to provide workers in developing countries with the resources and tools they need to organise and build strong unions.

The funds raised will go towards helping hold the big brands to account during the

pandemic and sustaining brave campaigns for human rights against authoritarian and military governments in Myanmar, Thailand, and the Philippines.

Donations to this UnionAID appeal will help unions and communities in the region keep up the fight for a better post-Covid world.

To find out more, visit [unionaid.org.nz](http://unionaid.org.nz)

## PPTA support for Dalit workers

Thanks to the generous support of PPTA Te Wehengarua members, Dalit workers in southern India will be able to upskill and organise so they can get decent pay and a life free of poverty.

PPTA branches and staff purchased \$3,240 worth of raffle tickets as part of a nationwide fundraiser for UnionAID's overseas development projects. That's enough to provide 70 members of the Quarry Workers' Union in southern India with labour rights training and help

them organise mass public rallies in demand of decent pay and fair access to healthcare, housing and other social programmes.

"On behalf of our partners in Tamil Nadu, India I'd like to say a huge thanks to all PPTA members. Your support for the raffle means more Dalit men and women will have the resources they need to get organised and demand the decent work and dignity they deserve," UnionAID executive officer Michael Naylor said.

The Otago and Hauraki-Coromandel Regions both won prizes in the raffle.



KEEPING UP THE FIGHT FOR A BETTER POST-COVID WORLD.



# Service award for Whanganui High School stalwart

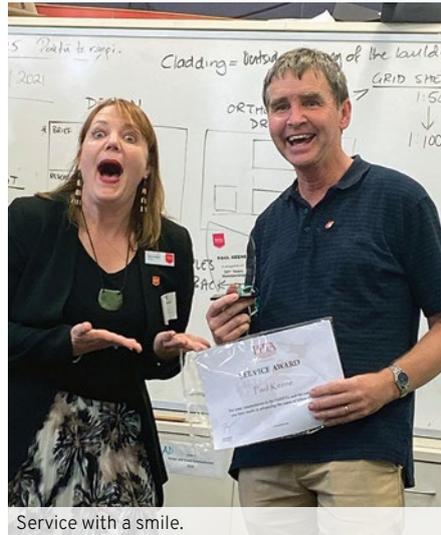
Whanganui High School teacher Paul Keene is presented with a PPTA Te Wehengarua service award

Whanganui High School member Paul Keene was pretty excited to be presented with a PPTA Te Wehengarua service award in April.

President Melanie Webber, Manawatu-Whanganui executive member Rob Torr, and Palmerston North field officer Ahmad Osama, joined Whanganui High School staff to celebrate Paul's contribution to the association.

Paul (pictured with Melanie) has been a PPTA Te Wehengarua member for more than 30 years, since he taught at Whanganui Boys' College in 1990.

He was on the Whanganui High School's branch executive from 1999 to 2001 and was branch chair from late 2001 to 2010. He then discontinued his role as chair to



Service with a smile.

represent staff on the school's board of trustees from 2011 to 2016.

Paul was a Whanganui- Manawatu regional executive member from 2012 to 2019 and joined the decision-makers at PPTA Te Wehengarua annual conference twice – once as an observer, and once as a delegate.

No stranger to the PPTA News, Paul appeared in the June 2014 issue, sharing his diary of Novopay woe. He also served on a national consulting committee for issues affecting part-time staff.

"We consider Paul to be a worthy recipient of the award for his service to Whanganui High School and to the region," Whanganui High School branch chair Jo Love said.



## \$1,500 AD&D

All members of the PPTA are now covered by a \$1,500 Accidental Death & Dismemberment Benefit provided through American Income Life Insurance Company, including \$500 spouse coverage and a further \$500 coverage on dependent children. This is an automatic membership benefit of belonging to the PPTA.

**Members have the option to increase their coverage an additional \$10,000 which costs just \$2 for the first year.**

**To have an AIL representative deliver your certificate of coverage and explain additional insurance coverage available:**

Reply online: [AILNZ.co.nz/Request](https://AILNZ.co.nz/Request)

Reply by telephone: (09) 320 3031

Please note: To qualify for the \$10,000 of additional ADB coverage, an AIL representative must visit you, obtain an enrollment form and collect premium for the first year. You may renew annually for \$5.

A.M. Best, one of the oldest and most respected insurance ratings companies, has rated American Income Life as A (Excellent) for overall Financial Strength (as of 7/20).



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# Surplus staffing nominees – navigating falling rolls and reorganisations

PPTA Te Wehengarua surplus staffing nominees Miles Winter and Bernie Lee share their stories of supporting members in falling roll situations

**When student numbers fall, schools may be overstaffed for the next school year, and sometimes this means they start a process to review or reorganise their staffing structures.**

In either case, teaching positions could be at risk of being altered or terminated at the end of the school year. The PPTA Te Wehengarua Collective Agreements have provisions to ensure a clear and transparent process is followed during either of these challenging and stressful situations.

