

# PPTA News

**Uniting secondary teachers of Aotearoa**



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**Māori Teachers' Conference  
returns to Rotorua**

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**Towards the end of  
streaming**

page 5

## PPTA News

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# A significant settlement for secondary teachers

PPTA Te Wehengarua members' strength and solidarity resulted in a significant settlement for secondary teachers and our ākonga, writes Chris Abercrombie



I am writing this column about 48 hours after the results of the ratification ballot for the Secondary Teachers' Collective Agreement (STCA) came through – bringing this tough bargaining round to an end.

The new STCA is the direct outcome of the recommendations made by an independent arbitration panel, and the result of 18 months of hard work from every one of you. It is not perfect, but it is significantly better than the previous offers made by the Ministry. That is all down to your persistence and your insistence on an offer that was worthy of you.

The top of the pay scale will rise to \$103,000 by the end of next year, a 14.5% increase. The \$5000 lump sum is equivalent to backpay to 3 July 2023, and the \$1500 for PPTA members recognises the sacrifices you made in fighting for these improvements.

We did not achieve everything we set out to, but we have made progress in most of the areas we identified as priorities.

Over the term of the new collective agreement, 1,340 pastoral care allowances will be introduced to recognise the increased needs of students, particularly post-COVID, and the workload this adds to teachers' daily lives. It is not as many as we wanted but it is a start.

PPTA has fought for years to have entitled non-contact time for part-time teachers. This glaring inequity has finally been seen for how unfair it truly is. There has been some concern that part time teachers will no longer receive their 11% loading. The non-contact time is equivalent to 20% of a teacher's salary, which means that part time teachers come out 9% better off with pro-rated non-contacts than they do with the 11% loading.

Relief teachers, without whom the education system could not function, and who are in dire shortage right now, have had their step cap raised from step 6 to step 7, and the definition of "short term" relief lowered to three weeks.

The Māori Immersion Teacher Allowance is being increased, and a Pacific Bilingual Immersion Allowance is being introduced. While we are disappointed that PPTA's claims to recognise Māori language and cultural expertise have not been given the weight they deserve, we are pleased that a trial of 335 cultural liaison positions has been resourced with both money and time allowance.

The PLD fund, which provides subject association grants for members to attend subject specific, teacher-led PLD, as well as a range of other courses and seminars, will continue to be administered by PPTA. Sick leave has been increased, and holiday pay has been made compliant with the law, including the removal of the much-hated loss of weekend days. There is now a clause about teachers' hours of work which protects teachers from being directed to work unreasonable hours at unreasonable times.

Teaching Council fees and levies are being covered for all teachers for the

term of this Collective Agreement, through the \$710 lump sum. This lump sum is not pro-rated for part timers or relief teachers, in recognition of the fact that the fees and levies are charged in full to all teachers regardless of their status.

Beginning teachers will have the cost of their full registration covered directly by payment from the MoE to the Teaching Council. We hoped to have the MoE cover costs of all teachers directly, and will continue to fight for that, but we are pleased that our beginning teachers, who earn the least but have the highest registration costs, are the ones who will benefit from this win.

There is still much to fight for, but much has been gained.

Thank you again for everything you gave to the collective agreement campaign. Everything you have achieved will make schools and education better for our rangatahi, which is at the heart of what we do as teachers.



PPTA Te Wehengarua lead advocate Jo Brunskill and MoE senior manager employment relations and pay equity Mark Williamson sign the new collective agreement



# Ending Streaming in Aotearoa summit

A national summit in June marked the beginning of the journey to abolish academic streaming in our secondary schools

**Teachers have to be courageous and take bold action based on the needs of students, backed with truth and reconciliation.**

That was the message from Karen Littlewood, president of the Ontario Secondary School Teachers' Federation, to the Ending Streaming in Aotearoa summit in Wellington in June.

Karen, and the union's communications director, Gary Fenn, were invited to the summit to share their experiences of and concerns about destreaming in Ontario secondary schools.

"Streaming has contributed to systemic racism. Those most affected by streaming are black students, those with special needs and those from low income households. Students in low streamed classes tend to lack confidence and there's a lack of encouragement from their teachers. There are essentially two streams in schools: One leads to university and the other leads to drop outs and low income work.

"Our own general secretary was Lebanese and didn't speak English, so at school in Ontario back in the 90s he was immediately put in a low streamed class. It wasn't until he went to high school that he received the support he needed. He now has a masters degree."

This is the Canadian province's second attempt at destreaming. "Ontario tried destreaming in 1993-94 but there was inadequate planning and support and poor stakeholder buy-in." The lack of government support then had caused teachers to be reluctant this time and many parents supported destreaming in principle but remained guarded about it when it came to their own children.

PPTA Te Wehengarua annual conference decided last year to work to abolish streaming in secondary schools by 2030. Karen says it takes generations to change. "2030 might be a little lofty but it's good to have a decent amount of time.

"You need to demand consultation, demand a regular review of the work you

are doing. Demand commitment from the Ministry of Education to provide the resources and support you need: PLD, class sizes, time for reflection, investment in education. Be involved in writing the curriculum."

Karen says central government needs to put together a destreaming framework which would make it more difficult for people to oppose.

Messaging from government, messaging to parents and families, and messaging to members were all critical.

The Ontario government's lack of communication with parents about destreaming was not accidental. "Once you start talking about it you have to explain why you're not funding and supporting it adequately."

Professor Welby Ings, academic, author and film maker, commended summit participants for 'running against the grain'.

"The tyranny of the linear permeates our education system. Those who do not think or learn in a linear manner pay the price at school. Streaming is based on teachers' perceptions of how that child was in the past. Why have schools been able to use such a simplistic and erroneous way of assessing intelligence? Intelligence is extremely beautiful and every human brain needs extending."

Welby says he was classified as a 'problem learner'. I was put in the rhinoceros group at primary school. At age 12 we rhino kids were still playing with cuisinaires, we were the schoolground monitors, we were the servants, so hungry to be told we were good. My reports said 'tries hard and is nice' but no-one talked about my intelligence. Bigger that. You eventually become a problem. You either become invisible or naughty.

