

PPTA TE WEHENGARUA ANNUAL REPORT 2017 – 2018

I TĒTAHI AHIAHI, E WHAKARERI ANA A MĀUI ME ŌNA TUĀKANA I
TĒTAHI HĀNGI, HAI HĀKARI MĀ RĀTAU. KĀTAHI ANŌ KA MUTU AKE TE
WHAKAWERA



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PPTA CONSTITUTION

All PPTA activity is guided by a constitution with the following objectives:

- To advance the cause of education generally and of all phases of secondary and technical education in particular
- To uphold and maintain the just claims of its members individually and collectively
- To affirm and advance Te Tiriti O Waitangi

The PPTA's activities include:

- Negotiating collective employment agreements
- Advising members about conditions of employment
- Advocating on professional and educational issues

OVERVIEW OF 2017-2018 YEAR: PPTA PRESIDENT, JACK BOYLE



E nga kaiako o Aotearoa.

The past year has been massive for education. The fundamental role teachers play in our society as the guardians of our most valuable taonga – children – has had almost unprecedented visibility in the media and in our communities. In part, this comes down to education being a focus in the 2017 election and the timing of all the collective agreement negotiations.

It is also clear that nearly a decade of ‘squeeze and measure’ has damaged our once world beating education system, and as a result, the public has truly caught on to what we have been saying for years.

Accordingly, the need for professional support and opportunities which guarantee we can develop our skills, working conditions that support us to be the best we can be, and remuneration that attracts and retains top quality people have underpinned much of our work over the past year.

The latter half of 2017 saw the development of our approach to the 2018 Secondary Teachers’ Collective Agreement negotiations, the corollary development of our aspirational ‘Bring out the Best’ campaign, the creation of an administrative hub to support the funding of Subject Associations....oh, and a new government.

Charter schools and COOLs were quickly consigned to the dustbin, TER Courses funded, the proposed increases to Education Council fees delayed, and – a big win for our members’ strong advocacy – a Bill restoring democratic representation to the Council is progressing through Parliament. There was also an injection of new money into Learning Support and a little bit more putea to try and stem the worsening teacher shortages (which the previous government had tried to say wasn’t that big a problem only a few months earlier).

As well as these initial changes, Ministers Hipkins, Davis, Martin and Salesa have moved at a cracking pace to check the pulse of almost the entire education system, kicking off wide-ranging engagement and public consultation through the ‘Education Conversation’, reviews of the Tomorrow’s Schools model, and the NCEA and Learning Support, while also starting the development of an Education Workforce Strategy with the sector.

Prior to all this consultation, Minister Hipkins made a commitment with us at the International Summit of the Teaching Profession in Lisbon in late March: any changes that might affect the teaching profession “will be co-designed and co-implemented with the profession”.

While that doesn’t guarantee every one of us will agree with every area of discussion, nor does it give us assurance that the things we see as desperately needed will arrive quickly or fully, I believe it does show that we have a real opportunity to bring our voice into making education the best it can be – for all of us. And, of course, we’ll keep going anyway, because our children deserve it. Haere tonu kia mau.

FOREWORD TO THE 2017-2018 ANNUAL REPORT: PPTA GENERAL SECRETARY, MICHAEL STEVENSON



2017/8 has been another significant year for the PPTA, with ongoing activism around key industrial and professional issues that are central to the work of members.

Membership has increased, up approximately 800 full members when June 2018 is contrasted with the same time last year. Therefore, it is not surprising to see record numbers of delegates at our key events of Annual Conference, the Issues and Organising seminar, Māori Teachers' Conference, and the Pasifika Fono.

The 2017 to 2021 Association Strategic Plan has four pillars: advocacy, voice, policy and education. With advocacy, the 2017/8 year was about laying the groundwork for a successful renegotiation of the Secondary Teachers' Collective Agreement and ensuring we have a rock solid litigation strategy for our Equal Pay Case in support of part-time teachers, who deserve pro-rata non-contact time.

In terms of voice, the *Bring out the Best* Campaign enables members, students and the wider school community to have a say on the importance of quality teaching and learning in Aotearoa. This component of the strategic plan is vital, given the teacher workload and teacher supply crises faced in secondary schools.

We continue to lead the education policy discourse in New Zealand by being at the forefront of education discussion and debate. The 2017/8 year has been a busy one in terms of this strategic objective, as we have had to be heavily involved in new Minister of Education Chris Hipkins' ambitious work programme, which contains 17 reviews including big ticket items for us in NCEA and Tomorrow's Schools.

And last but not least is education, where increasing numbers of members attended our popular Mahi Tika courses. We had a big win in early 2018 with the education union-owned TRCC (Teacher Refresher Course Committee) winning the highly valued Networks of Expertise – English Medium contract to deliver subject specialty PLD to members. This starts our journey towards owning the PLD space for our members. Finally, we are starting to see the fruit of our labour from playing a lead role in establishing the Workers' Education Trust to deliver WorkSafeReps health and safety training, with an increased number of trained representatives in our branches.

Of course, we need a solid financial base to ensure our vital mahi continues. So I am pleased report the Association remains in the black, with a second successive surplus in excess of \$500,000. In this negotiations round, we need to keep a close eye on the enemies of collectivism. Even under the new Labour-led Government, terms and conditions won by union members could be handed over to those who are hiding behind the lines, emerging only when it's time to share the spoils. One of our claims, which we also made in the 2015 round, is for a bargaining fee, which would require freeloaders to pay a sum to the union to acknowledge the cost of the negotiations. This is clearly an idea whose time has come.

Thank you comrades for making the PPTA/Te Wehengarua the powerful member-led organisation it is today.

PPTA DECISION-MAKING STRUCTURES 2017-2018

This section of the New Zealand Post Primary Teachers' Association/Te Wehengarua (PPTA) annual report for the 2017-2018 year provides a brief introduction to PPTA decision making structures.

The PPTA annual conference is its supreme decision-making body.

Business between annual conferences is conducted by the PPTA executive, which meets five times a year. The executive comprises volunteers who are practising secondary teachers, elected by PPTA members. They represent each of the 24 PPTA regions, and there are also three representatives from Te Huarahi Māori Motuhake (the Māori executive), and a representative from Komiti Pasifika.

Members also elect the PPTA president, a full-time position with a maximum term of four years based in Wellington, for which the incumbent can take leave from his or her school.

The executive is assisted in its decision-making by a number of advisory committees and taskforces, which are responsible for providing advice on specific issues of concern to secondary teachers.



MEMBERSHIP OF PPTA EXECUTIVE, COMMITTEES AND GROUPS WHO SERVED DURING THE 2017-2018 YEAR

PPTA NATIONAL EXECUTIVE

Chris Abercrombie, Rodger Barlow, Miriama Barton, Jack Boyle, Graeme Bridge, Chris Carr, Glenn Cassidy, Ellen Curnow, Natalie Faitala, Karen Gibbs, Kevin Greig, Jacinta Grice, Jonathan Handley-Packham, Vince Hapi, Kylee Houppapa, Joe Hunter, Henare Hutana, Lisa Larwood, Gazala Maihi, Lawrence Mikkelsen, Vinnie Monga, Austen Pageau, Simon Reid, Angela Roberts, Terry Robson, Elizabeth Ross, Graham Sharp, Graham Smith, Michael Stevenson, Wiki Te Tau, Rob Torr, Melanie Webber, Miles Winter

TE HUARAHĪ MĀORI MOTUHAKE

Brandon Amoamo, Richard Amoroa, Miriama Barton, Hemi Ferris-Bretherton, Vince Hapi, Henare Hutana, Maruia Jensen, Gazala Maihi, Kui Morrell, Cecelia Pakinga, Tihi Puanaki, Powhiri Rika-Heke, Patty Robinson, Trish Tangaroa, Sonny Tawake, Wiki Te Tau, Noeline Terere, Te Whare Turuwheua, Johnny Waititi, Hana Wijohn

TE RŌPŪ MATUA

Miriama Barton, Jack Boyle, Hemi Ferris-Bretherton, Jacinta Grice, Joe Hunter, Gazala Maihi, Vinnie Monga, Kui Morrell, Cecelia Pakinga, Powhiri Rika-Heke, Angela Roberts, Sonny Tawake, Te Whare Turuwheua

EXECUTIVE COMMITTEES

MANAGEMENT COMMITTEE

Chris Abercrombie, Jack Boyle, Natalie Faitala, Jonathan Handley-Packham, Joe Hunter, Henare Hutana, Austen Pageau, Simon Reid, Angela Roberts, Michael Stevenson, Wiki Te Tau, Melanie Webber

