

PPTA NEWS

The magazine of New Zealand secondary teachers



“Against hatred, we send love”

Messages from PPTA members
to their Christchurch colleagues
and the Muslim community.
p10-11

PPTA News



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The revolution will not be automated

PPTA president Jack Boyle channels his inner Gil Scott-Heron for this month's viewpoint.



Jack Boyle | President, PPTA

You will not be able to stay home, you will not be able to log on and cop out. You will not suddenly achieve work/life balance in flipped classrooms or catch up on your KAMAR entries while your students are doing 'independent research'.

The revolution will not be automated. The revolution will not be brought to you by Microsoft Schools, Mindlab or Google Docs - without pop ups or direct to your Surface Pro in three easy clicks. The revolution will not help you develop your skills as a pedagogue through AI cartoon characters in self-help tutorials you can access from the cloud.

The revolution will not be automated. The revolution will not be brought to you by CORE or Ulearn or feature VR headsets. You won't see Expert Teachers beamed to your laptop blowing a bugle and leading compulsory PLD on Inquiry Based Teaching.

The revolution will not be project based. It will not liberate you from admin nor free you up to spend more one to one time with your students in hands-on, competency based learning. The revolution will not randomly select a sample of eight students per standard for NCEA moderation. There won't be anytime online assessment tasks that pop up in your students' Facebook feed and only assess them when they are ready to be assessed. It won't automatically update their ATAR scores. The revolution will not make your marking load five pounds lighter, Because the revolution will not be automated.

The revolution will not track the GPS on a student's phone to issue an L for Lateness in the SMS. The revolution

will not guarantee you classes of less than 26 or provide a compensatory mechanism when you are .4 over your maximum hours for the first three terms. Your subsidized TESLA laptop will not set your relief for you. It will not automatically sync to the new Smartboard when you have to move to the classroom down the hall because the class before you is doing an assessment.

There will be no Kahoot quiz to diagnose students' prior knowledge and build an IEP at the click of a mouse. You will not be issued with a set of Google Glasses when you become fully registered. There will be no instant transfer of a learning moment to a student's e-Portfolio. There will be no auto-download of the next Learning Set on the LPF. The revolution will not result from a brand new process ensuring a child's \$300 tablet works

on the school network. Because the revolution will not be automated.

You won't be strolling through all glass learning corridors facilitating virtual science experiments wearing an Amazon Headset with built in microphone that can create a fully immersive volcano experience for children on beanbags... You will not be liberated from answering emails at 10.30pm the day before hand ins. You won't have robot reader writers or admin assistants. Your lessons won't be a perfect sequence of Ted Talks curated to each individual student's strengths by an AI chatbot.

The revolution will not be automated. The revolution will not be automated, will not be automated... The revolution will not be an online module you can access from the comfort of your open plan stand up hot desk...

The revolution will be live.

As we go to print, Aotearoa is reeling from the terrible events of 15 March.

Our deepest sympathy and condolences go to the victims, their families and communities.

We extend our aroha and support to all our rangatahi, kaiako and whānau who will continue to be affected by this tragedy, to those in the Muslim community and those who live and work alongside them.

*Aroha ki te hunga mate.
Aroha ki te whānau.*

On pages 10 and 11, PPTA members across the country share their messages of support.

Bringing out the best in your neighbourhood

PPTA's Wellington regional team talks bringing out the best with the locals at a series of market stalls.

Thanks to the efforts of PPTA's Wellington regional team, visitors to community markets throughout the area learned how to support teachers to bring out the best in their students.

Members from the Wellington region held stalls at the Porirua market, the Paraparaumu Beach market and the Wellington Harbourside market.

Market-goers were keen to chat about teaching and learning, sign postcards and support members in the campaign. Members of the public were particularly concerned about the impact teacher shortages were having on their children and grandchildren in the classroom.

Wellington regional chair Ahmad Osama said the market days were a really positive experience.

"It was really good to have so many people in the public engage with us and say they were in support of us. We had hundreds of people sign up to show their support and find out more information.

"They were surprised and concerned about the conditions we teach in as they were their children and grandchildren's learning conditions," he said.