"It tears you open like a chippie packet but you can't show anyone. You try to be tough. Your intelligence becomes invisible to you and no-one talks about how you think. Slowly I discovered books in the art room on surrealism, pictures

would talk to me, comics became my teachers."

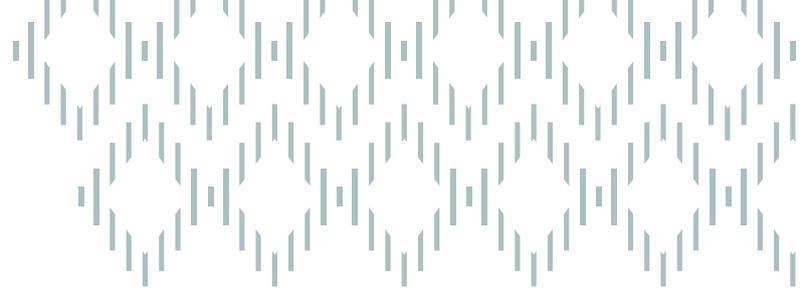
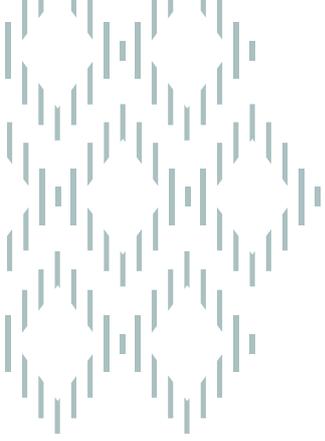
People working in education get to see how other minds operate that are not our own, says Welby. "The world that we live in is (academically) unstreamed. There are rich environments that we learn in and they are not streamed."

Professor Christine Rubie-Davies, an education academic, told the summit research has found that teachers will create different kinds of opportunities to learn depending on what they believe about the students in front of them. "Prior achievement information and ethnicity have the biggest effect on teachers' expectations.

"When teachers have low expectations of particular kids it results in a reduced opportunity to learn. Students in lower streams have much less positive interactions with their teachers. They may receive more quantity of teacher time but far less quality time. Low expectations are reflected in the kinds of tasks students are given and their futures are affected."

Research found that teachers who had high expectations for all students believed they could lift students' achievement throughout the year and the students were indeed making huge gains. Classroom observations showed many of these teachers were introducing new concepts, questioning students and making sure they had the understanding. Teachers gave frequent feedback and asked a lot of open questions.

"High expectation teachers ask open questions of all kids, not just high achievers. If kids didn't know the answer they would re-word the question or prompt them. Low expectation teachers would tell kids the answers if they didn't know. Or they would tell them their answer was wrong and ask someone else to "tell the class what the right answer is".



Christine Rubie-Davies



Karen Littlewood



Welby Ings





## Bill's a classic hit

Southland radio listeners celebrated their favourite chemistry teacher, Southland stalwart Bill Claridge

Congratulations to PPTA Te Wehengarua Southland regional chair, Bill Claridge, who was honoured recently by Southland radio listeners for being their favourite teacher.

Bill, who teaches chemistry at Southland Girls' High School, was nominated by a former student who says Bill cared for his students and "showed us we could do anything as long as we put our minds to it and put in the hard yards. He is a man of integrity and honesty and will go above and beyond for anyone and everyone.

"Mr Claridge made you feel important and that you had a support crew behind you with every step that you took."

More than 200 listeners and former students chimed in on the radio station's Facebook page with similar comments.

Bill replied: "This is all very humbling. It's so nice too reading all the nice comments and just stopping to remember each person who wrote them. The best moments in life are seeing young ones grow up and go out and take on the world - and interestingly often when your kids and dare I say grandkids now - turn up in my classes they are just like their mums / dads. Makes me feel young even if I don't look it."



Bill with flowers and gifts he was given by the local radio station



## Thank you Sarah and Steve

Two Canterbury PPTA stalwarts were presented recently with service awards honouring their outstanding efforts on behalf of members

PPTA Te Wehengarua Canterbury activists Sarah Maindonald and Steve Connor have been celebrated for their great work for members.

"Sarah Maindonald is an extremely courageous person who isn't afraid to challenge people about what they thought about racism and their biases," says PPTA Canterbury executive member Jacinta Grice, who nominated Sarah for the service award.

"Sarah has huge empathy and is willing to push the boundaries with people and their attitudes."

Sarah has worked as a guidance counsellor at several schools in Christchurch and has represented PPTA Te Wehengarua in many national forums and advisory groups. She is currently the president of the National Association of Counsellors.

Whichever school Steve Connor taught at in Christchurch he was always a dedicated member of the PPTA branch committee. Steve, who retired this year, received a service award for his competent and committed work as a branch officer for many years.

"Steve supported his colleagues through the difficulties they experienced at Te Kura over the last few years and was a long standing secretary for the branch," says Rachel Quenell, who nominated him.

PPTA Te Wehengarua service awards recognise the efforts of members who have made an outstanding contribution to the association. The awards, presented each year, celebrate members who have shown significant qualities of leadership and commitment in their service to PPTA.



Sarah Maindonald, 4th from right, celebrates her service award with family and teaching friends



Steve Connor, 2nd from left on the sofa, surrounded by family and PPTA colleagues

# Haere rā Michael, haere mai Kirsty

PPTA Te Wehengarua has a new General Secretary, Dr Kirsty Farrant. She replaces Michael Stevenson, who held the role for about nine years.



Michael Stevenson, outgoing  
General Secretary

## What are the highlights of your role as PPTA Te Wehengarua General Secretary?

The big campaigning wins that delivered tangible results for members. Being confronted with a huge issue and collaborating on what the campaign options are and what our ideal outcome is.