CURRICULUM ADVISORY COMMITTEE

Chris Abercrombie, Graeme Bridge, Natalie Faitala, Karen Gibbs, Kylee Houpapa, Tina Peters, Graham Smith, Johnny Waititi, Melanie Webber

PROFESSIONAL ISSUES ADVISORY COMMITTEE

Richard Amoroa, Chris Carr, Glenn Cassidy, Karen Gibbs, Jonathan Handley-Packham, Joe Hunter, Simon Reid, Angela Roberts, Te Aomihia Taua-Glassie, Melanie Webber

POLITICAL STRATEGY COMMITTEE

Chris Abercrombie, Glenn Cassidy, Hemi Ferris-Bretherton, Karen Gibbs, Kevin Greig, Kylee Houpapa, Lawrence Mikkelsen, Austen Pageau, Simon Reid, Johnny Waititi

CONDITIONS STRATEGY COMMITTEE

Miriama Barton, Graeme Bridge, Ellen Curnow, Jacinta Grice, Lawrence Mikkelsen, Austen Pageau, Graham Sharp, Wiki Te Tau, Melanie Webber, Miles Winter

KOMITI PASIFIKA

Alvin Chand, Natalie Faitala, Maria Lemalie, John Pesefea, Sinapi Taea, Teokotai Tarai, Sione Tauveli

NEW ZEALAND SECONDARY PRINCIPALS' COUNCIL (NZSPC)

Maurie Abraham, Christine Allen, Jack Anderson, Chris Betty, Julia Davidson, Catherine Ewing, Linda Fox, Bruce Hart, Stephen Hensman, Alan Liddle, Rosey Mabin, Phil McCreery, James Morris, John Paitai, Simon Reid, John Russell, Lynlee Smith, Allan Vester, Stephen Walters

SENIOR POSITIONS ADVISORY COMMITTEE

Jay Barr, Kevin Byrne, Laurence Caltaux, Cristina Casey-Schoner, Kevin Dean, Philippa Ferguson, Peter Hijazeen, Kathleen Kaveney, Peter Mathias, Maria Neville-Foster, Penny Prestidge, Stephen Read, Elizabeth Ross, Timothy Tucker, Johnny Waititi, Melanie Webber

ICT ADVISORY COMMITTEE

Carolyn Alexander-Bennett, Graeme Bridge, Rachel Chisnell, Kate Christensen, Manu Corcoran, John Creighton, Chris Dillon, Joanne Ellis-Smith, Hemi Ferris-Bretherton, Caroline Gill, Tish Glasson, Vince Hapi, Alex Le Long, Andy McMillan, Lawrence Mikkelsen, Samantha Mortimer, Isabel Rangiwananga, Jody Reynolds, Andrew Ricciardi, Jana Robertson, Johnny Waititi, Jason White, Miles Winter

AREA SCHOOL ADVISORY COMMITTEE

Bruce Anink, Graeme Bridge, Alec Campbell, Alan Carson, Justin Downes, Isabel Rangiwananga, Kerensa Robertson, Max Ross

ESTABLISHING TEACHERS' COMMITTEE

Nathan Bergin, Chris Carr, Maruia Jensen, Stephanie Julian, Alex Le Long, Austen Pageau, Kijiana Pene, Powhiri Rika-Heke, Katie Scott, Paul Stevens, Cameron Stewart, Hana Wijohn

RAINBOW TASKFORCE FOR SAFE SCHOOLS

Sara Anderson, Jerome Cargill, Chris Carr, Shawn Cooper, Kylee Houppapa, Ben Mills, Vinnie Monga, Cecilia Pakinga, Powhiri Rika-Heke, Paul Stevens

SURPLUS STAFFING NOMINEES

Auckland: Rodger Barlow, Michael Cabral-Tarry, Ewan Grant-Mackie, Stuart King, Tom Leonard, Trevor Wilson

Hamilton: Elizabeth Ross, Niall Pearce

Palmerston North: Richard Armond, Alan Carson, Paul Cutler, Andy Gray, Jill Gray, Bruce Johnson, Julian Lumbreras, Eileen Mott, Vernon Tile, Hamish Wood

Christchurch: Rosemary Adams, Ray Curnow, Jo Fissenden, Pete Gill, Martin Kane, Bernie Lee, Michael Summerfield, Alastair Townshend, Miles Winter

Dunedin: Chris Abercrombie, Tonia Calverley, Terry McNamara, Peter Wilkinson

EARTHQUAKE RECOVERY TASKFORCE

Jo Fissenden, Jacinta Grice, Jonathan Handley-Packham, Martin James, Bernie Lee, Janette Merrin, Brigid Raymond

MIDDLE LEADERSHIP ADVISORY COMMITTEE

Llywellyn Adlam, Chris Bangs, Jo Barber, Graeme Bridge, Karen Carter, Glenn Cassidy, Karen Gibbs, Susan Haugh, Anna Heinz, Amanda Johnson, Erica Norton, Elizabeth Ross, Graham Sharp, Te Aomihia Taua-Glassie, Patricia Visger, Robyn Welsh, Katrina Daniela, Miles Winter, Catherine Wynne, Tamara Yuill Proctor

PPTA REGIONAL OFFICERS

The following groups are office-holders in each of PPTA's 24 regions:

REGIONAL CHAIRPERSONS

Martin Kane, Michael Cabral-Tarry, Alex Le Long, Brigid Raymond, Bernie Lee, Isabel Rangiwananga, Janette Snowden, Conan Doyle, Jason Devery, Ewan Grant-Mackie, Radne Ardern, Bevan King, Desiree Mulligan, Alan Carson, Grant Collie, Angela McMinn, Kijiana Pene, Ngaire Searle, Jacquie Bowen, Micky Nogher, Kendra Greenwood, Areti Alexandrou, Graham Sharp, Terry Robson, Pauline McNeill, Penny Dunckley, Penny Fletcher, Bill Claridge, Erin MacDonald, Jo Belgrave, Sam Speedy, Evan Jones, Shane Wilson, Ahmad Osama, Nathan Bergin, Tania Rae

REGIONAL SECRETARIES

Rosie Adams, Kathryn Jenkin, Jason Liddall, Jo Fissenden, Aletta Lamprecht, Jeremy Ball, Tom Leonard, Jason Devery, Pratik Jethwa, Jennifer Baylis, Andrea Sims, Emma Wallis, Rebecca Hopper, Dan Searle, Bridget Wren, Fiona Churcher, Russell Stirling, Robyn Weir, Brian Dunckley, Adrian Bosman, Dave Patchett, Luke Nickholds, Janelle Eason, Kieran Browne, Trevor Hook, Kathleen Christian, Devendra Naidu, Evan Jones, Connie Palmer, Vernon Tile, Vanessa Pringle, Ray Curnow, Kim Whyte

REGIONAL TREASURERS

Stephen Ross, Savitri Nadan, Niall Pearce, Marie Blackley, Jonathan Handley-Packham, Jason Wang, Te Kapua Hohepa-Watene, Ylva Maxwell, Stuart King, Jamie Ashman, Jan Collier, Lisa Hargreaves, Divendar Nath, Vijeshwar Prasad, Radha McKendry, Robyn Bright, Hazel McIntosh, Eileen Parsons, Sarah Morgan, Tonia Calverley, Terry McNamara, Angela Roberts, Caleb McCullum, Pushpa Reddy, Mike van Woerkom, Vernon Tile, Jeffery Franklin, Vanessa Pringle, Juliet Buenaventura, Phil Adams, Felicity Pitt

TE REO-A-ROHE

Marie Donaldson, Sharon Fernée, Tina Peters, Rauhina Tipuna, Shanna Rope, Chris Whaanga, Hemi Ferris-Bretherton, Powhiri Rika-Heke, Lia Te Wao, Trish Tangaroa, Mere Manning, Simon Hirini, Barbara Thomason, Jane du Feu, Te Aomihia Taua-Glassie, Thomaseena Paul, Te Puawaitanga Silich, Cherie Ford, Rihari Brown, Faith Tautuhi, Jason Va'a, Christine Weepu, Kapuhuia Waaka

REGIONAL ESTABLISHING TEACHER REPRESENTATIVES

Victoria Chappell, Sonya Clark, Rosa Hughes-Currie, Ashleigh Martin, Rebecca Jack, Matthew Whibley, Tiffany Allan, Katie Scott, Stephanie Low, Pratik Jethwa, Mandy Maber, Jason Megchelse, Cassandra Wilberforce, Amelia Birch, Phil Chiet, Angela McMinn, Kijiana Pene, Greg Allum, Julia Aitken, Josh Clark, Fionn Murphy, Richard Higgins, Kussi Hurtado-Stuart, Pip Paulin, Stephanie Julian, Sam Speedy, Samantha Farook, Stacey Morgan, Ngarangi Te Riini, Stewart Cameron, Michael Waller

