

PPTA NEWS

The magazine of New Zealand secondary teachers



Battling bulk funding –
Better Funding paid union
meetings souvenir poster inside

PPTA News



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Teachable moments

Lessons learned from joint paid union meetings



Angela Roberts | President, PPTA

One habit that easily identifies us as teachers is our ability to sniff out a teachable moment. Often one will come about when you are trying something new with your students, especially if you are exploring ideas, concepts or ways of doing things that clearly challenge your existing beliefs or expectations about outcomes.

That is why it should be no surprise that our recent paid union meetings, jointly held with NZEI and other unions, proved to be a rich vein of teachable moments. Not just for PPTA but for all of our profession and hopefully the government as well.

Lesson 1: Be careful what you wish for

It is helpful if the government clearly understands the risks and opportunities of having the sector engaged at the outset of policy or legislative reform. The opportunity that comes with early engagement is that we are much less likely to head off down the wrong path. Having us on board from the outset of the funding review process would have meant, at the very least, they could have avoided the whole bulk funding mess. The government's perception, that the only problem we ever had with bulk funding was the incentivising of employing cheaper teachers, was well off the mark. As a consequence we are having an unnecessary battle. Instead of wasting time educating the government about all the other significant risks of this funding model we should be putting our energy in to the real issue – better equity funding for our students and schools. While we were not involved from

the outset, we were involved early. The risk of government of early engagement is the sector can mobilise to challenge a daft idea before it is too late. The government was clear at the start of this process that they planned to test the proposals and if there were any that the sector didn't like, it was unlikely they would be progressed. And they got their wish. We took the time to discuss the bulk funding proposal and have clearly rejected it. They asked. Apparently they have listened. Now they need to act.

Lesson 2 : The profession really does know best

Our unions have the knowledge and the processes to come up with solid policy advice. Our massive institutional history and international connections mean we remember where things have come from and why. Not from reading other governments' policy documents but from talking to our overseas colleagues and interrogating the international evidence. Together we have been able to listen to the rich diversity of perspectives across the sector and truly understand the implications of any proposals. It is the sincere engagement with the profession that is key if the

government has any hope of developing a better equity funding model.

Lesson 3: he aha te mea nui o te ao he tangata, he tangata, he tangata

Through this process we have established connections between unions at a regional level. This has the potential to enable powerful engagement with our local communities. We will be able to talk to our parents, whanau, employers, and wider community more broadly than ever before. We have had stunning support throughout the PUM process because they trust that we have the best interests of students at heart. Our communities know if we need to talk to them about a piece of education policy or legislation it is because it is important. They trust us to engage with them and clearly set out the implications, both good and bad, of any proposed changes.

As teachers we know it is important to have very high expectations for all our learners. I do still hold out hope that the ministry, the minister and cabinet learn from those two weeks. That it is not only right to sincerely engage with the sector but that it is useful.



Palmy pioneers collaborative school community

PPTA News attends the launch of the Palmerston North East Community of Learning

280 Palmerston North educators from early childhood through to tertiary joined boards of trustees, MPs and local iwi to celebrate the launch of the Palmerston North East Community of Learning (CoL).

Part of the government's Investing in Educational Success (IES) program, which PPTA has helped shape, CoLs should see schools across the country collaborating rather than competing.

Lead principal Freyberg High School principal Peter Brooks was impressed with the turnout at the Palmerston North Convention Centre last month.

"This is what a Community of Learning looks like. There are so many people," he said.

There will be 4500 students in the CoL and more than 10,000 parents and whanau, who would play a huge part, Brooks said.

"By collaborating together and sharing the different strengths, interests and passions of leaders, boards and whanau across the community, we will be in a better position to access skill sets, knowledge and expertise that may not be available within each of our individual schools.

"We are coming out of our silos and working together with young people from ages 3 to 23," he said.

The Palmerston North East community was an early adopter of the scheme, the first region in the country to put up its hand in fact.