Campaigning to win with such a loyal membership is an amazing feeling. Think about defeating former Education Minister Hekia Parata's Global Budget (bulk funding) plans in 2016; the defeat of charter schools in 2017; creation of a union-owned PLD Fund for teachers from 2019; the Teaching Council Judicial Review victory in 2021 that saved teachers \$27 million; and the 2018/9 and 2022/3 pay campaigns delivering 32% pay rises on top of the base scale from 2019 to 2025.

Another highlight was being able to move PPTA Te Wehengarua to an organising, campaigning and educating union without the need for wholesale restructure. It has meant we have never needed to take a step back or go into organisational hibernation. We can always pivot towards the big membership issues of the day.

## What did you enjoy the most about the role?

Being involved in projects and campaigns that have a positive impact on members' working lives. I am highly motivated by fighting for and delivering wins for members.

## What will you miss the most about PPTA?

The men's meeting at Annual Conference (just joking).

## What is your new role and what does it involve?

I am the National Manager of Workplace Culture at Fire and Emergency New Zealand. Like teachers, firefighters do an amazing job. But Fire and Emergency New Zealand has faced some challenges since its inception in 2017 which brought together career firefighters, the more than 600 volunteer brigades in Aotearoa, and rural firefighting services under a single umbrella. So I will be involved in making Fire and Emergency New Zealand a safe and great place to work no matter what your role in the organisation.

## Any other comments you'd like to make?

I want to pay tribute to the members and staff that make PPTA Te Wehengarua the powerful union it is today.



Kirsty Farrant, incoming  
General Secretary

## What are your goals for your new role?

My goal is to listen first before I do anything. I think we are a strong union, as evidenced by the recent bargaining round. Members fought hard and gained an historic outcome. That is only in part down to the negotiating team – if members had not been willing to strike and to hold the line, we would not have achieved this. So, my main goal is to keep us strong and to build on that strength.

## What do you see as the main challenges for PPTA Te Wehengarua over the next two or three years?

Depending on the outcome of the election, we could be heading into a turbulent time for education and unions more generally. Not only are we still working through curriculum and NCEA changes, but we face the spectre of charter schools, increased privatisation, performance pay and standardised testing (National Standards in a new guise).

## What do you love most about PPTA?

I love how we are all working towards the same thing. PPTA Te Wehengarua is member-led. We often say this but it is true. I was a member for 18 years before working here and one of my favourite things is to get back into schools and see members. I love to see the passion of our members, especially those who hold roles at branch, regional or national level.

## Anyone who has been in your office knows you are a little bit fond of Lego – can you tell us a bit about your Lego passion?

I loved Lego as a child but it was the 1970s and Lego was hard to come by. Dad used to bring it back from overseas when he travelled for work, so we got space Lego quite early on. I got back into Lego nine years ago when there was a Women in Science set released. At the time I was a science teacher, and my lab rapidly filled with vignettes of scientists at work in various settings.

Lego is only limited by your imagination! And building Lego as an adult is incredibly therapeutic.

## What other stuff do you love doing when you're not working?

Walking my dog Ruby, knitting. I'd like to say I love gardening, but I hate it. However, the garden doesn't do itself.



# Māori Teachers' Conference 2023

For the first time since COVID, the Māori Teachers' Conference returned to Rotorua where participants were treated to a range of inspiring kaikōrero, informative workshops, wonderful waiata and amazing whanaungatanga

**Trauma is used often to separate people. However, the babies that are coming through your door, sitting in your classrooms every day - their trauma is the same as yours, Dr Kiri Tamihere-Waititi told participants at the Māori Teachers' Conference in July.**

Kiri, a clinical psychologist, urged participants to understand the whakapapa of their trauma. "We must start doing the work to unravel our own trauma. That requires hard-out critical self-reflection.

"The root of our trauma is the absolute brutal way our land and culture were stolen from us. If the root cause is loss, only colonisation is the connection. Our intelligence centre lives in our puku – it's not in our head. We need to move from our head to our puku in the way we respond to our babies.

"How we choose to respond to someone else's trauma is the only thing we need to worry about. We need to ask why we are responding like that and figure out what our values are."

Kiri told participants that when rangatahi were the most challenging, was when they really needed to be loved. "When they are acting up, that's their love language - they are calling out for help. "As teachers you are dealing with kids' trauma every day. Our wellbeing is probably in the worst state that it has ever been in Aotearoa and this current recession is going to make it even worse and our families will be struggling even more."

It was important for kaiako Māori to learn how to navigate their own trauma. "As you may be the only person that makes rangatahi feel they are loved."

## Waewae the 35 guy

Another keynote speaker at the hui was Te Aorere Pewhairangi, aka the waewae the 35 guy. In March Te Aorere walked about 200kms along the Ngati Porou boundary of the coastal State Highway 35 which runs from Gisborne to Opotiki. He'd talked to his cousin, Hoana

Forrester, who teaches at Tolaga Bay Area School. She had set up a temporary school at her Tokomaru Bay home when Cyclone Gabrielle resulted in Tokomaru Bay being isolated completely. "I wanted to raise some putea and draw some attention to the devastation caused by Cyclone Gabrielle in the area. My kaupapa got a lot of media attention."

Te Aorere produced a series of videos about the cyclone, including Hauana's carport kura. "I tried to make the videos lighthearted because I saw the taumaha – I used humour to convey deeper messages. There was a lack of mainstream media coverage of the effects of the cyclone on these parts of the east coast – it's a little bit like 'out of sight out of mind'.

He worked from sunrise to 2am every day on the waewae 35 – walking, filming then editing .

"I received nine million views and I raised \$116,000." He says the money raised will go towards scholarships for rangatahi to study at university.

Te Aorere was a producer at Whakaata Māori but he has quit his job there. "I'm going to focus all my energies on giving back to the environment. I've realised that part of what I've been missing is the taiao. I want to make te taiao Māori cool. I want to amplify and share the voices of experts."

## Kaiako are disruptors

The status quo sucks and it especially sucks for Māori, keynote speaker Moana Maniapoto told hui participants.

Moana, host of the Whakaata Māori news programme, Te Ao with Moana, addressed the hui then later filmed a group of teachers, highlighting the issues kaiako Māori face and why they are fighting for better conditions.