REGIONAL WOMEN'S COORDINATORS

Jennifer Ashby, Elizabeth Brown, Rachel Burnett, Fiona Churcher, Fiona Cooper, Marion de Weyer, Shalom Del' Monte-Aberhart, Amanda Ellwood, Juliette Emery, Amanda Greville, Jacinta Grice, Susan Haugh, Anna Heinz, Lisa Holden, Joe Hunter, Gurpreet Kaur, Aletta Lamprecht, Bernie Lee, Beverley McDonnell, Sally McGunnigle-Trail, Vinnie Monga, Cecilia Pakinga, Vanessa Pringle, Patty Robinson, Ray Ryan, Freddie Simpson, Jacqueline Smith, Susan Smith, Esther van Dyke, Emma Wallis, Barbara Williams, Yomi Williams, Megan Wishart, Jillian Woods

REGIONAL PASIFIKA COORDINATORS

Joyce Shankar-Kay, Rebecca Muipu, Parwati Reddy, Naomi Fa'agalu, Korahn Pema, Natasha Ah Tune, Naima Ulu, Divendar Nath, Kijiana Pene, Vijeshwar Prasad, Mark Mason, Samid Buksh, Fiona 'Ofamo'oni, Kijiana Pene, Jana Robertson, Devendra Naidu, Sione Tauveli, Joy Tualima

REGIONAL MEN'S REPRESENTATIVES

Chris Sherwood, Thomas Newton, Attila Kiss, Rodger Barlow, Maxwell Matenga, David Masters, Julian Lumbreras, Jason Megchelse, Tim McCaffery, Grady Trail, John Haggie, Brian Dunckley, Kieran Browne, Colin Wood, Girish Sajwan, Dallas Pitt



SECONDARY TEACHERS' COLLECTIVE AGREEMENT (STCA)

The main focus following the 2017 annual conference paper, '*Once more unto the breach, dear friends, once more*', has been developing a claim for the 2018 bargaining round. The paper set out the basis of the claim and since this time the advisory officers and Executive have been working to develop the claim detail and modelling.

The culmination of this work was the core claim that was presented to members at Paid Union Meetings (PUMs) during May and June. The attendance at these PUMs was up in numbers and density from previous rounds, and the meetings were very well received by members. Members voted overwhelmingly to support the core claim.

Branches were then invited to submit any further claims to be considered by the Executive for inclusion in the final claim.

Discussions with the Ministry of Education commenced in early August. This bargaining round will prove to be an important milestone in the Association's history. Our members have given a clear mandate over many years that the supply crisis and immense workload issues must be addressed and real commitments made for the future of secondary education.

AREA SCHOOL TEACHERS' COLLECTIVE AGREEMENT (ASTCA)

There has been no bargaining for the Area School Teachers' Collective Agreement (ASTCA) over the last year, as the current agreement does not expire until April 6, 2019. Paid union meetings are being held for PPTA members in September, and will consider the major claims that came out of the Industrial Strategy Paper 2017, strongly endorsed by all members at Conference. That paper outlined a clear strategy for bargaining the teacher agreements, based around addressing the burgeoning workload and alleviating the supply crisis of secondary teachers over the next decade. It is very clear that these are also the major issues affecting our members in area schools.

Members at the September ASTCA PUMs will also consider a specific claim to address an outstanding issue for area school members which we have had no traction on in recent negotiations under a National-led government. This issue was identified in the 2017 industrial strategy conference paper as one needing to be addressed in this round. It is a claim to align the dates of the next pay increases for area school members with those for secondary members, and also aims to claim for backpay of the first increase to meet that of STCA members (should the STCA be settled earlier than the ASTCA. The actual date for settlement of the STCA is of course at this stage unknown, but aligning the dates will clearly be a priority for ASTCA bargaining in this round.)

Our area school members at claims PUMs will also consider a process for developing any other deeply felt and widely held claims for ASTCA bargaining. Claims from NZEI will also need to be considered as the ASTCA is bargained jointly with the New Zealand Educational Institute (NZEI), which has coverage of their members in area schools. As the NZEI did not accept the final 2.5% annual increase from the last round and instead settled for a two year term for its primary teacher members, it has been in negotiations for the Primary Teachers Collective Agreement (PTCA) since April, and may be more likely to reach settlement earlier than we will for the STCA. However that may be, we will be bargaining for the agreed claims from members of both unions.

SECONDARY PRINCIPALS' COLLECTIVE AGREEMENT (SPCA)

The SPCA also will not expire until May 11, 2019.

While we had thought there would be changes in place by this next SPCA round regarding the decile finding component, it is still not clear whether this will occur, and there may be even larger changes that will come out of the Tomorrow's Schools Review that could impinge on pay structures for secondary.

The early stages of claims development and bargaining have commenced with discussions with the Secondary Principals' Council. In the coming months there will be discussions more broadly with our principal members in order to prepare early for the bargaining round.

AREA SCHOOL PRINCIPALS' COLLECTIVE AGREEMENT (ASPCA)

The ASPCA will expire in June 2019, and may require similar adjustments to the salary components of secondary principals following current reviews. This agreement is also jointly bargained with NZEI, and because the Primary Principals' Collective Agreement was also settled for a two-year term, is currently being negotiated, and is likely to be settled earlier than the SPCA, will also clearly inform the ASPCA claims development process.

ADULT COMMUNITY EDUCATION COLLECTIVE AGREEMENT (ACECA)

This agreement was also settled for three years, and will be up for renegotiation in June 2019.

It is our smallest collective agreement. The removal of funding for night classes nearly a decade ago was resisted strongly by the PPTA, and the number of schools offering community education has dwindled from 212 in 2009 to 12 in 2018. We are pleased to have retained a collective agreement for the small group of members still able to offer valuable adult education in their communities, and we are hopeful that the new government will eventually move to restore adult education as they promised to do in their manifesto prior to the election.

INVESTING IN EDUCATIONAL SUCCESS (IES)

As more Communities of Learning (CoL) were rolled out and more members appointed to CoL roles, the PPTA organised 26 meetings around New Zealand in term 4 of 2017 and term 1 and 2 of 2018 to talk to SCTs and CoL role holders. This was to inform them of the background of the CoL roles, and to assist them with the implementation of those roles. A number of issues have been raised directly with the Secretary for Education.

The PPTA met with the School Trustees Association to discuss matters of concern around the governance of CoL.

At the national level, the Ministry-led IES oversight group has ceased to meet. Some temporary additional funding has been made available to assist CoL schools with the administration costs of collaboration.

Growing concerns about the implementation of the Community of Learning roles resulted in the development of an Executive paper for this year's Annual Conference.

ONGOING INDUSTRIAL ISSUES: WHAT ELSE IS NEW?

As well as the many personal cases taken by our field staff on behalf of members, the major industrial issues the union continues to grapple with include: recruitment and retention (supply) of teachers, workload, coverage, funding of schools, issues with the implementation of communities of learning, working with Te Kura members to resolve outstanding issues about their conditions of employment, health and safety, workplace bullying, charter schools, illegal use of fixed term agreements, and the equal pay case we are taking for equitable non-contact time for part time teachers.

SUPPLY AND WORKLOAD REPORTS IMPLEMENTATION

Two joint reports (on secondary teachers' workload and secondary teacher supply) were completed in 2016. There have been a number of meetings between various agencies but little of impact has yet happened as a result of these reports in the year to June 2018.

Recommendations on NCEA were directed to the NCEA review.

PPTA, the Ministry of Education, the NZ Qualifications Authority (NZQA), NZ School Trustees Association (STA) and the Education Council developed a poster to try to help schools reduce unnecessary workload associated with student appraisal and moderation.

The Education Council has tried to clarify the expectations schools should have around teacher appraisal to avoid over-engineering their appraisal processes.

NZQA has undertaken to see how it can improve its processes and information to reduce or clarify expectations on teachers.

PPTA and STA met to see what joint support the organisations can provide around bullying, careers development, and change management.

PPTA's own recommendations in the two reports formed the basis for the 2018 collective agreement claims development process.