A nominee of PPTA Te Wehengarua’s executive must be consulted as part of any surplus staffing or reorganisation process. The association is fortunate to have a group of members who are trained surplus staffing nominees. Miles Winter and Bernie Lee share their experiences in this role.

## The life of a nominee in one school’s Curriculum and Pastoral Needs Analysis (CAPNA) process

Miles Winter – Trained surplus staffing nominee since 1997, teacher.

### The phone call

Term four was galloping by and I was working on reports when the phone rang. I saw it was the regional field office. I suspected it was going to be a request to be assigned as a surplus staffing nominee in a school’s CAPNA.

I have been a surplus staffing nominee since 1997. This voluntary position is essentially a monitoring role, that is part of the process when a school must reduce staffing. After a briefing about the CAPNA situation from the field officer overseeing our nominees in the region, I agreed to work with the school, with my own principal’s agreement.

### The mahi

I contacted the school principal and introduced myself. She outlined the surplus staffing situation as she saw it, and explained the reduction required in staffing and in management units. They had already started creating the spreadsheet that outlines everyone’s

position, the classes each teacher takes, and their responsibilities within the school. She had informed the staff that very morning that the school was required to reduce staffing as its roll had fallen, and that the required reduction was 4.5 staff and six management units. She said that the staff meeting was probably one of the quietest ones that she had encountered during her principalship. This was a stark reminder of the significance of the process and how challenging a surplus staffing situation can be for those involved.

I asked her about the proposed timelines and when she hoped to hold the first meeting. Following that call I knew I had to clear some of my own work from my desk, as the time ahead looked rather busy.

**Being a critical observer in the room and understanding the importance of membership interest is paramount and at heart of PPTA business when serving the needs of others.**

My own principal understands the importance of my nominee position and the necessity for nominees to be involved in CAPNAs. He was happy for me to be nominee in this process and was supportive of any leave I might need. As always, I agreed I would keep him informed about possible leave requirements.

A week later I received the first draft copy of the CAPNA spreadsheet. After reviewing it, I had one or two clarification questions and so phoned the principal who updated me on the situation as it stood. One person in a position that did not need to be replaced had resigned, so the reduction required was down to 3.5.

Finally, the day of the first meeting arrived. In this case travel was involved, and I ensured I arrived in plenty of time. Given the number of positions to be reduced, the board of trustee CAPNA meeting took about four hours. Three positions were identified for reduction, as well as five of the six units. The BOT decided it would use school funds to continue to pay for 0.5 positions and one unit. Following the first meeting was a time for the teachers affected to be consulted.

A second meeting followed 10 days later, when additional information was considered and the process completed. After that, my job was nearly over – I wrote a report of the meeting and shared this report to my surplus staffing district co-ordinator.

Now back to my own desk and attempting to clear the build-up of tasks before the holiday break.

## The eyes and ears of the association

Bernie Lee – Trained surplus staffing nominee since 2016, teacher.

Being involved in representing the membership of PPTA in a CAPNA process means being involved in both an insightful and delicate situation. Teacher’s jobs are on the line!

The surplus staffing nominee training equips you with the necessary skills to have in your kete when attending a CAPNA meeting.

As a nominee I received comprehensive initial training, with other new nominees. Since then, I have been supported with annual refresher training addressing all aspects of the CAPNA process, including observance of the principles of Te Tiriti o Waitangi. The annual training provides a collegial opportunity to receive and review the data from the last year’s CAPNA round, to hear the experiences from other nominees, to discuss challenging situations, to ask questions, and to receive updates.



Training includes discussing relevant provisions in the relevant collective agreement, understanding the CAPNA spreadsheet, and tips and guidelines for managing the process.

An important aspect of this role is having the support and understanding of your own school principal, allowing you to attend the meetings, which can at times involve travelling to schools in rural and remote areas.

As a surplus staffing nominee, we represent the collective interests of membership by attending the board meeting to monitor the school's process. The nominee is the 'eyes' and 'ears' of the association. We raise issues of process, as needed, and keep notes on the BOT's decision-making process.

In addition to attending the nominee training, I received mentoring and support from a long-standing surplus staffing nominee, who 'buddied' with me through my first CAPNA. This provided me with confidence and reassurance. During a CAPNA situation support is also available from the district surplus staffing co-ordinator to ensure clarity and understanding of what will take place.

Being a critical observer in the room and understanding the importance of membership interest is paramount and at heart of PPTA business when serving the needs of others.