"All of us are part of an intergenerational legacy of disruptors. Our people fought – they went through the courts - for everything we have now. Teachers are at the centre of this move forward – building imagination and critical

thinking among our young people is really essential."

## Political panel

The hui hosted a panel of politicians, comprising Teanau Tuiono Green Party MP and education spokesperson; Toni Boynton, the Labour candidate for Wairiki; Rawiri Waru, Rotorua Lakes District councillor; and Hana Maipi-Clarke, Te Pati Māori candidate for Hauraki-Waikato.

Asked what they would do for kaiako if they were the Minister of Education, the panellists gave varied responses. Teanau said his party would move tax levers to ensure education was funded properly. "That is where the pressure needs to be put to enable the pay increase teachers deserve."

Rawiri said the first thing he would like to see if he was Minister would be the creation of a good teaching and learning environment, with better pay and conditions and working with other ministers to solve the issues that kids are coming to school with each day – housing, health – to ensure that when kids come to school they are ready and able to learn.

Toni said if she was the Minister she would like to see inequities of kura kaupapa compensated for. "We need to ensure that inequities are met. It's a very different world post-COVID and we need to ensure that there are funds for changes for education. The Treaty of Waitangi report recommended that \$1b be put into Māori education."

Hana said if she was Minister there would be more funding for more pay for kaiako, and she would ensure there would be more counsellors and therapists in schools to take the pressure off kaiako. "We need more programmes at schools for establishing life skills as not all of our kids go to university."



Rotorua was enjoyed by hui participants



Te Aorere Pewhairangi aka waewae the 35 guy



Moana Maniapoto



Political panellists



Kiri Tamihere-Waititi



MTC23 participants



## Counting down, concerns rising

As we get closer to the full implementation of the new NCEA Level 1 next year, teachers' concerns are rising

Francis Leslie-Ellis has been involved with running new NCEA Maths Level 1 achievement standards for two years but still feels frustrated with many aspects of the pilot.

Head of Curriculum and a Maths teacher at Inglewood High School, Francis says he and fellow Maths teachers have a good grasp of where they are going with the new achievement standards and what they have to teach.

However, significant delays with information coming from the Ministry of Education are what cause the most frustration. "Assessment criteria for one of the external standards were only released at the beginning of July which was just too late. "Apparently there will be significant changes between what pilot schools are doing this year and what is going to happen next year. That's unacceptable because schools are basing their courses next year on what we've done this year."

Francis says the school expresses its concerns to the Ministry "all the time but they don't seem to want to hear the issues. Teachers feel like they are being fobbed off. Next year these concerns are going to be magnified one hundred fold."

The agencies' lack of awareness of how students work is surprising, he says. For example in the Level 1 Maths pilot the Ministry has made a 'blanket call' that all external assessments that need to be done before exams (nicknamed 'internal externals') must be reports and must be presented using a Times New Roman font.

"This implies that the only way students can present this is in written form, despite the criteria saying that it can be a video or audio. The Ministry is also requiring presentations in either Word or pdf – they seem to have no concept that virtually all schools now use Google docs which doesn't allow for fonts such as Times New Roman. The requirements are very narrow and restrictive."

The actual content of the new Level 1 is fine. "Once the course is set up it is actually a reduction in workload compared with the old achievement standards; there's less moderation and less marking and assessment. There's more teaching, which is our job.

"It's just the systems and the way the new standards have been introduced. They just keep changing the goal posts, you get different advice from different people within the Ministry then NZQA comes in and they do something different again."

PPTA Te Wehengarua advisory officer, Dr Adele Scott, says the Inglewood High experience is shared by other schools involved in the Level 1 pilots. "We have interviewed a number of pilot schools and there is a clear and urgent need for more resourcing and better coordinated support. Teachers need to know that they are being listened to. We will continue to express these concerns at the national level."



## Book wins Bert Roth award

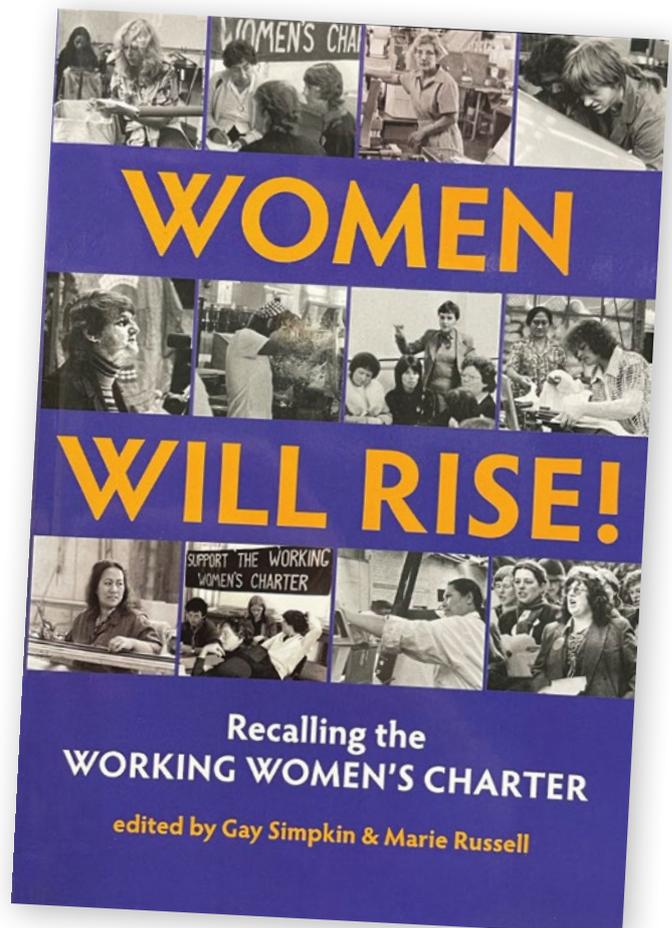
A book featuring a chapter on PPTA's contribution to the Working Women's Charter campaign has won a union history award

Congratulations to all involved with the book, *Women Will Rise!* which has been selected as co-winner of the annual Bert Roth Award for Labour History 2023.