"We took the step in 2014 and started planning for this," he said.

"There are a number of schools within the community who are already working in partnership with Rangitāne iwi to review and develop cultural competence frameworks for each school individually," he said.

Rangitāne spokesman Wiremu Te Awe Awe said it was a special day from the iwi's point of view.

"Our youth today don't have the privileges we had. There aren't plenty of jobs around. The challenge is bringing



Collaboration not competition – Palmerston North East community and educators ready to work together

our kids through, and bringing them up in good standing.

"This will back up the good things that are already happening – it's wonderful to see the amount of people who visit marae in schools. It's about breaking down barriers. Big ups to you," he said.

Local National MP Jono Naylor pointed out the collaboration with the sector that went into the proposal.

"Teaching and leadership skills will be shared between schools. It will encourage a collaborative process across the schools," he said.

Naylor described the teaching and principal roles central to IES, which PPTA members have voted into their collective agreements, as an option for teachers and principals to develop new roles, skills and abilities.

"Through these new positions we can give an alternative pathway for teaching professionals, so they can share skills without having to stop teaching and step into management," he said.

He praised the community for being brave enough to embrace the process and buy into it.

"This is a really positive occasion," he said.

Ministry of Education director of education

for Manawatu, Taranaki and Whanganui Jann Marshall, said the scheme would change the way the ministry worked with the region and its schools.

She urged the schools to trust each other and called for less patch protection.

"At the moment we are working in a low trust model. Schools don't have enough time. They think 'other schools are not so great but ours is fine'. It's about gaining trust. We are all part of the community, we need to be thinking about each school, not just ours," she said.

Labour MP for Palmerston North Iain Lees Galloway said the CoL would provide a platform for collaboration and he was hopeful about what it could achieve.

"Thank you for everything you do and congratulations for embracing this new journey and taking the opportunity that's presented to us. You are the people who have the opportunity to shape it and turn CoLs into a legacy that future generations can appreciate."

Palmerston North City Councillor and former Freyberg High School student Tangi Utikere congratulated the schools for taking a big step into uncharted territory.

"I wish this CoL well with the challenges it faces and will provide my support in any way I can," he said.

Treaty workshops in schools

A journey through PPTA's treaty workshops

Mauri ora ki te whēnua
The essence of the land

Mauri ora ki te rangi
We acknowledge the sky

Mauri ora ki tātou katoa
To all of us a blessing

Tihei mauri ora!
The breath of life!

PPTA's Journey of Treaty workshops have been a feature of professional learning for teachers, principals and some boards of trustees for more than seven years.

They have taken place in 25 secondary schools across both islands and have had great feedback from participants.

One appreciative teacher is Marie Donaldson from Timaru Girls' High School who asked for the workshop to be brought down to the Aoraki region.

Marie had been to a PPTA Māori Teachers Conference about three years ago and attended a workshop on the Treaty of Waitangi run by PPTA Te Wehengarua Te Mataroa Bill Anderson and field officer Andrew Barron.

"I got a lot out of it and tucked it away in my head. Then the opportunity presented itself this year to bring them down to talk to our regional members," she said.

Marie described the presentation as "superb".

"It was engaging and informative and covered some very interesting historical perspectives as well as linking it to our 21st century education," she said.

Marie received great feedback from both beginning teachers and experienced staff about the workshop.

"The presenters are a wonderful team, their knowledge and humour shine through."

She says the workshops are "very very valuable" and recommends them to other schools.

"I would like to pass on our thanks to PPTA for making this possible for us teachers in the south island. We would love to invite them back down some time," she said.

The workshops have been a fulfilling and interesting experience for the presenters as well, Bill said.

The workshop programme has changed over the years in response to feedback from participants, Ministry of Education educational goals, the specific needs of PPTA branches and regions and continuous reviews to meet the needs of specific school groups, he said.