The market stalls were an opportunity to give back to the community, Ahmad said.

"It was about giving our time to speak to them about how our issues affect them. Some people in the community may perceive industrial action as taking our time away and this shows we are prepared to give our own time to them."

His advice for other regions wanting to do something similar was to go to a range of events. "That way you get to talk to people from different parts of the community who may have different perspectives and people get to see their local teachers engaging with them in the area they live in."

It was also good to take the opportunity to listen, he said. "Some people came over quite negative about teachers. We took the time to listen to them and then offered an alternative to that picture. It was a good opportunity to change some people's minds," he said.

If any PPTA regions, branches or networks would like support or resources for a similar initiative contact just email PPTA national office at stca@ppta.org.nz for a helping hand.



Wellington regional members bringing out the best at the Porirua (left) and Paraparaumu markets.

PPTA branch wins pay equity for part-time members

Thanks to its PPTA branch banding together to support part-time members, Hutt Valley High is one of the few schools in the country to achieve pay equity through paid non-contact time.

Former Hutt Valley High branch chair Chris Carr shares how this was achieved.

Unlike many jobs, teaching is not easily scaled. We can reduce a teacher's class load but many essential aspects of the job remain equal whether you're part-time or not. Meetings, extra-curricular activities, pastoral care, and NCEA requirements rarely shrink in direct correlation to our overall class loads and if you do manage to shrink these, you're doing so at the cost of important parts of what makes teaching work. Part-timers are often struck with a choice of working for free or feeling like they're failing in their jobs.

Like many schools, Hutt Valley High employs a significant number of part-timers. Many are parents who need to reduce their teaching load to care for children; some are completing additional study. Each of the school's part-time staff members is essential, they often teach in hard to staff roles or provide the school with the flexibility to make the complex mathematics of timetabling work out. To put it simply, the school could not function without them.

Despite this, until this year many of Hutt High's part-time staff felt undervalued. Like many schools around New Zealand, Hutt High did not pay for pro-rata non-contact hours for staff working less than .8 of a full-time load. Why would it? While the STCA guarantees non-contacts for full-time staff and those working above .8, the contract only asks that a school endeavour to provide them for those whose load falls below this ratio. For Hutt High's part-time staff this was clearly inequitable. Working part-time doesn't mean you don't need to plan your classes, it doesn't mean you don't have to mark, it doesn't get rid of all the essential and time consuming administration needed to function as a teacher. All those things which make non-contacts essential for us do our jobs don't just disappear.

Instead, part-timers were given a 11% boost to their pay. At a glance, this looks like it solves the problem, only the two don't quite equal out. Non-contacts make up 20% of your overall teaching



Former Hutt Valley High School branch chair Chris Carr.

load. More importantly, this payment is explicitly not designed to cover non-contact time; it's to compensate part-timers for the fact large portions of their role will not be reduced in accordance with their classes. Part-timers sit in the same meetings as full-time staff, take part in the same PD and appraisal processes, and take on the same extra-curricular and pastoral duties.

The issue of part-time pay had been sitting in the branch's too-hard basket until last year. I was acting as branch chair and had switched to part-time while studying and (to my fault) it was only once I saw my new payslip that I truly understood the issue. It was only after the branch organised meetings with all the part-timers that the issue became clear. At these meetings we realised this was a problem we literally couldn't afford to ignore. On taking it to the whole branch we were amazed by the level of support that we had. It was then that we decided to pursue the issue as a branch and to do so persistently until an acceptable solution was developed.

Discussions with school leadership were complex and often heated. It's worth stating clearly that, in not paying non-contacts, the school was not acting illegally, they were obeying the letter of the STCA. We were asking the school to take its already stretched budget and stretch it even further - to make real sacrifices to provide not just what they were entitled to by law but what they deserved as teachers. For Hutt High this would mean a substantial budget

shortfall, one the ministry would not accept easily and would need to be made up from other savings.

Ultimately however, teachers and leadership wanted the same thing - teachers to feel valued and be able to put their all into their jobs without feeling they were being ripped off. It's this which allowed us to reach an agreement with school leadership. As of the first pay cycle of this year our part-time staff are receiving pay that reflects their hours of work both inside and outside the classroom. We are one of the minority of schools that can now state with confidence we have achieved pay equity in our branch.