The book outlines the development of the Working Women's Charter in the words of those who promoted it, and those who look at what has been achieved since and what remains to be done. The 16-clause charter was developed in the late 1970s by trade union women. It covered the right to work, equal pay, an end to discrimination at work, better conditions, family leave, flexible work arrangements, free, quality childcare and reproductive rights.

A long time in the making, *Women Will Rise!* was co-edited by Gay Simpkin, a former deputy general secretary of PPTA. Gay sadly passed away before the book was completed. Helen Pearce, Gay's friend and colleague who still does field officer work for PPTA, contributed a chapter outlining PPTA's involvement in the campaign.

You can read reviews of the book, published in the *PPTA News* September 2022. <https://www.ppta.org.nz/news-and-media/charting-the-course-of-feminist-history/>





# Better taxes for a better future

A better tax system could benefit students and schools throughout Aotearoa New Zealand

Better Taxes for a Better Future is a campaign by the Fair Tax Coalition. This is a group of organisations, including PPTA Te Wehengarua, who are aiming to promote discussion about a better tax system in Aotearoa. The beliefs of the coalition are that the tax system needs to:

- Be transparent
- Raise more revenue to enable us to address the challenges we face
- Make sure people who have more to contribute, make that contribution - by gathering more revenue from wealth, gains from wealth, all forms of income, and corporates
- Make greater use of fair taxes to promote good health and environmental sustainability
- Address the impact of tax on the least well-off in our society.

The campaign was launched in Wellington in June. Acting PPTA President Chris Abercrombie spoke at the launch about how an increased tax revenue could benefit students and schools throughout New Zealand. Here's some of what he had to say:

Our public education system is funded by taxpayer money. The buildings that our students sit in, the teachers' salaries, the sports equipment, the heating and the lights all come from the collected wealth of society and the shared belief that education is not just valuable but is critical to the future of our children and of the nation.

Less well understood, but no less important, are newer initiatives such as the healthy lunches in schools programme, and the provision of period products to New Zealand schools. Both initiatives allow students to come to school, and focus on their learning in class, rather than on their hunger and discomfort. These are taxpayer funded meals and products that directly contribute to higher attendance of students at school.

While we should be proud of the New Zealand education system as it is today,



PPTA acting president Chris Abercrombie speaks at the campaign launch

there is so much more that it could do and be with greater investment.

Research conducted by Max Rashbrooke shows New Zealand's total tax take is around 32% of GDP, well below the frontrunning Scandinavian societies but also below the likes of Austria which raises 42% of GDP in tax. Currently New Zealand's 32% tax take yields roughly \$110bn annually for its public services. If, however, it taxed at Austrian levels, its government would have another \$34bn a year to spend.

With education's share of an extra \$34 billion dollars of tax revenue, we could make education in this country genuinely free, as it is supposed to be. No more donation fees, no more bring your own device, no school fairs and fundraisers. Parents could send their students to school without the pressure of back to school shopping right on the back of the Christmas period.

New Zealand has recently increased the percentage of education spending that it gives to equity funding from around 3% to 5%. Equity funding is given to schools in lower socio-economic areas to ensure that those children receive

the same educational experiences as those from richer areas. A 2% increase is a good thing, but it doesn't bring us anywhere near the Netherlands, who have consistently allocated between 8 and 11% of their education funding to ensuring that the quality of their education is not affected by the wealth of the community. The Netherlands top tax rate is 40%. If we adopted that rate, we would have an additional \$26bn in tax revenue to spend on the likes of equity funding for education.

Education's share of an increased tax take could also mean smaller class sizes, warm mould-free classrooms, free transport to and from school, an expanded lunch in schools programme, better supports for students with additional learning needs, greater subject choice for students at senior levels, and a thousand other things on the education sector's wish list.

Teachers know that tax is not an abstract notion. We know that a fairer tax system which generates increased share revenue can only mean more investment in New Zealand's public education system, and better outcomes for our students.



## Taking a stand

Annual Conference papers are in your branch  
- have your say on the crucial issues

PPTA Te Wehengarua annual conference is the association's supreme policy making body - where decisions are made which shape the future of the association and our position on crucial education and industrial issues.

This year's conference will run from 26 - 28 September and conference papers are now in every branch. Here's a quick peek at some of the papers - you are encouraged to read them and take part in your branch meeting to decide your position on the issues that are being debated.

### A policy on teaching with digital technologies

Digital technologies are everywhere, and they are affecting what, how, where, and why students learn, and who they learn from. The rapidly evolving world of advanced, emerging and artificially intelligent digital technologies, their global and educational impact, workload implications, varied opinions and reasoning highlight the need for PPTA Te Wehengarua to have a policy position on teaching with digital technologies.

The recommendations of this paper enable PPTA to advocate for the supports required to ensure teaching with digital technologies is pedagogically sound, inclusive, and equitable for all; with teachers confident in their digital knowledge and understanding, able to make best use of the opportunities these technologies provide.

The proposed policy accepts that government must provide appropriate governance and necessary supports for a whole of system approach, and that research is needed on the efficacy and appropriateness of these technologies in our lives. It recognises that partnerships with EdTechNZ and teachers could enable collaborative development of digital technologies best suited to New Zealand classrooms.

### Charter schools and privatisation

PPTA Te Wehengarua has a long-standing and well-documented history of opposition to charter schools and privatisation of Aotearoa New Zealand's public education system.

With political futures in the balance, the next general election may bring another lurch to the right. This would almost certainly bring the spectre of charter schools and privatisation back onto the legislative agenda.

Current (published) National Party education policy does not have any information around charter schools, partnership schools or privatisation, but with the likely requirement of support from ACT New Zealand for National to

gain political power, it is likely that ACT's education policy will be at the forefront of any confidence and supply agreements.