The treaty programme has maintained its original shape of providing historical information about the document and taking a bicultural look at the articles. It develops participants' narrative discourses and helps them share treaty knowledge and apply it to curriculum programmes.

"The changes that have occurred with the treaty programme are a closer scrutiny of teacher participation in the school environment, a link with bicultural and multicultural awareness and actions, a definite approach to administering the educational goals of the ministry and a focus on application of treaty principles within the school's educational and professional approach to their learning goals for all staff and students together," he said.

The application for a Treaty of Waitangi workshop at your school can be obtained by contacting Bill Anderson at the Hamilton PPTA office on 07 849 0168 or Andrew Barron at the Auckland office on 09 815 8610.

"We are starting the application process for 2017 year earlier so that we can plan the delivery of the workshops in an organised way and provide the schools with a timetable. We have already received applications from two secondary schools for next year, so get your applications in," he said.



Te Mataroa and moko at the treaty grounds

Cooking with the minister - How to boil an egg

Guest columnist Dave Armstrong on registration red tape

Nga mihi ki te whanau. Kia ora for the opportunity to engage with the post-primary community about important educational issues of the day, such as how to boil an egg. Eggs are produced by EPDLAs (Egg and Poultry Delivery and Liaison Advisors, also known as 'hens') and are a taonga that must be nurtured if we want them to provide our tamariki with nourishing kai before going to school.



Columnist and playwright Dave Armstrong is a former secondary teacher and PPTA member

The latest research from a small US far-Right think tank that you have never heard of suggests that a child who has had at least one egg for breakfast will learn 23.4 per cent better than one who has not, regardless of their ethnicity or class size. As other pieces of worldwide research that my officials have cherry-picked show, eggs for breakfast are a far bigger determinant in educational success than socioeconomic status. Decile is not destiny, but nothing beats a good yolk.

My departmental officials are currently initiating strategic strategies that utilise positive cognitive and affective learning outcomes from protein-related research to optimize optimal egg-boiling techniques.

Learnings from egg-rich Finland, protein-heavy Nova Scotia and some crazy Trump-funded private university



in Louisiana show that if clients of secondary educational institutions (also known as 'teenagers') have an egg for breakfast each day it leads not only to positive psychological development but also behavioural enhancement and long-term societal cohesivity. Teacher unions may argue that there is no such word as 'cohesivity', but I say that is typical of the myopicacity of our more militant educatavists.

None of my learnings suggest that first waiting for the water to boil before dropping the egg in produces a positive outcome. Yet teacher unions stubbornly insist that such an approach will lead to more eggload and assessment time as it becomes difficult to judge when the egg is actually ready.

Research from the New Zealand Initiative and other business experts who wouldn't know a low-decile school from their elbow shows that while most

New Zealand children boil eggs very well, 10 per cent leave it in too long so it's too hard and they can't make soldiers, and another 10 per cent take the egg out too soon, so it's too runny.

This underachieving egg-boiling tail is a blight on our society. My officials estimate, after some exhaustive and expensive research, that up to a fifth of New Zealand children are part of the underachieving 20%.

In my experience some eggs only need 3 minutes while others can boil away for 5. Yet the inflexible, hard-boiled teacher unions wish to impose a standardised boiling time of 4 minutes.

I won't even get into the free range or, as I call them, partnership eggs debate. But my message to teachers is simple. Stop moaning, smell the coffee, turn on the water, fill out the forms, do as you're told and don't be an egg.

Your vote counts

PPTA junior vice president candidate profiles

Congratulations to president-elect Jack Boyle, who was elected unopposed. PPTA News will profile Jack in a later issue.

PPTA received three nominations for junior vice president, below each candidate explains why they should be elected. Voting papers have been sent out to all branches and voting closes

5pm, Friday 21 October



Joe Hunter

Personal information: I come from a strong family history of teaching, learning and social activism. I live in an old house by the sea with an artist, a plantsman and a dog. Teaching is the most interesting and challenging work I've known.