LEGAL CASE: PRO-RATA NON-CONTACT TIME FOR PART-TIME TEACHERS

Well, it's now a whole year since we reported on this crucial pay equity case and it has still not made it to court. This is not to say we have not been busy in working with our part time member witnesses, and with our team of lawyers in forwarding the case. It now appears likely it will be heard next February and we are extremely grateful to our witnesses who have been waiting for this case to be heard for so long for hanging in there

To recap for newer members, PPTA has been advocating for the last 16 years for equitable non-contact time for our part-time members. While the STCA and the ASTCA have some very limited non-contact time for part-time teachers in 0.72 positions and above, this time is not prorated and not equitable. In the six rounds of collective bargaining beginning in 2002 and in every bargaining round since, we have claimed for equitable non-contact time for all teachers, and every time the ministry has refused. We have also participated in two working groups and the four-year tripartite Pay Equity Review of schools from 2003 to 2008 without any effect at all.

Our view is that not providing this paid non-contact time is unlawful discrimination, an equal pay issue and in breach of the good employer provisions in STCA and the State Sector Act 1988. Part-time secondary teachers are predominantly women, which is why it is a gender equity issue.

While the mills of justice are grinding slow in various legal obstacles re getting the case heard, we remain hopeful they will eventually grind exceeding small and show up this totally unfair and inequitable situation where most of our part time teachers continue to be paid so much less than full time colleagues for the invaluable work they do in our schools.

SECONDARY SCHOOL STAFFING

SECONDARY TEACHER SHORTAGES

A recommendation from the floor of last year's Annual Conference for an immediate variation to the collective agreements to increase pay by 5% was presented to the Secretary for Education and subsequently rejected by the Secretary and the new Education Minister.

The PPTA's 2018 secondary teacher supply survey of secondary and area schools revealed that on almost every measure, secondary teacher supply is worse than it has been since 1996 (when the Association began collecting the data).

In the second half of 2017, the PPTA's Secondary Principals' Council also undertook two surveys of principals in conjunction with SPANZ, and these confirmed the extent of the secondary supply crisis. The survey suggested that there were about 580 vacancies nationally that schools had been unable to fill, and a further 710 that were compromise appointments (for example, the successful candidate had the wrong subject qualifications for the advertised position).

The PPTA has been working as part of a technical group being used by the Ministry of Education to help the Ministry develop a web-based resource to provide basic information on factors related to the teaching workforce and a teacher supply projection model.

There have been numerous and ongoing representations to the Ministry and to the minister on the issues of secondary teacher supply.

The Association has started an ongoing web-based survey of secondary teachers who are leaving teaching to establish data on the reasons they give for leaving.

SURPLUS STAFFING

The PPTA provides extensive support for schools which have a falling roll and are required to lay off staff. The collective agreements set out the process to be followed, and the PPTA supplements that with a kit detailing the steps, field office support, and members who are trained surplus staffing nominees. The process provides a mechanism whereby employers and employees can work together to identify surplus staff fairly and objectively, while endeavouring to protect curriculum delivery in the affected schools.

The provisional data provided by the Ministry of Education in September 2017 identified 142 secondary and 25 area schools requiring 'protection', which means that the schools' roll drop is such, they are predicted to be overstaffed by at least one full-time teacher. In many of these cases, the problem resolves itself through attrition or through teachers volunteering to take an exit option. Twenty-four schools requested surplus staffing kits in 2017, and only seven needed to hold CAPNA meetings to manage staffing reductions. In comparison, 12 CAPNA meetings were held in 2016.

POLITICAL ISSUES

IMPLICATIONS OF CHANGE OF GOVERNMENT

Since PPTA's Annual Conference in 2017, the political landscape has shifted significantly. Andrew Little's resignation in August 2017 and the elevation of Jacinda Ardern saw Labour rise in the polls from the low twenties to 37% – enough with New Zealand First and the Greens to form a government. The Labour-led coalition government has reversed a number of policies of the previous government including national standards and charter schools, and has started on a wide-ranging programme of education policy work.

Of course, the new government has a much wider mandate for change than just in education. Priorities for the new government have included addressing child poverty, the housing crisis, and gender equity – all issues which have bearings on the work and lives of secondary teachers.

The government's direction following the election was to move quickly on a number of small and concrete issues that it had clear policy on – generally in the area of reversing the previous government's policies that the three parties had opposed – then establish a wide range of working parties and taskforces to develop policy on more complex and challenging areas, in particular, tax and welfare reform. While this has led to some criticism of 'government by committee', it's largely the same as what happened last time the government changed, and is symptomatic of how difficult opposition parties find it to do detailed policy development.

There are three significant problems that the new government faces, all of which have implications for the PPTA.

First, the Budget Responsibility Rules, which commit it to maintaining low government spending at a level similar to that of the National government. Running surpluses and paying off debt hamstrings it in terms of reinvestment and increasing public spending.

Second, the fiscal demands on the government from the running down of public services over the last decade are worse than was apparent before the election. While the economy is generally in good shape, global insecurity and dipping business confidence also present a fiscal challenge.

Third, the three-party coalition government has a number of issues of disagreement, with each party – and in particular New Zealand First – willing and able to veto other party's policies. This has particularly been apparent in regards to industrial and justice law reform.

Notwithstanding this, the Labour-led government has a remarkably popular leader who's plugged into the zeitgeist, and so far has put few steps wrong. Her appearance at the NZEI protest at parliament (where she was met by claps and cheers), and her announcement that she would freeze MPs' pay, are both examples of political management that previous charismatic leaders such as Key or Lange would have been proud of.

For the PPTA, the years spent building relationships with Labour, the Greens, and New Zealand First MPs with interests in education has meant that we now have productive and mutually worthwhile connections to the Minister and the associate ministers.

Over the last year, the PPTA has held six formal meetings with the Ministers of Education, and numerous meetings with other government and opposition MPs. As is usual following an election, the PPTA also prepared a comprehensive briefing for the incoming Minister, which is available [here](#).

TOMORROW'S SCHOOLS REVIEW

The new government has embarked on a number of reviews including a review of Tomorrow's Schools, where it is considering if the governance, management, and administration of the schooling system is "fit for purpose to ensure that every learner achieves educational success".

The PPTA welcomes the review, as the Association has long advocated for a change to the self-governing, autonomous, competitive school model. There are serious issues with regard to equity, efficiency, governance, and school leadership.

We do not have a preferred model of governance, but are clear about the shortcomings of the present system. We have developed a number of principles that should underpin the review. These are:

- Equity
- Success for māori
- Student achievement
- Student well-being
- Effective use of public resources
- Innovation
- Collaboration between schools
- Ability to meet national objectives=
- Democratic participation
- Support for teachers
- High trust

The PPTA has been formally and informally involved in the review in a number of ways:

- Two education summits in May, a high level overarching conversation about the state of education and 'blue sky' thinking
- Meetings with the Independent Taskforce, with other sector representatives and on our own
- Taskforce invited to address an expanded Professional Issues Advisory Committee meeting
- Member of the Cross Sector Advisory Panel (represented by Jack Boyle and Angela Roberts)
- Facilitated meetings between the Taskforce and teachers and principals
- Informal meetings with members of the taskforce

The Tomorrow's Schools Review will be the subject of a conference paper. The PPTA made a formal submission to the taskforce in August. The Secondary Principals' Council made its own submission, focussing specifically on the difficulties of the board of trustees structure.

EDUCATION ACT CHANGES

Within the first hundred days, the new government introduced a number of bills to change the Education Act, many of them to reverse the work of the previous government. Key points in regard to charter schools and the Education Council are covered in other sections of this report.

Other changes to the Act that the government has made, or is in the process of legislating, are to remove the provisions for communities of online learning (COOLs), remove national standards, and require consultation with specific groups when promulgating a statement of national education and learning priorities. There was also a bill introduced that would have made 'teacher' a protected term that non-registered teachers could be fined for using. The PPTA opposed this bill, and it was dropped at Select Committee.

The PPTA has made five submissions on bills to change the Education Act through 2017-2018, and has met with many of the members of the Committee individually as well. These submissions are all available on the PPTA website.

There are a number of more substantive changes to the Act on the horizon, particularly as a result of the review of Tomorrow's Schools. It's unclear whether these are likely to come into force before the 2020 election.

Other legislative change that has significant bearing on the PPTA is also underway, particularly in regard to the State Sector Act, which is having a full rewrite, and the Employment Relations Act. The PPTA, and the wider union movement, are closely involved in consultation on these changes.

CHARTER SCHOOLS

PPTA members achieved a significant victory against privatisation, and protected the public education system with the new government's bill to revoke the charter school model. All three parties of government signalled this in their manifestos prior to the election, so they had a strong mandate to follow through. The consistency and stoicism of PPTA members in their campaign over the last six years has been a significant contributing factor to this result.

The bill removing the charter school model, the Education Amendment Bill, is currently (as of writing) before the Select Committee, and is due to report back to parliament for second reading in September. The PPTA understands that the charter school provisions will be largely unchanged.