This paper recommends PPTA Te Wehengarua continue our implacable opposition to the establishment of new charter schools (or te kura hourua, partnership schools or whatever they may be called), and the conversion of state or state-integrated schools to charter schools.

The paper also recommends that PPTA advocates for increased flexibility to allow for innovative approaches within the state and state-integrated school system, and affirms our support for an adequately funded public education system.

### Making refusal to participate in industrial action unethical

In 2022 and 2023 we have seen a more difficult-than-usual industrial round, requiring



multiple days of strike action and several other forms of industrial action. This has crystallised the importance of solidarity in pursuit of our collective aims.

Industrial action is a unique expression of PPTA Te Wehengarua members' unity and strength. Our increasing willingness to use industrial action has gained guaranteed non-contact time, significant salary increases, and countless other hard-won provisions in the collective agreements. It also requires a unique degree of sacrifice on behalf of our members. It sometimes requires members to give up a portion of the income they rely upon to support their families and build their lives. It almost always requires them to accept a degree of disruption to the education of their students; this is inherently difficult for professionals whose work is dedicated to rangatahi. Sometimes it requires both of these things at once.

The paper argues it is time to update the Code of Ethics to reflect how important unity is to PPTA Wehengarua and our collective cause in times of industrial action. It recommends the code be amended to make it unethical for members to refuse to take part in industrial action without exemptions.

### Flexible learning spaces

With our self-governing schools, it is no surprise that there are a multitude of types of school in Aotearoa New Zealand, ranging from extremely 'traditional' single-cell classrooms right through to cutting-edge 'innovative' learning environments (ILEs). We have members who love teaching in ILEs, those who prefer a single-cell classroom, and there are students who thrive in one but not in the other.

This paper does not make assumptions or judgements. It calls for research into the effectiveness of flexible learning spaces (FLS) in Aotearoa New Zealand; and for that research to be made available to schools. The recommendations of the paper are taken directly from a previous 2017 conference paper (with



some changes), and it is disappointing that we do not seem to have seen much progression in that time.

Without anything concrete, this paper once again challenges the Ministry of Education on the pressing need to research the effectiveness of FLS with regards to their impact on student achievement, student wellbeing, teaching and learning, and teacher satisfaction in the New Zealand context.

### Thinking differently - inclusion for neurodiverse kaiako

There is recognition that various neurodiverse students may struggle in education, but what about educators? Neurodiverse kaiako have a range of benefits they can bring to the classroom, such as an autistic teacher's hyperfixation in their specialist subject area, or an ADHD kaiako's way of connecting different concepts to engage otherwise disengaged students, or a dyslexic teacher recognising new ways to communicate and present written medium learning.

While no studies have looked specifically at neurodiverse kaiako, it can be clearly recognised that neurodiverse staff across

the workforce have challenges in the workplace. In some cases it is even before the individual enters the workplace as they are not hired due to the perception of failings. Many of these challenges are not the fault of the neurodiverse individual, but rather the perceptions of neurodiversity that people hold. It is often a case of a disabling system that results in neurodiverse kaiako being unable to fully show their value to said system.

Ultimately, if we can support our neurodiverse students, why not our neurodiverse staff?

The paper recommends the formation of a PPTA Te Wehengarua network for neurodiverse members and the establishment of an advisory committee to explore systems that best utilise and recognise the unique abilities of neurodiverse kaiako and address challenges faced by neurodiverse kaiako across the motu.

# Weaving mātauranga Māori and technology

Collaboration between TENZ and PPTA Te Wehengarua produced an inspiring and thought provoking professional development event

“Mātauranga Māori and its Effective Use in Technology” was showcased at Kaiapoi High School in June thanks to PPTA Te Wehengarua, Waitaha Canterbury, & TENZ - Technology Education New Zealand.

Waitaha Canterbury once again demonstrated its commitment to embracing mātauranga Māori and showing its potential in the field of technology. The event was a collaborative effort between Technology Education New Zealand (TENZ) - the subject association dedicated to supporting and promoting technology education at all levels in Aotearoa New Zealand - and Waitaha PPTA. Members from Whangārei, Northland to Gore, Southland joined the day thanks to the subject association grant from Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre.

*“Fantastic workshops, wish it could be a 2-3 day PD!” - Sally*

The day opened with a mihi whakatau from Ngāi Tūāhuriri, the local Ngāi Tahu hapū, with addresses from Daniel Hāpuku (PPTA Te Wehengarua Te Huarahi), Thomas Newton (PPTA Te Wehengarua Regional Chairperson), Jason Reid (Kaiapoi High School Tumuaki), Te Aomihia Taua-Glassie (PPTA Te Wehengarua Māori Vice President), and Hamish Johnston (TENZ / PPTA Te Wehengarua Regional Secretary).

*“I found the whole day inspirational.” - Andrea*

Attendees were treated to a range of exceptional speakers who enriched their knowledge and left each “kete” overflowing with insights. Speakers and workshop presenters included: Lynne Harata Te-Aika, Nicole Solomon, Hamuera Kahi, Patty Robinson, Daniel Hāpuku, Catherine Frost, and Pip Osborne. All of their contributions were valued by everyone there.

*“A welcoming, rich, and insightful kaupapa with interesting speakers, activities, experiences to help teachers on their journey. An absolute delight, inspiration and something I will rave about to others” - Kate*



Robert Isaacs Ututaonga and Te Wehengarua Māori vice president Te Aomihia Taua Glassie



Participants enjoyed the workshops

A standout takeaway from this remarkable event was the profound impact of narratives on design.

These narratives, rooted in the lived experiences of individuals, groups, and wider communities, serve as authentic contexts that shape the technological landscape.

Residents of Ōtautahi Christchurch were recommended by keynote speaker, Lynne Harata Te-Aika, to take part in the walking tour led by the Matapopore Trust. The trust has been responsible for the integration of Māori art and civic development, and supports the growth and recognition of Māori artists.

The trust’s influence can be seen throughout the central city. The diverse and thought provoking design projects the trust has supported, continue to build upon, and recognise, the histories of Ōtautahi Christchurch.