Professional information: I have been a primary school teacher, Resource Teacher of Māori, Kura Kaupapa Māori teaching principal, National Education Monitoring Project Visiting Teacher, Teaching Fellow at University of Otago and am currently Dean of Māori students, teaching te reo Māori and Social Studies at Otago Girls High School.

Association information:

Past: Otago/Murihiku Reo-a-rohe, member of Manu Korero and Information Technology panels. *Current:* Executive representative for Otago, on Schools and Membership Standing Committees at Exec meetings. Professional Issues Advisory Committee Convenor, Te Roopu Matua member, Women's Network meetings convenor. Attend Māori Teachers Conference, Pasifika Fono, and Annual Conferences of PPTA. I have particular interest in Māori education, professional learning, literacy and language, curriculum development and assessment.

Personal statement: As NZ teachers, we are part of a world-leading profession that operates on collaboration, high trust and autonomy. We build learning communities by positive relationships with our students and their families. It is important that our union plays a major

role in shaping NZ education policy and practice. Being well informed, being part of real change and ensuring members have a voice and access to quality information is vital to our work.

I want members to know what's really happening, to be involved in effecting improved conditions of learning and teaching. I want us to be leading effective mentoring and professional learning practices, to encourage establishing teachers and to have effective career pathways that support best practice. I enjoy being part of a collaborative team that works for quality public education and social justice.



Melanie Webber

We become teachers because we want to make a difference. We care about students, and we want to do all we can to ensure that they have the best opportunity for success. The sad fact is though that we can all tell stories of fantastic teachers who have left the profession, worn down by the never ending workload demands. I came to teaching later, having left a career in television in my early thirties. Naively, I thought teaching would be less stressful than live television. I soon found out just how wrong I was, but by then I was addicted.

We know that it is teachers that make the difference in the classroom, and yet all too often we are worn down by administria and continual underfunding. A quality free education should be available to every student in New Zealand, but we know that this is not the case. Locally raised funds account for more than 5 times the amount allocated by the Ministry for equity funding, and contribute to increasing inequity in our schools. I believe we need to continue to be the voice for education, coming together to speak out against bad policy which impacts on quality teaching and learning.

Working on the Supply Taskforce this year I have become increasingly aware

of the impact that these policies have on teachers and overall teacher supply. With the average age of a secondary teacher in New Zealand being 57, we have a huge amount of work to do to ensure a quality supply of teachers into the future. Fixed term contracts and the impact that they have on teachers at the beginning of their careers is enormous. Over 70% of new teachers begin teaching in non-permanent positions and we need to work together as an organisation to fight back against this.

As part of the presidential team I will do all I can to provide a voice to these issues.



Rob Torr

I believe that in order for teachers to be great teachers we need good working conditions and good pay. If elected I will continue to fight for improvements to our working conditions and pay such as:

- Advocating for housing affordability measures for members in Auckland and all cities with overpriced property.
- I will investigate school housing availability and procurement
- I will fight to reduce the bureaucracy that is taking all the pleasure out of our jobs. In particular, EDUCANZ "over the top" appraisal systems.
- I will aggressively fight illegal LTR arrangements. This is especially important for our new and establishing teachers.
- With growing inequality School Discipline systems need to be much stronger.

I am known as bringing, and representing my regions views and decisions to the Annual Conference, the Executive Table and in many Schools Principals offices. I will do my best to make sure the Voices of our Members are heard. You have the right to have someone represent you that will not be pushed around, and will stand up and be counted.

I am a teacher and you are PPTA.

Principals alarmed by funding proposals

Principals meet in Wellington to discuss government plans

Real consultation

About 40 secondary principals gathered in Wellington in August for a briefing on the Ministry of Education's recent funding proposals: global budgets, removal of base funding and staffing, full student-based funding and the ring-fencing of the "Crown's investment in property." They listened to detailed analysis of the proposals from PPTA president, Angela Roberts, and New Zealand Secondary Principals' Council chair (NZSPC), Allan Vester, both of whom are members of the ministry's funding review group. There was also a presentation from PPTA advisory officer, Rob Willetts on how the system might affect staffing in secondary schools.