Efforts like this aren't solution to part-timers conditions. They depend on teachers working hard to assert their value, schools supporting them, and budgets being able to stretch to accommodate this at a time when most New Zealand schools are struggling to afford the staff they need. It is unlikely we will see a mass movement of schools rushing to provide non-contacts from their own staffing entitlements and while that is the case the situation remains inequitable. This is why it is essential that we, as an association, continue to fight for improvements to the conditions of all part timers, why we must support our plaintiffs in their equal pay court case and why we must continue to pressure the ministry to fix this injustice.

- Abridged. Full version available at ppta.org.nz

Unflappable dedication to fairness and equity

Celebrating Sharon King, the 2018 recipient of the Guy Allan award for branch activism.

A member described as “second to none” when it comes to fairness and equity was presented with the Guy Allan award for branch activism early this year.

A full branch gathered at Howick College to see the efforts of their chair Sharon King recognised.

“In this position Sharon is well respected by all staff. Her compassion and trust is reinforced through her empathic approach. She has built a strong branch, not only taking the role as chair, but also mentoring and supporting younger staff to take responsibility for varying roles within the branch and wider East Auckland area,” branch member Julia Breen said when nominating her for the award.

Sharon met regularly with the school’s principal and had a strong, professional and respectful relationship with the senior management team and was constantly sought out for her fair, diplomatic and honest interpretation of the collective. When she was unsure of anything she was willing to seek advice from the field office and was respected for her open, honest and supportive nature, Julia said.

“Where others might find situations stressful, Sharon is always calm, collected and unflappable. She is second to none when it comes to fairness and equity, which I believe drives her in her exceptional role as our branch chair. She is effective in hearing all voices within a meeting and is instrumental in building confidence so that all members can raise issues and concerns.”

Having known and dealt with the late Guy Allan in the past, Julia felt Sharon was well deserving of the award in his name. “I can think of no other person who embodies his style, values and manner more than Sharon,” she said.

Relieving field officer Helen Pearce, who was branch chair a Birkdale College (now Birkenhead College) while Guy Allan was chair at Glenfield College gave a background to the award. She



Sharon King receives the 2018 Guy Allan award for branch activism.

noted it was designed to recognise activists who did not seek regional or national profile, but focussed their work on those closest to them. Helen noted the job of branch chair was often unrewarding yet so important in seeing the hard won rights of members upheld. She went on to say she could think of no one more deserving for the award than Sharon - member who had tirelessly stuck-up for her colleagues since taking on the role as chair at Howick College.

PPTA general Secretary Michael Stevenson said two things stood out for him – Sharon’s ability to recognise the importance of building and maintaining relationships in the role, often under difficult circumstances, and the fact that she did not view her role in the branch as static, instead nurturing other activists into roles.

He said there were parallels between the way Sharon carried out the role of branch chair and the late Gay Simpkin’s research into the role of the PPTA branch.

Engaging with the decision-makers

PPTA's Waikato regional team make their views known at the Council of Trade Unions/government forum.

PPTA's Waikato regional members talked politics with the decision-makers at the first 2019 Council of Trade Unions (CTU)/government forum in Hamilton last month.

A crowd of about 200 union members met with CTU leadership and prime minister Jacinda Ardern – who had a strong contingent of cabinet ministers in support including Chris Hipkins, Grant Robertson, David Clark, Nanaia Mahuta and Shane Jones – at the Claudelands Arena.

Following opening speeches from CTU president Richard Wagstaff and the prime minister, union members split into sector groups so they could talk one-on-one with their relevant minister.

The PPTA Waikato regional team joined representatives from NZEI and TEU to talk with education minister Chris Hipkins. Three key themes emerged; the need to make teaching and other jobs in education sustainable career options, the need to urgently address the teacher supply crisis and whether the Ministry of Education and the government had the capacity to roll out the recommendations from the Tomorrow's Schools' review report.

PPTA's Waikato executive member Vinnie Monga was stanch in her questioning of minister Hipkins, calling on him to urgently address the unsustainable workload issues teachers face in schools.