The existing 11 charter schools have all applied to transition into the public system, either as state integrated or special character schools. All have been accepted, and are in the process of becoming public schools.

Of the charters in the most recent rounds, Te Rangihakahaka Centre for Science and Technology was the only one that opened, and has now applied to transition into the public system. The others, including the second Vanguard, agreed not to go ahead.

The National Party's announcement at their 2018 annual conference that they would reinstate the charter school model and attempt to open 30 charter schools shows that this issue is still not finally resolved.

The PPTA's submission on the legislation repealing charter schools is available [here](#).

EDUCATION WORKFORCE STRATEGY

One of the many areas of work from the new government is development of a long-term education workforce strategy. The PPTA and other sector organisations are involved in this in an advisory group, which meets monthly and is chaired by the Secretary for Education.

The purpose of this work is to develop a strategy for the education workforce out to 2032, looking at the capacity, skills, and mix of the workforce required to deliver a "quality, inclusive public education" to all students.

PPTA President Jack Boyle has been attending meetings of the Education Workforce Strategy Group (EWSG). Initially the group has been focused on identifying the data and information required to plan. The group will be reporting to the Minister in November 2018, and producing a final report in July 2019. The implications for the PPTA could be significant, so the executive will be informed about and have a say on any recommendations that the EWSG makes.

BRING OUT THE BEST CAMPAIGN - #BRINGOUTTHEBEST

It's time to support teachers so every child can shine.

After a decade of underfunding and neglect, secondary schools around the country are experiencing an unprecedented shortage of teachers. Teachers are struggling with over-assessment, red tape and box-ticking, and children are missing out on the one-on-one time they need with their teachers.

Jacinda Ardern's new government has an opportunity to transform the lives of children across the country by making teaching once more a meaningful and respected career for people to pursue. Together we can bring out the best in all our kids.

The *Bring out the Best* campaign supports the STCA negotiations by spreading the word about the great work teachers do. Launched in March 2018, the *Bring out the Best* campaign is giving New Zealanders a glimpse into the real lives of the people who make the profession what it is.

From posters in bus stops to pre-rolls at the movies, in local newspapers and in speeches across the country, the *Bring out the Best* campaign is creating the support and leverage we need to get the teaching profession to where it needs to be in 2018.

Find out more at bringoutthebest.nz.



NCEA REVIEW

The review of the NCEA qualification was always going to be a large body of work. However, what has emerged is a constantly evolving process that seemed initially to be deliberately avoiding teacher voice.

The PPTA began pushing the Ministry for details of the review process back in 2017. We invited it to speak at the Subject Association Forum in April 2017, with a view to the Ministry outlining a process or providing some scope, but it declined. A PPTA conference paper was written in 2017 that outlined a possible framework for the review of NCEA. We heard that this had been read widely at the Ministry, but still no details of its plans emerged. A change of government then seemed to slow the process again, until finally in December 2017, an announcement was made.

The terms of reference of the review were announced on December 14, 2017. The Minister of Education appointed a seven member Ministerial Advisory Group (MAG) in January 2018. The Minister selected people from a range of different backgrounds, and challenged them to “look for opportunities that would provoke, inspire, and encourage kōrero around the future of NCEA”. These people were described as big picture thinkers, and only one had direct experience of the delivery of NCEA in schools. Alongside the MAG, there is a Youth Advisory Group and a Reference Group. The PPTA has four representatives on the Reference Group.

Eventually, in May 2018, the MAG released details of its Six Big Opportunities. Alongside this release sat details of an engagement process. A group of 15 who were mostly principals were appointed as regional engagement leads, and expected to do all of the connecting with teachers, industry, peers, etc. This had varying levels of success. A group of disgruntled principals took out full page advertisements in the paper expressing concerns that they were being side-lined in the review process. This resulted in the release of new details about additional consultation and the formation of a Professional Advisory Group, to be made up of teachers and principals.

The engagement process is drawing to a close, and the final date for submissions is October 19. The PPTA has made a submission, which can be found on the [PPTA website](#). The NZ Speaks report (based on the consultation) will be release late November. The Ministry will then work with the education profession and others to identify some broad ideas with options for consultation, which will be run from April through late 2019. Detailed change design and the implementation approach is hoped to be put before cabinet for approval in late 2019.

When these possible changes will be implemented is unclear. Some will be able to be implemented quickly, and others will take considerable time and PLD, and will need to be phased in over longer periods of time. Until more detail is released (the Big Opportunities are essentially just provocations), we cannot really be clear about what the next steps will be.

POSITIVE BEHAVIOUR FOR LEARNING (PB4L)

With a very successful conference in 2017, the Learning Support Update cast a long shadow over our future involvement with PB4L, and withdrawing support was a very real option. A constant churn of staffing at the Ministry of Education also created doubt, and a decision was made to hold off on a 2018 conference.

However, after a concerted stance and efforts by the PPTA (supported by NZEI and STA), we now have a very stable environment for PB4L going into the future that we are fully able to support. We look forward to the next phase of our involvement.

INCLUSIVE EDUCATION

The PPTA has been involved in the Building on Success for All forums to allow people representing the education, disability, family and whānau sectors to engage in conversations with the Ministry about recent changes and future opportunities in the education system for children and young people with disabilities and additional learning needs.

We supported the findings of the forum that equality and inclusion should be evident across all levels of the system. Schools should be made accountable for taking (and teaching) all students. We need flexible service design and delivery approaches in learning support services. We need to increase funding available for learning support services. The SENCO roles should be strengthened. Appropriate support should be provided to parents, families and whānau, teachers, principals, boards of trustees, and other roles in the system such as resource teachers: learning and behaviour (RTLBs), and teacher aides.

The PPTA has been consulted by the Ministry about the priorities for autism. We shared these with the PPTA Professional Issues Advisory Committee and some executive members, and conveyed to the Ministry that there was a general agreement with them.

We were also consulted on the phasing in of the Dispute Resolution Process (DRP). This has been developed for situations where the parents and the school cannot agree on a way forward.

Under DRP there are three types of support available, (from lower to higher intervention):

1. A school and/or parents can ask the Ministry for someone trained in facilitation to help find a practical solution.
2. The school or the parent can ask the Ministry's regional Director of Education to carry out a review.
3. The Ministry can arrange for independent mediation.

This process was developed in response to feedback to the Review of Special Education in 2010 on students with dyslexia, dyspraxia, and autism, which suggested a complaints and dispute resolution process was needed.

The PPTA has also contributed to the development of the Ministry's Disability and Learning Support Action Plan, which is currently being finalised.

PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)

PLD is still in a state of flux, and members are still concerned that they are not getting the support that they need. In addition, there is an air of expectation about the advisory service and College of Educational Leadership promised in the Labour Party manifesto and referred to in subsequent cabinet papers.

In our submission, the PPTA stressed that now is the opportunity to re-establish an appropriate balance between system-focused, school directed and teacher initiated professional development – a balance between government, school and teacher priorities.

The Education Council has a mandated role to develop a leadership strategy for the profession, which may include qualifications for leadership. The PPTA made a submission to the draft Leadership Strategy. We agreed with the general thrust of the strategy, but fed back that we thought that it lacked some of the practical skills and knowledge that middle and senior leaders need in running schools and departments – skills to do with finances, appraisal, management and human resources.

Feedback from members about PLD related to Communities of Learning is very uneven. Some CoL are giving PLD high priority, whereas others are not. In addition, as the CoL budget is capped, not all CoL are able to access central funding. Teachers have also felt that there has been insufficient support and PLD for those in WST and ACT roles.

The PPTA has been part of the Ministry's Change and Enablement Working Group focussed on effective engagement and communication of Digital Technologies / Hangarau Matihiko. The working group gathered the best technology teachers in the country to give advice and guidance on how to shift our education system to a more digitally-oriented environment. It started with a stocktake of the current situation, and then developed PLD to address the issues. It then let contracts to organisations to upskill teachers and develop resources. This year the Ministry, to its credit, realised that the implementation group was biased towards subject experts and early adopters and needed more diverse input, so it revised the working group. The PPTA has remained in the group, which now has representatives from urban, rural, primary, secondary, intermediate, area schools, and kura kaupapa Māori.

For the last 18 months, the PPTA has been supporting TRCC as it has adapted to the new PLD environment. In the past year it has facilitated the delivery of 10 courses attended by 600 teachers. Earlier this year, the Ministry of Education advertised for two national co-ordinators of Networks of Expertise, one English-medium and one Māori-medium. TRCC put in a bid for both positions and was successful with the English-medium position. Murray Williams has been appointed to the position, and he will work with subject associations that have won Ministry contracts to provide PLD. He will help networks work together to reduce duplication of tasks, upskill, and to share knowledge that they have attained as they have worked with schools and teachers.