All care and no responsibility

Principals were particularly concerned about the possible abolition of staffing ratios. This would remove any government responsibility for adequately staffing schools and leave principals carrying the can for large classes and the inevitable narrowing of curriculum options. Principals of rural schools were especially alarmed by the ministry proposal to create a flatter per-student formula by removing the base funding and staffing that small secondary schools need to provide a senior curriculum.

Gains for low-income children - not others

10%

increase in per-student spending each year for 12 years schooling associated with:

0.43

additional years completed schooling

6.8%

higher earnings

9.5%

reduction in annual incidence adult poverty

25%

increase in per student funding over all school years "eliminates attainment gaps between children from low- and high-income families"

Source: *The effects of school spending on educational and economic outcomes: evidence from school finance reforms.*

What is the best approach to addressing equity?

Dr Cathy Wylie from the New Zealand Council of Educational Research (NZCER) summed up the international experience and research around funding regimes. She explained the evidence is that getting better results from disadvantaged students requires more money.

Joint Paid Union Meetings

The president of NZEI, Louise Green, also spoke to the meeting about the primary sector experience with bulk funding of support staff, the negative impact it has on schools and the historic nature of the joint NZEI/PPTA paid union meetings.

Educating the public

Principals spoken to by PPTA News found the seminar extremely helpful in updating them on the issues. They felt well-prepared to be able to go back to their communities to discuss the risks inherent in the proposals.

What about next year?

NZSPC will be discussing the possibility of repeating this sort of exercise in the future as it gives principals an opportunity to network around common issues and to provide and help and support to their colleagues.



NZSPC chair Allan Vester briefs fellow principals on government funding plans

What happens when teachers BYOD?

PPTA's ICT Advisory Committee looks in to bringing your own teaching device

What should teachers be aware of when they take their own technology to school to use in the classroom?

This was one of the topics on the agenda of the last PPTA ICT Advisory Committee. The committee meets up to four times a year and considers information and communications technology issues that members have brought to its attention. It prepares advice for teachers on issues around ICT in schools and meets regularly with the ICT section of the Ministry of Education.

In terms of bringing your own teaching device the first recommendation would be to check your school policy (if it has one). Bring Your Own Device (BYOD) schools usually have a policy regarding student devices, for example "it is important that students take responsibility for their own equipment, naming their device, handling it carefully and storing it securely when not in use." Does the school BYOD policy cover teacher devices?

Teachers often use their personal digital devices at school - as the school may not have what they need for a particular teaching and learning activity. Questions the committee discussed included; what are expectations around privacy for a teacher using their own device at school? Where are the boundaries between personal and work use? Does the school software licence cover teacher devices? And can the teacher ask the school to bear some of the technology costs (updates, insurance?). If your school has a policy it would be fantastic if you could share it with the committee. The committee hopes to work with PPTA field officers and the Secondary Principals' Council on some ideas for policy and guidance.

Brent Logan NZQA Manager Digital Assessment and Moderation gave a very forward thinking presentation - any reduction in, and more support for, internal moderation was welcome news for busy teachers. You can find more information on the NZQA website.

The committee is also very keen to see more schools using creative commons licensing as this is collaboration in action - there are model policies at creativecommons.org.nz - look for cc in schools.

If you have any ideas or questions feel free to email ict@ppta.org.nz, they would love to hear from you.



Many teachers take their own technology to school

Wage issues

Make sure you check your payslips!