In a second breakout room, focussing on the economy, finance minister

Grant Robertson also touched on the education sector, noting there was only so much schools could do and posing the question – would we be better off investing in other aspects of a child's life? Making sure they are fed properly and live in healthy homes, rather than simply asking schools to do more and more.

PPTA general secretary Michael Stevenson said it was a great to see PPTA's regional members taking part in these discussions.

All in all it was a good event, but not particularly inspiring, he said.

"A government restricted by self-imposed budget responsibility can only say so much in front of workers still suffering from a decade of neglect."



PPTA's Waikato region talks politics at the CTU/government forum.

An extraordinary job

In the first of our series profiling PPTA member principals Wellington College principal Gregor Fountain talks values, social media and teaching the future prime minister.

For Gregor Fountain taking up the role of principal at Wellington College last year was a homecoming of sorts.

A student at Wellington College himself he completed a history degree and teacher training before taking up his first teaching position at Morrinsville College. From there he taught at St Paul's Collegiate in Hamilton and Rosehill College in Papakura before returning to Wellington College as head of history and deputy principal.

He took up his first principal job at Paraparaumu College before returning to Wellington College to take the helm "back here where it all began."

"It's a really important time to be talking about gender and masculinity"

"The role of principal is an extraordinary job. You see people at their best and their worst, from celebration to tragedy. To be able to do this work at my old school, giving back to the community that has grown me, is pretty special," he said.

A hard decision and new challenges

Leaving Paraparaumu College was a hard decision for Gregor. However, he saw important things happening in his old school and couldn't resist the opportunity to become involved.

"It's a really important time to be thinking about gender and masculinity and it seemed this school was moving into some new spaces with that and I wanted to be part of it," he said.

Building communities

Paraparaumu and Wellington College have obvious differences but they both have community at heart. "Paraparaumu was a lovely community school, a local school for the local people. I enjoyed living in and being part of that," he said.

Wellington College on the other hand had "an amazing sense of belonging" but of a different type. "It's a commuter campus. Our boys come from all over the city but there's a really strong sense of belonging.

Finding the COLL values

One of Gregor's first major projects as principal was to find a set of values that would connect the school and its community.

Through community-wide consultation, Community, Oranga, Learning Together and Leadership, were chosen as the school's COLL values.

Developing these took most of last year and now the school is building them into its strategic plan and reviewing the curriculum to make sure they are being represented.

"It's been really exciting to see these values embedded and amazing to see groups within the school using them too," Gregor said

He described a parent at a tournament with a school hockey team tweeting a photo of the students with the hashtag #learningtogether - one of the COLL values. "It's wonderful to see members of our community framing them in that sort of way."

Social media

In both of his principal positions Gregor has been active on social media, particularly through Twitter and video. Initially he started using Twitter as a means of taking part in national debates but when he Googled himself before applying for the Paraparaumu College principalship he got a bit of a shock. "There's a difference between how people say things in public and how they say them on social media. The tone was different to how I would say things in the community." When he became principal at Paraparaumu he decided to leave the debating behind and focus on the positive side of what was happening at school. He created the @PCPrincipal Twitter account which shared positive news and weekly videos. Adding the Twitter feed to the school's website helped freshen it up too, he said.

"It instantly captured the things that were happening as they happened. It helped build a community to celebrate success." Paraparaumu College's current principal Craig Steed is carrying on the account, which Gregor is very pleased about.

Gregor has started a new Twitter account for Wellington College @WC_Principal.

Principals and PPTA

As a history teacher Gregor has been impressed with PPTA's involvement in the history of educational change, through constructive advocacy for students and the curriculum.

He also believes it is important to support the campaign for teacher's pay and conditions. "As a principal it is to my advantage that we have as many talented and qualified people as we can wanting to teach."

"It's been really exciting to see these values embedded and amazing to see groups within the school using them too"

"Principals have a whole team of people behind them. At both Paraparaumu and Wellington College I have had a team of staff behind me that do a lot of the mahi that allows me to be a big picture thinker."