THE EDUCATION COUNCIL

The Education Council published the new Code of Professional Responsibility and the Standards for the Teaching Profession in July 2017, and these became mandatory from January 2018. The PPTA has used a number of forums to inform members about the new Code and Standards, including workshops at the Issues and Organising Seminar.

In February, the Council published a draft leadership strategy. The PPTA supported the strategy as leadership is one of the most significant in-school influences on student outcomes, and has a significant impact on school culture and the workplaces of our members. We believe that current provisions to promote leadership in schools are inadequate. However, the PPTA has consistently taken the view, for many years, that the Council's role should be to run the registration system, manage competence and discipline matters where they are sufficiently serious that they may impact on a teacher's right to remain registered, authorise and monitor teacher education programmes, and provide professional development that relates to these functions – but nothing beyond that. We support the establishment of an advisory service with a College of Educational Leadership. This needs to be a central agency, one with the ability to connect with schools and teachers across the country. We don't support setting up yet another separate agency, and recommend that the advisory service become an arm of the Ministry of Education. The draft Leadership Strategy should be handed over to the Ministry to progress.

The PPTA supported the Education (Teaching Council of Aotearoa) Amendment Bill to have teacher representatives on Council. We believe that this puts teachers on par with other professionals like lawyers, doctors, and nurses, who elect their own representatives to their professional bodies. We also supported the symbolic name change from Education Council to Teaching Council. Regaining teacher representation on the Council will enable the PPTA to lift its boycott on members being appointed to the Council.

With the release of the new Code and Standards, the Council has chosen to review the ITE programme approval process. The PPTA is not convinced of the need for another revision. We accept that the Code of Professional Responsibility and Standards for the Teaching Profession will require some changes. We suggest that these changes be introduced as amendments to the current programme approval process rather than a new process. In addition, we are not entirely persuaded that there is a major difference between being able to meet the Standards of the Profession, with support, and meeting the Graduating Teacher Standards (GTS). The new requirements do seem to increase the importance of the practicum, and the PPTA would like to see the role of associate teacher formally recognised with the acknowledgement of time, remuneration, PLD, and the gaining of qualifications. Currently, a teacher who has been assigned by the principal to assist in the practical training of teacher trainees is paid a pittance: an allowance of \$3.19 for each timetabled hour of teacher trainee contact. Without incentives and with the competing attraction of roles for teachers in Communities of Learning, providers may find that the experienced, knowledgeable teachers that they rely on to be associate teachers are being utilised in other roles, so are not available.

There was some confusion among members about when fees for renewal of the practising certificate would no longer be covered by the government. This was mainly due to the ambiguous wording on the Education Council's website and the different expiry dates of the primary and secondary teachers' collective agreements. This has been sorted out, and the fees will be covered until the STCA expires on October 27, 2018.

INITIAL TEACHER EDUCATION / MEETINGS WITH TEACHER EDUCATORS

The chronic and severe teacher shortage has put the spotlight on initial teacher education (ITE) again.

Between 2010 and 2016 (the latest available figures), those enrolled in secondary initial teacher education programmes fell from 1865 to 1120. During this period, New Zealand's population grew by around 400,000, and is expected to continue to increase. At our March ITE providers meeting, a rough estimate of ITE secondary intake was 913, though this did not take into account mid-year intakes, so the numbers were expected to be about the same as last year. A reintroduction of subject scholarships and the voluntary bonding scheme seem to have had some effect.

Nationally, there is a 'mini baby boom' moving through the schooling sector as the population grows. Teacher supply pressure from this is expected to hit the secondary sector from 2019.

At the end of 2017, the Government announced a package aimed to assist schools to address immediate teacher supply pressures. The initiatives affecting initial teacher education are:

- Expansion of the Teach First NZ programme
- Expansion of the Voluntary Bonding Scheme for graduate teachers of Science, Technology, Maths and Te Reo Māori

Teach First is an employment-based programme. In 2017, the programme was run in conjunction with Auckland University. Auckland University has now withdrawn from this partnership and has been replaced by Mindlab at Unitec (an organisation with no experience of delivering ITE). The Government has increased approvals into the scheme from 20 to 77 participants. Forty-three have taken up places this year; presumably the rest are being held over to 2019.

The Education Council has produced new ITE programme approval requirements for consultation. These require graduates to be able to meet the standards for the teaching profession (with support), so that they can work effectively as a teacher immediately. The Council expects providers to have to make a "significant shift" in the education and preparation of their teachers. The deadline for feedback is mid-September 2018. All providers will be expected to be implementing the new guidelines by 2021.

The moratorium on new ITE providers has been lifted, and if a provider meets the criteria, then the Education Council must consider it.

The Masters of Teaching programmes everywhere are at risk because they are more costly; providers seem to prefer to offer a one year post-graduate diploma.

The PPTA continues to host twice-yearly meetings of secondary ITE programme leaders, and these are very beneficial both to them and the PPTA.

WELLBEING IN SCHOOLS

One outcome of the Secondary Teacher Workload Working Group report was that NZSTA and NZPPTA encourage boards of trustees to undertake staff satisfaction surveys at least every three years as part of their good employer HR practice. This survey should include questions about how effective teaching and learning are supported in the school, and questions regarding workload in relationship to the school's operational, management, and personnel practices.

We have been working with NZSTA and NZCER to adapt and adopt the Wellbeing@School survey for staff to meet this goal. This is currently being reviewed to ensure it is fit for purpose.

For students' wellbeing, the Ministry of Education has continued to fund the survey until at least 2018. The learning support trial has been extended to three other areas with results yet to come. The ISTP commitment to teacher wellbeing is being progressed. However, it has yet to bear any fruit.

SUBJECT ASSOCIATIONS

This year seems to have been the year where the Ministry has finally recognised the work being done by the subject associations, and has provided some funding to allow them to deliver PLD to their network.

In December 2017, the Ministry called for expressions of interest from Networks of Expertise wishing to apply for funding. This was a significant topic of discussion at the Subject Association Forum which the PPTA hosted in April 2018. Many subject associations were unaware of the implications of a significant increase in funding (in terms of a higher level of governance and reporting requirements), and are also struggling without infrastructure to cope with the changing landscape. Hopefully the recently appointed Networks of Expertise Coordinator (see TRCC report) will be able to assist with providing some support in these areas.

The Subject Association Forum was attended by 30 people representing 24 subject associations.

TEACHER REFRESHER COURSE COMMITTEE (TRCC)

It has been a year of change for the Teachers Refresher Course Committee (TRCC). At a special general meeting in June 2018, the TRCC amended its constitution in response to a recommendation in the 2017 Ross Wilson report which was commissioned by TRCC to ensure that it is well-positioned to meet its objectives in the new PLD environment.

The revised constitution created a new governance structure to replace the existing committee approach. The new structure has two tiers; a smaller nine person governance committee that will focus on governance, finance, contracts and employment issues; and a 12-person PLD committee made up of teachers focussing on course content and development.

In 2016, the TRCC had positive discussions with the Ministry of Education about hosting a Networks of Expertise Hub to support subject and other associations to deliver PLD to teachers. Having heard very little from the Ministry subsequently, the TRCC was surprised when in February 2018, the Ministry published a Request For Proposal for two national co-ordinators of Networks of Expertise – one English-medium and one Māori-medium.

The TRCC put in a bid for both positions and to its delight was successful with the English-medium position. This is a significant moment for the TRCC, and is a step-up in profile and contribution to PLD in New Zealand. The TRCC then advertised to fill the position, and from a good field of applicants appointed Murray Williams. Murray has had a lot of experience in the education sector having been a primary principal and held a number of positions in the Ministry, including the role of Regional Director of Education.

The TRCC is currently in negotiations with the Ministry to secure funding for the next three years.

While the future looks bright with winning the Networks of Expertise National Coordinator role, there is a degree of uncertainty around the TRCC role in offering PLD, with the Ministry letting contracts to subject and other specialist associations, and with the prospect of an advisory service on the horizon.

PPTA MEMBERSHIP ACTIVITY 2017-2018

SECONDARY TEACHERS' COLLECTIVE AGREEMENT PAID UNION MEETINGS (PUMS)

The consultation round for the STCA involved 37 separate meetings over 12 working days in May and June, with PPTA advisory and field officers covering the whole country to support them. A total of 12,413 members took part. This was in excess of 73% of members attending, with a lot of genuine apologies due to regional Ngā Manu Kōrero events and some kapa haka competitions. The results of the votes were overwhelmingly positive.