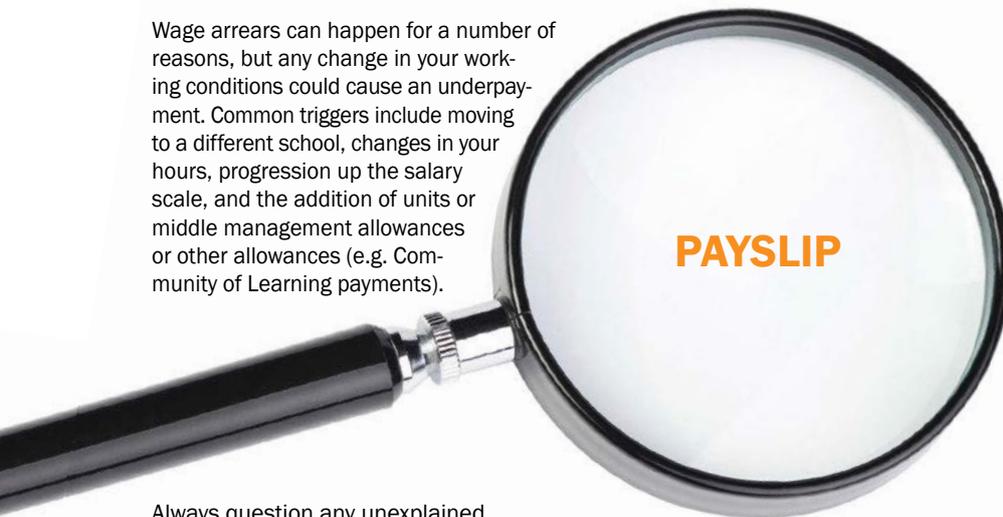
Information and advice from PPTA's intrepid field officers.

Although the worst of the Novopay crisis is over, blips in the system are still common. Wage issues may go unnoticed for some time so it is crucial to check your payslips periodically to ensure that you are receiving the correct pay and to ensure that your PPTA subs are still being deducted so that you remain a member.

Wage arrears can happen for a number of reasons, but any change in your working conditions could cause an underpayment. Common triggers include moving to a different school, changes in your hours, progression up the salary scale, and the addition of units or middle management allowances or other allowances (e.g. Community of Learning payments).

annual salary rate. Pro-rata calculation can be accessed through the Collective Agreements section of the PPTA website.

Part-timers who pick up additional temporary hours (relief cover or any other additional work) must be paid for this extra time at their usual rate (see STCA clause 4.5.2 and ASTCA 3.26). Be diligent about checking payslips to ensure additional hours have been accounted for and paid correctly.



Always question any unexplained change in your pay or any delay in an expected increase in your pay.

Part 4 of the STCA and Part 3 of the ASTCA deal with pay. They set out the base scale rates, and explain entry points and progression through the scales, units and allowances, holiday pay, increments and special situations such as "acting up" in positions above the base scale. They also have the pay entitlements of part-time and relieving teachers.

Part time teachers

Part-time staff may be paid incorrectly if salary is not prorated at the correct rate. Part time teachers get paid a proportion of the full-time salary rate on the basis of hours employed per week/25. They are also paid an additional 11 per cent for 'other duties' which is equal to an additional payment of one hour for each nine hours of paid timetabled time. It is important that part-time teachers confirm that their pro-rata rate, their paid contact and non-contact time and their 11 % loading allowance are all correct.

The overall pay for a part time teacher is timetabled hours/22.5 times the

Relief teachers

Relieving teachers employed for less than 6 weeks, including day relievers, can be employed on an hourly basis (STCA 4.4.2/ASTCA 3.27 (b) or on a daily basis (STCA 4.4.1/ASTCA 3.27(a)). How you are being employed and what your actual paid hours are should be clear before you agree to take the appointment. Both options are paid at the maximum rate of step 6 of the base scale, but there are different conditions about the minimum number of hours you must be paid for.

Dealing with problems

Wages arrears cases can be lengthy so our advice is to get ahead of potential mishaps to avoid any problems. Check with management that any salary progression is notified to payroll early, changes of hours are actioned and additional units are in place.