*“I was learning weaving, but we were actually weaving personal connections too.” - Rachel*

Events like this do not happen by themselves and special recognition must go to Hamish Johnston who played an instrumental role in bringing this event to fruition. His roles as Waitaha Canterbury PPTA Te Wehengarua Regional Secretary and TENZ National Chair helped bring the two groups together.

Additionally, Jacinta Grice, Daniel Hāpuku, Thomas Newton, Willow Symes, Anaru Mikaere, and Jo Martin from PPTA Te Wehengarua, as well as, Brenda Brook, Lisa Byers, and Ali McKubre from TENZ, all made significant contributions to the successful professional development opportunity.



# Salary increments – don't miss out!

Advice from PPTA's intrepid field officers on salary increments

A beginning teacher recently contacted her field officer, concerned that her salary increment on the base scale appeared to be overdue\*.

Teachers joining the profession will start with a pay rate somewhere on the base salary scale depending on their qualification and credits for things like work experience. Teachers will progress up the pay scale until reaching the maximum pay rate for their qualification type. This progression (salary step increments) happens under both the secondary (STCA 4.2.3) and area school (ASTCA 3.7) collective agreements.

Permanent full-time and part-time teachers should move up one step after each full year (the date you are due to move is called your increment date). Non-permanent part-time teachers are different. They move one step up the scale after every 1000 hours of timetabled employment.

As they are employed for fewer than 1000 hours a year these teachers will take more than one year to move each step up the scale and, as a precaution, should keep their own record of how many hours they are accumulating.

In all cases the employer must attest the teacher has met the appropriate professional standards (which are listed in Supplement 1 of the STCA, and Schedule 1 of the ASTCA). That principal must send the attestation form to Novopay/EPL to confirm the increment is due.

Sometimes the employer sends the notification too late for the increase to be paid out on time. While annoying for the teacher, this is easily remedied - the notification is sent and the salary increase is backdated to when it was actually due.

The real problem arises when the employer won't attest the teacher's performance is satisfactory, and tries to withhold the increment. Any PPTA member who finds themselves in this situation should immediately contact their field officer.



Teachers should move up one salary step after each full year

Salary increments can only be withheld where the employer has properly determined that the teacher's performance is not satisfactory. This must follow a good-faith process, and be consistent with the collective agreement provisions around teacher performance.

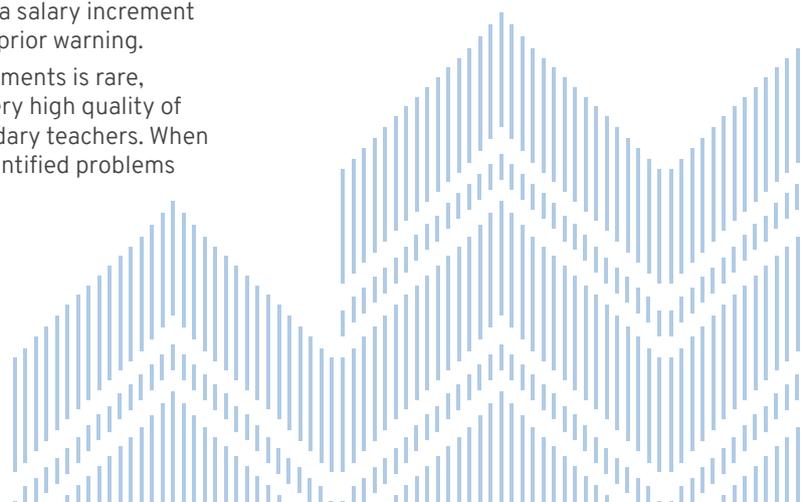
Under both the STCA and ASTCA these include that you get reasonable opportunities for appropriate and effective professional development and that if the employer has any concerns about a teacher's performance then that teacher must be told. An employer is not allowed to withhold a salary increment without reasonable prior warning.

Withholding of increments is rare, mainly due to the very high quality of New Zealand secondary teachers. When it does occur the identified problems

are usually solved within one or two school terms.

The employer must put in place a specific programme of support and development to assist the teacher in meeting the required standards. Once the standards are met, the teacher receives the salary increment from that date, and this will then become their new increment date for future moves up the salary scale.