A trial of new ideas, like texting in questions and releasing the contents on a secure website before the meetings, allowed greater involvement from members, and a sound debrief and analysis of feedback has led to the creation of guidelines to support future PUM activities.

PPTA ANNUAL CONFERENCE

The supreme decision making forum for the PPTA is its annual conference, which is held in the first week of the term three holidays. It is attended by about 140 delegates and representatives from 24 regions and networks.

Setting policy at conference means the PPTA is well prepared to address the range of current and upcoming issues that matter to secondary teachers. At the 2017 conference, members discussed and voted on the following papers:

- Once more unto the breach dear friends, once more. PPTA industrial strategy for 2018
- Whānau, hapū iwi, Māori communities and schools working together – Mā te mahi tahi, ka ora ai te taitamati
- NCEA review, 2018. An opportunity for change
- Flexible learning spaces: an experiment on our education system?
- Day relief teachers, victims of casualization?
- Communities of learning, the slippage between planning and implementation.
- Careers services in danger
- Affirming diversity, inclusion for sexuality and gender minorities
- Guidelines for negotiating a compensatory mechanism for reasonable endeavour.

2018 saw the first bi-lingual Te Reo Māori and Te Reo Pakeha conference paper in the PPTA's history.

Conference 2017 also saw presentations from Associate Professor Mere Berryman, CTU President Richard Wagstaff, AEU President Correna Haythorpe, NZEI President Lynda Stuart, and Professor Welby Ings.

MĀORI TEACHERS' CONFERENCE

The 23rd National Māori Teachers' Conference in 2017 highlighted the capabilities within our own membership and professional networks to enhance transformational changes for Māori in education, through effective learning, effective leadership, and authentic understanding of the importance of wellbeing – Mauri Ora!



ISSUES AND ORGANISING SEMINAR

This year's Regional Officers' Training Day was held at the Brentwood Hotel Wellington on March 2, followed by the Issues and Organising seminar on March 3-4. Attendance was at record levels, with approximately 150 members attending some part of the three days.

This year both the training day and the seminar focussed primarily on organising for the 2018 bargaining round. Economic commentator Shamubeel Eaquad gave a keynote address, which set out the economic and social context of bargaining this year, and outlined the factors behind issues such as the teacher supply crisis. This was followed by a Skype presentation from American academic and unionist Jane MacAlevey. She spoke about organising at both the branch and regional level, and emphasised the importance of getting back to basics. She outlined some simple techniques for branch and regional committees to gain a better understanding of the levels of engagement and concerns of members. Several regions around the country went away from the seminar intending to trial her suggestions.

Workshops supported the overall theme of the seminar by focussing on aspects of bargaining (including context, strategy, process and preparation), with additional workshops run on topics such as the new Code and Standards, Safety in Schools, and the review of Tomorrow's Schools.

PPTA SERVICE AWARDS

MIS 6/14

6 August 2018



To: Conference Delegates

PPTA SERVICE AWARDS 2018

Annual PPTA Service Awards are designed to recognise significant contributions members or former members have made to fellow members and the Association through their activism and commitment.

Thus, it is with great pleasure that I announce the following as the recipients of the PPTA Service Award for 2018:

Name	Branch	Region
Colin Wood	Cambridge High School	Waikato
John Gaffney	Lately of St Thomas of Canterbury College	Canterbury
Perry Petelo	St Thomas of Canterbury College	Canterbury
Alec Campbell	Maniototo Area School	Otago
Pauline McNeill	Columba College	Otago

A handwritten signature in black ink, appearing to read 'Michael Stevenson'.

Michael Stevenson
GENERAL SECRETARY

KOMITI PASIFIKA

Last year was a transitional year for the PPTA's Komiti Pasifika, which welcomed two new members to replace a pair who had moved on or moved up in the system.

The Komiti put considerable work into the upcoming biennial fono. It also held a mini fono in the heart of Christchurch to promote Pasifika contacts in the South Island, and to encourage involvement at a local and national level in its activities. The links fostered within the Pasifika teaching workforce and with external agencies like the Ministry of Education are invaluable.

Komiti Pasifika also contributed to the Tapasa - Cultural Competencies workgroup and the STEM Taupulega panel for NZQA.

Other Komiti Pasifika activities included the Pasifika caucus at the PPTA annual conference, and the Issues and Organising seminar.

NEW AND ESTABLISHING TEACHERS (NETS)

The Network of Establishing Teachers (NETs) has remained very active on social media throughout 2017-8. The number of members on the NETs Facebook page has grown steadily over the last 12 months, and members are using the page effectively to gain support from their NETs colleagues.

A number of regions held NETs events throughout the year, often around the paid union meetings.

The Establishing Teachers Committee has spent much of its time organising the upcoming 2019 NETs conference, which will be held in Wellington.

PPTA WOMEN'S NETWORK - WOMEN ORGANISING WOMEN

At the 2017 PPTA annual conference, we were privileged to have Australian unionist Lisa Heap run a workshop on how to facilitate WRAW (Women's Rights at Work) chats in our regions and branches. The WRAW chat format can be used by groups of women big and small, and are a great way of organising around local issues.

The PPTA made an oral submission to the Justice and Electoral Select Committee on the Domestic Violence Victims' Protection Bill. The Bill provides 10 days per year leave for victims of domestic violence. This can be critical time that is needed to attend counselling, access support services, attend court, move house, or settle the kids in a new school. Work time may be the only time that a victim can do this.

The Gender Pay Principles Working Group was established in June 2017 to agree principles and actions for eliminating gender pay gaps in the state sector. The group comprised members from the state sector unions and representatives from the State Sector Commission, the Ministries of Education, Health, Justice, Business, and the IRD. A year later, we were pleased to have reached an agreement on a set of equal pay principles and the actions required to implement them!

Despite stormy weather, we had our largest delegation of PPTA women from all over New Zealand attending the NZCTU Women's Conference at the Michael Fowler Centre in Wellington. The conference theme was "Mana Wāhine" and there were a mix of strong women key note speakers, panellists, workshops, and equal pay campaign activity. Members left feeling inspired, enthused and closer to our sisters from other unions than ever before!



PPTA MEN'S NETWORK

The PPTA men's network is its infancy; however meetings are beginning to be held for members around the country. The focus has been on:

- Developing and maintaining strong communication links for men members within and between regions, national office and the executive
- Increasing the number of male contacts in branches in each region
- Helping to ensure that the only fixed-term contracts that apply to PPTA members are legal ones
- Members knowing their rights in the collective agreements, and encouraging members to attend Mahi Tika training

Join us on the PPTA Men's group closed Facebook page [PPTA Men's Group](#).

PRINCIPALS' REPRESENTATION

The New Zealand Secondary Principals' Council (NZSPC) provides an important voice in the PPTA, giving a perspective that is not always apparent from the classroom, and is an important representative of the voice and interests of secondary principals. The NZSPC meets four times a year and represents the PPTA on numerous reference groups with education sector agencies.

In 2018, the NZSPC hosted a national forum on NCEA attended by around 70 principals from around the country. The NZSPC chair, James Morris, has been selected for the NCEA review Professional Advisory Group and the Tomorrow's Schools review reference group. The NZSPC has been represented on a wide range of reference groups and taskforces across the sector.

MIDDLE LEADERSHIP ADVISORY COMMITTEE (MLAC)

At the July 2017 executive meeting, approval was given to set up a Middle Leadership Advisory Committee to carry on the work of the Middle Leadership Taskforce, which was set up in 2014 to review the role of middle leaders in secondary schools. It had a particular focus on contribution to achievement, remuneration, responsibilities, status, and job size.

An election was held in May, and there were 31 nominations for 12 positions. The Committee met for the first time on June 29. The main items discussed were workload and wellbeing, the role of the dean, PLD, NCEA, appraisal, and inquiry. The next meeting will be in November 2018.

REGIONAL ACTIVITIES

In the lead-up to the 2017 election, the PPTA regional committees took on the task of organising local election events from Northland at one end of the country to Southland at the other. These events provided an opportunity for politicians, teachers, and the wider public to share concerns and ideas about the most critical issues in education for their communities. These events were well patronised, with regions such as Northland Upper drawing more than 100 people to hear from a panel of local candidates. The Manawatu–Whanganui region went further, taking politicians into secondary schools to give them an opportunity to engage directly with teachers and students in their classrooms.

SUPPORTING MEMBERS IN CHRISTCHURCH AND KAIKOURA

The Earthquake Recovery Taskforce continues to meet members in affected areas and offer support and advice to them. This year it has held meetings at Hagley Community College, Shirley Boys High School, Haeata Community College, Amuri Area School, and Huranui College.