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**SURPLUS STAFFING NOMINEES  
BERNIE LEE (LEFT) AND  
MILES WINTER**

# Hutt Valley PPTA appeals to moral leadership

A letter to the editor in support of part-time teachers from PPTA Te Wehengarua's Hutt Valley region

**Fed up with delays in a legal redress for part-time teachers, the Hutt Valley PPTA decided in the latter half of 2020 to take the initiative in advancing pro-rata non-contact hours for these teachers.**

First it took four examples of part-timers at the top of the basic scale (where the majority of teachers sit), all under the .72 current threshold for mandatory non-contact time – those on 4 hours, 8 hours, 12 hours and 16 hours. It then calculated and publicised to branches the difference between their remuneration plus 11% loading and what they would earn if awarded one non-contact hour per four completed hours contact, minus the 11% loading.

The yearly difference was startling – nearly \$2,000 at the lower end of the range to over \$7,000 at the upper end. And this difference persists year after year, simply because part-timers do not enjoy parity with their full-time colleagues.

What to do next became the key question. The Hutt Valley surveyed all its state/integrated schools to find out which actually paid pro rata non-contact hours to its part-timers. To its delight, it found that five schools - Hutt Valley High School, Sacred Heart, St. Bernards, Taita College and Heretaunga College - had taken it upon themselves to do the decent thing and extend fairness and equity to all their part-time employees.

The regional committee wrote to these principals and boards of trustees, congratulating them on their moral leadership. It also wrote to the other principals and BoTs, encouraging them to do likewise, despite the cost incurred in class size or option range.

In effect, part-timers have been an exploited group of workers in our secondary schools for a long time. Their lack of parity with full-timers has funded extra teachers, greater option choice, and smaller class sizes enjoyed by many schools.

PPTA Te Wehengarua Hutt Valley region

## The wheels of justice move slowly

Congratulations to the Awakairangi region for their activism to support equal pay for part time teachers. Schools, and by extension, the government have been benefiting from the unpaid labour of part time teachers for too long!

There are many schools around the motu who have made the commitment to provide pro-rata non-contact time for part time teachers. It can be done.

PPTA Te Wehengarua and the wāhine toa who led our equal pay case are still waiting for a judgement. We know the wheels of justice move slowly – we just didn't realise how slow!

We will update you as soon as we hear from the Employment Court.

Ngā mihi,

Melanie Webber – PPTA Te Wehengarua president



Wāhine toa leading the way. PPTA Te Wehengarua's part-time equal-pay claimants.



# Childcare credits – have yours been recognised?

Out in the field – information and advice from PPTA Te Whengarua’s intrepid field officers

Jane had started a new teaching job, having been out of teaching for the past seven years. When she was being welcomed to the school by Marlene, her branch chair, they discussed that Jane had left her last teaching job to go on maternity leave and had been at home raising her children since.

Marlene asked if Jane was aware of the childcare credits that could be available if she was not yet at the top of the salary scale. After examining her payslip Jane found out she was on step 8 with a current annual salary of \$77,100.

Marlene explained to Jane that, because she was a registered teacher who had resigned her teaching position, she thought she would be eligible to receive one third salary credit for her seven years on leave. The two teachers had a look at Secondary Teachers’ Collective Agreement and confirmed that these credits were available, and that Jane met the criteria to apply. Marlene showed Jane where to access a Novopay 19t form (at [novopay.govt.nz](http://novopay.govt.nz)) to apply for the salary credit

Marlene completed the forms and a few weeks later was excited that she had moved up two salary steps and her salary had increased from \$77,100 to \$87,000. Jane also received a small back-pay with the increased salary back-dated to when she started teaching.

## Leave vs resignation

A few weeks later Jane was telling her colleague Pita how, through filling out a Novopay form, her annual salary increased almost \$10,000, as she had left teaching to be at home with her kids. Pita had taken leave from his job to care for his children for three years.

Pita first wondered if it mattered that he hadn’t resigned his position but went on leave, and also wondered if he was too late to apply for any credits as he had already been back teaching for three years and had just reached the top of the salary scale.

Pita rang his field officer to enquire. It was clarified that it was enough to go on