*\*In fact, the increment was not overdue, but came through later that month.*



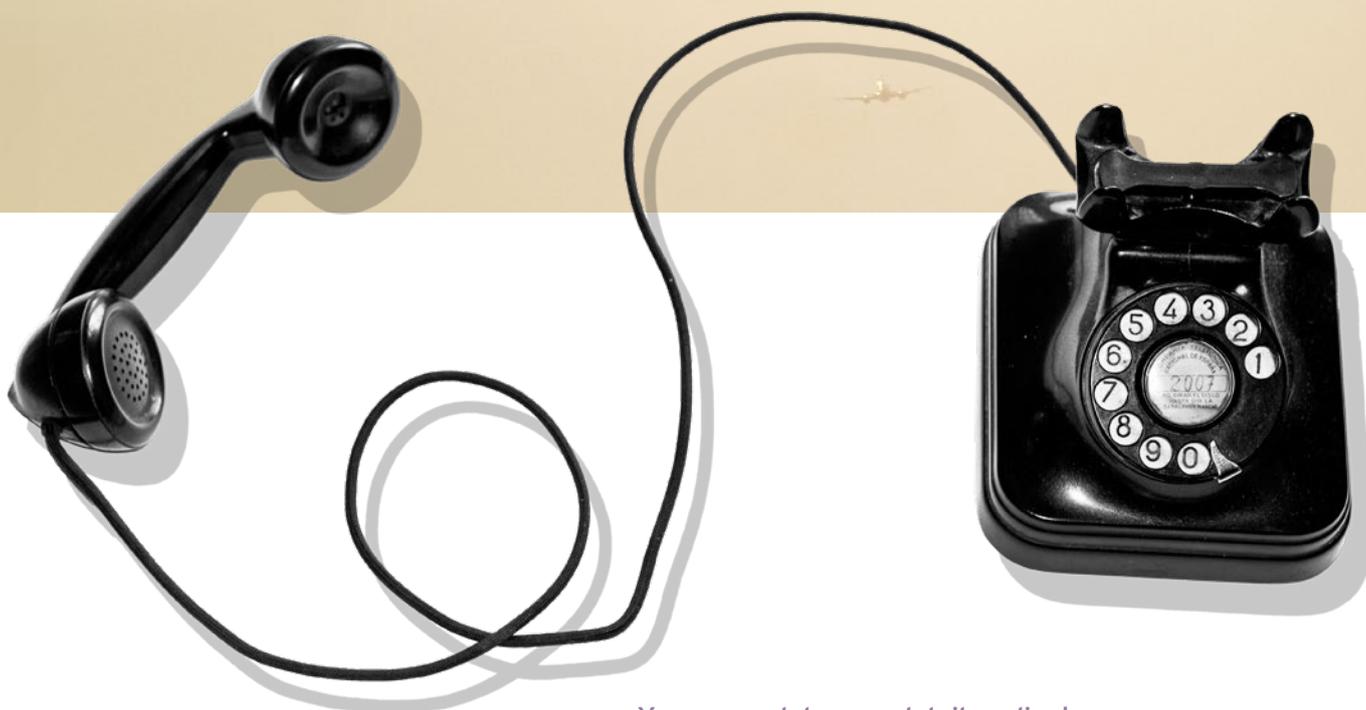
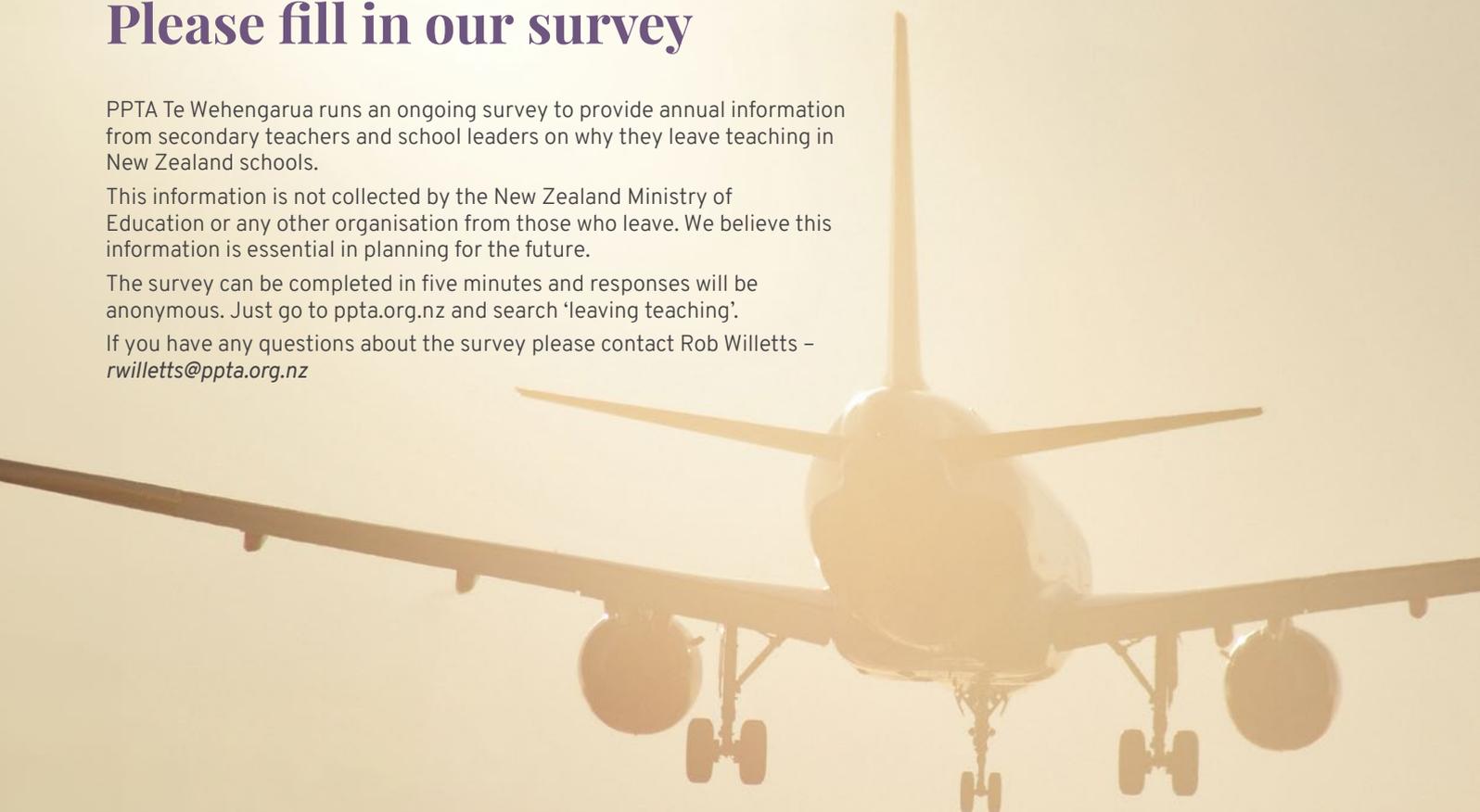
# Leaving teaching? Please fill in our survey

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

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

The survey can be completed in five minutes and responses will be anonymous. Just go to [ppta.org.nz](http://ppta.org.nz) and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts – [rwilletts@ppta.org.nz](mailto:rwilletts@ppta.org.nz)



## PPTA Membership Alert Have your details changed?

Changed schools? New email address? New phone number? Let us know! We have important information to share but can only get it to you if we know how to find you. If your contact details have changed, please let us know.

### You can update your details online!

All you need to do is visit [ppta.org.nz](http://ppta.org.nz), and look for the log-in button at the top right of the page. Once logged in, you will be taken to the membership 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).

### Have any PPTA membership questions?

If you would like 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.