It intends to meet with the Minister responsible for the Earthquake Commission, Hon Dr Megan Woods, at Kaikoura High School, but have yet to synchronise dates with her.

MEMBERSHIP EDUCATION

MAHI TIKA

Membership education is a critical part of the work of the field service. The Mahi Tika, Health and Safety, and Treaty programmes are designed to equip members with the skills they need in their roles at branch and regional level, whilst also providing additional opportunities for members to network with colleagues from other branches and regions.

Mahi Tika attendees 1 July 2017 - 30 June 2018

Mahi Tika Stage 1	172
Mahi Tika Stage 2	70
Mahi Tika Stage 3	67
Mahi Tika Provisionally Certificated Teachers	97
Total	406

The Mahi Tika programme includes specific courses for Māori and Pasifika teachers.

HEALTH & SAFETY TRAINING

After extraordinarily high levels of demand for health and safety training when the Health and Safety at Work Act first came in to force in April 2016, the number of health and safety representatives undergoing training in house has now steadied. PPTA members are training as health and safety representatives directly through WorkSafe Reps (the union-run health and safety training provider) and on WorkSafe Reps courses run by agreement by the PPTA's own health and safety trainers.

Health and Safety Training Attendees 1 July 2017 - 30 June 2018

Initial Health and Safety Training	33
Health and Safety Training stage 2	17
Health and Safety Training for Managers	11
Total	61

TREATY OF WAITANGI WORKSHOPS

Te Mataroa, with field officer support, offers branches a Treaty programme with a specific focus on the application of Treaty principles within the context of secondary education and professional teaching practice. Two workshops have been presented during 2017-2018, and two more are planned for the first half of 2019.

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!

EMPLOYMENT RELATIONS FOR PRINCIPALS

As in previous years, the field service has again provided a professional development opportunity for principals in the form of employment relations workshops.

COMMUNICATIONS

A number of changes to the ways we communicate with our members have been implemented. These include dropping the number of issues of the PPTA News magazine from 11 16-page to seven 20-24 page issues per year, putting more PPTA News content online, producing regular email newsletters for member user groups using Campaign Monitor, and a stronger focus on social media.

PPTA NEWS

The move from 11 to seven issues of the PPTA News was mostly a practical one. With cuts to New Zealand Post delivery services and deliveries being made on alternate days only, a much longer lead-in time was needed to guarantee the magazine would arrive in schools by its due date. This made getting time-bound information into schools (such as submission deadlines or election material) problematic. The solution we arrived at was to reduce the number of issues we produced, and focus on more feature-style pieces, while getting the more urgent information out to members by digital means.

NEWSLETTERS

To ensure members get information in a timely fashion, a number of member group newsletters have been created using Campaign Monitor email software. These are sent out on a termly basis and include Te Huarahi Panui, PPTA Women's Network Newsletter, NETS Bulletin, Pasifika Newsletter, NZSPC Newsletter, PPTA Rainbow Network Newsletter, Senior Positions Advisory Group Update, Professional Issues Update, and the regular Collective News. These are sent out to each interest group, and members can also sign up directly to them via the members-only side of the PPTA website. The opening statistics provided through Campaign Monitor show a 45% to 50% open rate (25% to 30% is considered a good open rate for an email campaign.)

SOCIAL MEDIA

Twitter: We are focusing on consolidating our many Twitter tentacles to make our social media communications more easily accessible from one place. Our many Twitter accounts have been merged into one [@NZPPTA](#) account (formerly @PPTAWeb), as only a few of our splinter accounts were actually being used and it was splitting our audience. The material that would have been shared via our extra accounts (@PPTANews, @PPTA_PIU, @PPTA_NETs) is now shared from the one main account. So far feedback to this change has been positive. The @NZPPTA account currently has 4449 followers.

Our Facebook presence continues to grow, with the main focus being on the NZPPTA official Facebook page – [PPTA- the New Zealand Post Primary Teachers' Association @NZPPTA](#). At the time of writing, the official PPTA Facebook page has 3478 followers.

We have two public-facing interest group pages (PPTA Women and PPTA Pasifika) and a number of member-only groups (PPTA NETs, PPTA Women's Group, PPTA – Rainbow Network, and a number of regional variants) which are a safe and welcoming space for PPTA members to raise questions and engage in robust debate. A new group, PPTA members – Bring out the Best, has been created to share campaign and negotiating updates for the 2018 industrial round. At the time of writing, it has 555 members and is continually growing.

PPTA WEBSITE

Use of the PPTA website is growing. The website platform upgrade was completed in December 2016, adding a more user friendly interface – particularly for mobile devices. Over the period from July 1, 2017 to June 30, 2018, the website had 101,437 active users and 400,021 page views. Around 60% of visitors view the website from a desktop computer, with 30% viewing on mobile phone, and 10% via tablets. Most website users are in New Zealand.

KAUPAPA MĀORI: PPTA 2017-2018

TE HUARAHĪ MĀORI MOTUHAKE

Te Huarahi Māori Motuhake advocates for the Māori members of PPTA throughout Aotearoa with particular focus on developing Māori education policy that gives voice to the wawata (dreams and aspirations) of our tamariki mokopuna, whānau and hāpori.

Te Huarahi is constantly seeking avenues to support kaiako who work so tirelessly to keep Māori cultural and language developments viable and relevant in our schools.

The matter of providing teacher relief days for kaiako to attend their regional kapa haka whakataetae and festivals is one of current interest to our members.

EXTERNAL LINKS

LIAISON WITH OTHER EDUCATION GROUPS AND NETWORKS

The role of the PPTA as a thought leader for secondary education is very important. Because we have built and maintained credibility as the go-to organisation for anything to do with secondary schooling, our ideas get momentum and are spread wider than we can broadcast them ourselves.

Over 2018, the PPTA continued to engage with NZARE, QPEC, subject associations, and a range of education sector representative organisations.

NATIONAL EDUCATION LEADERS PARTNERSHIP (NELP)

Since its foundation in 2014 at the instigation of the PPTA, the National Education Leaders Partnership (NELP) has become a fixture on the education landscape, with regular meetings attended by senior officials and government ministers.

The NELP has now expanded to include the ECE sector, and this year has focussed on a number of the changes to the sector, including the Tomorrow's Schools review and the learning support action plan.

The NELP meetings are attended by the PPTA president, usually with PPTA staff support.

INTERNATIONAL UNION LINKS

Internationally, the PPTA maintains strong links with our closest union neighbours, the Australian Education Union (AEU) and the various Australian state unions. PPTA presidents and other office holders are regularly invited to AEU conferences, and AEU president Correna Haythrope was a guest speaker at the PPTA annual conference. The general secretary meets biannually with all the secretaries of the AEU state and territory branches. The PPTA is also a member of the Australian Curriculum Studies Association (ACSA), which is a useful relationship for discussions about curriculum and assessment issues.

EDUCATION INTERNATIONAL (EI)

The PPTA is a member of the world education union, Education International. World teaching unions are increasingly working together, networking, and sharing resources and research, while campaigning on similar themes and promoting public education globally. The role EI plays in ensuring the union voice is heard in the OECD is critically important, as the OECD is increasingly advising governments on education policy in relation to funding, national testing, and teacher performance. The research the OECD does and the advice it gives often causes the PPTA concern because it reflects a narrow neo-liberal economic agenda.

EI is active in mobilising unions in the developed world to support its campaigning for better education in developing nations, summarised by the slogan “Education for All”. It also organises campaigns in support of teachers who are subject to oppression in their home countries.

The PPTA was represented by president Jack Boyle at the International Summit of the Teaching Profession (ISTP) in March in Lisbon, Portugal. At that meeting, the president was part of a New Zealand delegation that included Minister of Education Chris Hipkins. The New Zealand delegation decided to focus on a single goal of ensuring education policy was co-designed and co-implemented.

UNIONAID

UnionAID is the international development charity for the union movement. It funds projects that support workers’ rights, capacity-building of unions, and the promotion of human rights in the Asia and Pacific region. The work and reach of UnionAID continues to grow, with many PPTA members, regions, and staff supporting it financially and through fundraising events such as May Day dinners and the bi-annual raffle sales. This has allowed an expansion of projects in Myanmar (such as the continued growth of the Myanmar Young Leaders’ programme and the school near the Thailand border), with the Dalit people and building cooperatives in India.

COUNCIL OF PACIFIC EDUCATION (COPE)

The PPTA plays an active part in the Council of Pacific Education (COPE), and contributes financially to assist COPE with its union and education projects in the Pacific.

**CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDING 31 MARCH
2018**

The following financial statements were prepared by the Financial Services Manager and audited by BDO Wellington.



NZPPTA - Signed
Financial Statements.