The best way to manage wage arrears is to be proactive in avoiding them. If you think your pay is incorrect, talk to your school payroll officer who can liaise with the Educational Payroll ...Still no luck? Then, contact your local field office.

A look into PPTA's past

A series looking at education through

This month we take a look at highlights from the 1996 PPTA Annual Conference

Keeping the buggers honest

PPTA conference '96 was held amid the bedlam of the MMP election campaign, with media aplenty whenever a political leader spoke. Conference attendees took note of the multitude of promises made on the heels of the "removal" of Lockwood Smith from office and vowed to keep the buggers honest.

Backing away from bulk funding

Labour's Helen Clark drew applause when she told delegates that she was not interested in bulk funding, vouchers or in breaking down teacher pay scales and awards. New Zealand First concurred.

United leader Clive Matthewson admitted he was "wary" of it, while the Alliance warned against "the three-headed right wing monster which would see the introduction of moralising bigotry into our secular education system and the introduction of privatisation and the voucher system."

Prime Minister Bolger didn't mention bulk funding but did call education unions "confrontational".

\$442 MILLION TO UPGRADE OUR SCHOOLS... \$80 MILLION PAY DEAL FOR OUR TEACHERS... THEY SHOULD HOLD AN ELECTION EVERY YEAR!!



Hawkes Bay delegates up the drama at the 1996

Blunt tools

Examining school suspensions and exclusions

PPTA's Got Talent

Another highlight of the October 1996 edition of PPTA news was the creative presentations of regional reports. Hawkes Bay delegates presented a dramatised regional report and West Coast delegate Linda Hutt burst into song at the end of hers.

We're wondering who will take up the baton at next year's conference, but in the meantime you may wish to sing Linda's song *Rostering Home* to the tune of *Westering Home*.

*Sing me a song of the PPTA
Fighting for better conditions and pay
Give us a rise and we'll be on our way
Hurrying back to the chalkface.*

Chorus:

*And it's rostering home and
no third form today*

*Goodbye to Lockwood, now he's on his way
We're putting the squeeze on the NZQA
Bring on the Board of Studies.
Now it's all over we've got a pay rise*

*Although we'd have liked one of a much
bigger size
Workload's the problem before all our eyes
Bring on the Board of Studies.*

Chorus:

*And it's rostering home and
no third form today*

*Let's put some pressure on local MPs
Write lots of letters and always lobby.
We need a lot more teachers.*



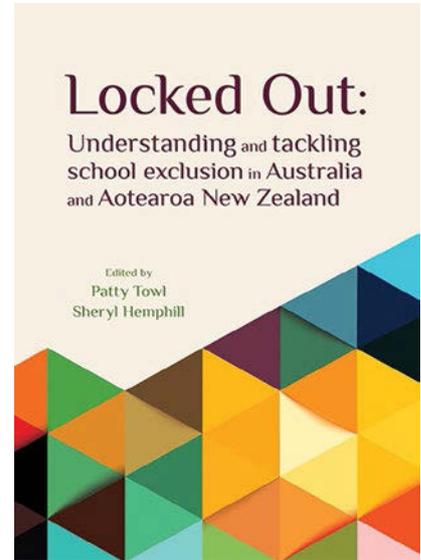
PPTA annual conference

Havelock North High School deputy principal Joel Wilton reviews *Locked out: Understanding and tackling school exclusion in Australia and Aotearoa New Zealand*

Publisher: NZCER Press 2016
Editors: Patty Towl and Sheryl Hemphill
ISBN 978-1-927231-73-9

While *Locked Out* might not be the sort of book you choose for a relaxing Sunday afternoon read, it undoubtedly deserves a place on staffroom book shelves around New Zealand. A collection of well-crafted chapters deliver compelling research findings and stories about the practices of school suspensions and exclusion. What makes *Locked Out* such an interesting read is the breadth of the research presented and the experiences shared by teachers, students and families.