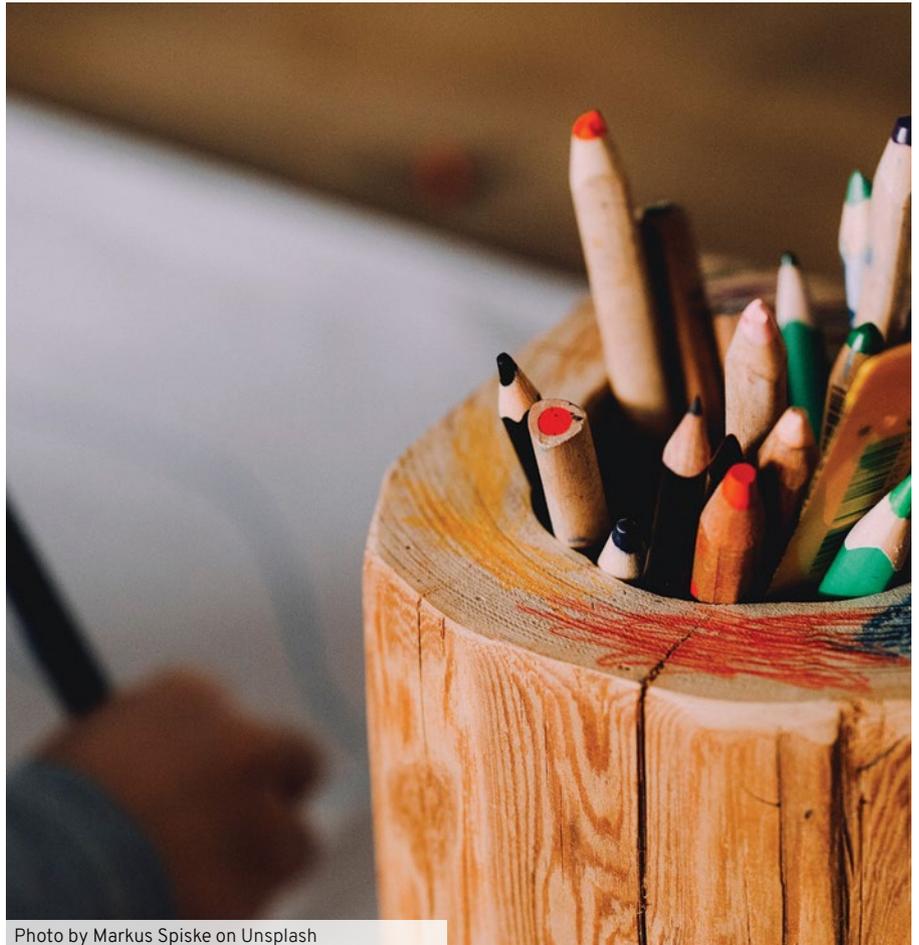


Photo by Markus Spiske on Unsplash

leave to raise his children, that he didn’t actually need to resign to be eligible for the childcare credits. His field officer explained that salary credits could be claimed retrospectively but only for six years. Pita was told that he appeared to be eligible for an increase of one salary step based on the fact he was on leave for three years and that this should be applied from when he returned to teaching three years ago.

This would mean that Pita would receive the difference of one salary step for the past three years. Pita completed the form, as he was already at the top of the salary scale his salary step remained unchanged, but he was delighted to receive a lump-sum payment of almost \$10,000 in his pay.

Pita wondered why the salary credits hadn’t automatically been applied. He spoke with his field officer who advised that there appeared to be no triggers in the Novopay system for flagging teachers to this potential benefit and that the information about these entitlements needed to be being shared by members and the association, as had happened with him. Pita then thought about his friend who taught in an area school who had also taken leave to care for her children and whether the credits would apply. He found out the childcare credits applied in the same way, and he quickly let her know about them.

## Save the date!

PPTA Te Wehengarua's Issues and Organising seminar will now be held on August 13-15

It's time to block out August 13-15 in your diaries for PPTA Te Wehengarua's Delegate Leadership Development Day and Issues and Organising seminar



To be held at the Brentwood Hotel in Kilbirnie, Wellington, the theme for the seminar is Hīkoia te Kōrero – walk the talk. The goal is for members to walk away inspired and supported with skills,

resources, and organising plans, to make change, encourage best practice, and uphold entitlements within their branches and regions.

The seminar was postponed earlier this year, due to Covid-19 restrictions. "We are looking forward to being able to gather together kanohi ki te kanohi to talk about our favourite thing – how to make our schools the best places in the world in which to work and learn," PPTA president Melanie Webber said.

"The strength of our association has always been that we are genuinely member led, and the networking, information gathering, and collaborating that goes on at this event helps us to set the path for the changes and improvements we want," she said.

"The programme should provide something for everyone, be it engaging

with policy at a more systemic level, to making things work better in your school. There are also a number of updates and opportunities to catch up on the many changes going on in the education sector currently.

I hope this seminar invigorates you, sending you home buzzing with ideas about what we can do to help bring out the best in our schools," she said.

The Delegate Leadership Development Day is for regional officers only, but any member can attend the Issues and Organising seminar with their region's permission.

If you're interested in attending the Delegate Leadership Development Day and/or Issues and Organising seminar please contact your PPTA Te Wehengarua regional chair.

Photo by Melinda Gimpel via Unsplash



## 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 whanau, you can update your details with us online?

All you need to do is visit [ppta.org.nz](http://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](mailto: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](mailto:membership@ppta.org.nz) or phone our national office on 04 384 9964