Locked Out starts out by briefly touching on the similarities and differences in school exclusion policies in New Zealand and Australia. While there are some minor differences in the way that school exclusions are administered, the resounding message is that school exclusion has a well-formed fellowship with drug and alcohol use and anti-social behaviour no matter where you are. Throughout the book, suspensions and exclusions are portrayed as rather blunt tools that result in minimal improvement in behaviour on their own. For anyone who deals with difficult students it will be no surprise to learn that modifying behaviour and improving life outcomes for our most at-risk students takes more than a few days away from school. *Locked Out* suggests that the key to an 'enduring return to school' for students lies in a school's willingness to develop strong relationships with families and to invest time in restorative practices. To this end, Patty Towl, who co-edited *Locked Out*, presents an excellent chapter entitled 'A stitch in time: clues to mending the home-school relationship after a crisis event'. She cautions schools about the use of zero tolerance policies and the language that surrounds them and presents several techniques used by schools to



improve the home-school relationship.

Locked Out is honest about the dilemma faced by senior staff members who are charged with maintaining order in the playground. It recognises that from time to time 'the needs of the many out way the needs of the few' (Spock, 1982) but at the same time encourages us to reflect on the practices that can have such a profound effect on a young person's future. In the third chapter entitled 'Is internal suspension associated with better student outcomes than external suspension?' the authors examine the practice of internal suspension. As is the case repeatedly throughout the book, the conclusions reached in this chapter cause the reader to contemplate what really constitutes best practice. So often throughout the book we are reminded that good relationships are the bedrock upon which good student management and engagement is based. There are no quick-fixes and the initiatives described in the second half of the book provide a useful guide to some of the interventions that schools have adopted to bring about lasting change.

Towl and Hemphill have provided a valuable resource in *Locked Out*. The research is comprehensive and wide-ranging and the writing accessible and succinct. *Locked Out* should be considered a reference manual for senior managers and board trustees across New Zealand.

Mental health awareness week

Connecting with nature for mental health

This year, the Mental Health Foundation (MHF) is asking Kiwis to Connect with Nature for good mental health and wellbeing.

Mental Health Awareness Week (MHAW) runs from October 10 to 16. MHF is encouraging schools, workplaces and unions to celebrate MHAW and create a naturally happy Aotearoa

To get New Zealanders thinking about how easy it is to schedule in some quality time with nature, the Mental Health Foundation is holding a national MHAW Lockout on World Mental Health Day – Monday 10 October.

From 12pm – 1pm, Kiwis will head outside and discover how happiness

and wellbeing blooms when we start to connect with the nature that surrounds us every day.

Nearly 50% of New Zealanders will experience a mental health problem in their lifetime, and depression is set to overcome heart diseases as the biggest global health burden by 2020.

“Kiwis are increasingly stressed, leading sedentary lifestyles, sleeping less, working more and have increasing levels of debt,” MHF chief executive Shaun Robinson said.

“But it’s not inevitable that we continue to live like this. There are simple things we can all do that will make a huge difference to the mental health and wellbeing of all New Zealanders.”

Research has shown that spending time with nature is great for mental and physical health.

Evidence proves it makes us happier, decreases feelings of depression and anxiety, improves concentration, buffers against stress, makes our lives meaningful and reduces health inequalities related to poverty.

“Busy, stressful workplaces can lead to reduced productivity, absenteeism and high turnover. The MHAW Lockout is a great way to plant the seed with your staff that their health and wellbeing matters,” Mr Robinson says.

There will be a range of other events to celebrate MHAW throughout the country. See www.mhaw.nz for details.

CELEBRATE **MENTAL HEALTH AWARENESS WEEK** WITH US...

10 - 16 OCTOBER 2016

#MHAWNZ

WWW.MHAW.NZ



CONNECT WITH NATURE