Gregor is also very grateful for the efforts of the New Zealand Secondary Principals' Council in terms of his own pay and conditions. "I really value my colleagues who are taking the lead on these things," he said.

A special former student

When you first become a teacher you remember your first classes very clearly, Gregor says, so when asked if he ever expected one of his students would be a future prime minister, he has a clear picture in his head when he answers "absolutely."

Gregor taught Jacinda Ardern at Morrinsville College in the mid 1990s and knew she would become something special. "She was someone who was always community building, looking out for the people on the edges and pulling them in.... I absolutely thought she was someone who would change the world."

What Gregor didn't expect was a telephone call when Jacinda became prime minister, asking for him to accompany her to her swearing in. "I didn't expect that she would recognise me, and her other teachers,

as the people who helped get her there. When she invited me it felt like we were really valued."

Principal or headmaster

When Gregor took up his position at Wellington College he made one change straight away, he switched from the traditional 'headmaster' title to principal.

When the college board advertised the job it was for a principal, to make it clear that any gender could apply, he said. "When I was offered the job I was asked what I wanted to be called. I thought they had already made a

decision, but it was over to me. I decided to stick with principal."

When he received a message from a former student it confirmed he had made the right decision.. "He (the student) said choosing principal showed that, while the school doesn't have a female principal right now, it could. That confirmed it for me. This is not about tradition. I'm not anti-tradition at all. This is absolutely about gender," he said.

- Abridged. Full version available at ppta.org.nz



Wellington College principal Gregor Fountain.

Against hatred, we send love

Messages of support from PPTA members nationwide.



15 March 2019 is a day that will be etched onto our psyche forever. We send love, sympathy and condolences to the victims of the terror attack in Christchurch, their families and communities.

We want to honour the teachers of Christchurch who loved and protected their students and kept them safe, even as they were afraid themselves. We want to offer our support and aroha to our Muslim members throughout the country and let them know there is no room for ignorance and hate in our schools.

We have had messages of support pouring in from all over the country and share just a few of them here.

.....
Assālam ‘alaykum to all my Muslim brothers and sisters who, for whatever reason, have come to add to the cultural and ethnic makeup that is Aotearoa/ New Zealand. As a Māori woman, I want to say, “Nau mai, haere mai. Kia kaha.” Welcome and remain strong. You have friends, whānau and allies here.

Ngā mihi tautoko,

*Pōwhiri Wharemarema Rika-Heke
Executive Counties-Manukau
Te Huarahi Tāmakimakaurau*

Kia ora whanau,

The thoughts, aroha and prayers of the West Coast PPTA go out to all teachers, their family, loved ones, students and the whole extended Christchurch whanau.

A student of teachers like you wrote; *“If you want to end the war then instead of sending guns, send books. Instead of sending tanks, send pens. Instead of sending soldiers, send teachers.”* Malala Yousafzai (17 year-old Noble Peace Laureate)

Every day you go to work and help shape the minds of the next generation. To help them see that this hate is the antithesis of the human condition, every day you find yourself fighting the battle against ignorance and hate.

It might seem little, talking to a student about why it is not ok to say those things. You might think that your daily discussions with students about inclusion are insignificant but as Desmond Tutu reminds us *“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”*

If there is any little good we can do to help you continue to do the amazing job you do please don't hesitate to ask.

Kia kaha,

*Michael Waller
Regional Chair - West Coast*

.....
Students and Staff at Rangitikei College send you strength and courage to endure the days ahead. With love.

Kia ora, Kia Orana, Talofa lava, Fakalofa lahi atu, Malo e lelei, Bula Vinkaa, Taloha ni, Namaste, Aloha!

On behalf of Komiti Pasifika PPTA I wish to extend our deepest condolences and sincere sadness for those that have been affected by the horrific events that took place in Christchurch on 15 March.

We know that some of you have lost students and members of your community and we send our love and prayers and mourn with you and their families at this extremely sad and difficult time.

Teachers have been at the forefront of caring for their students in this tragedy and we send you our thanks and support and let you know that we stand with you.

As Pacific people who are immigrants to this country we are grateful for the understanding that New Zealand provides a home and a place of belonging for people of many different origins. This has been highlighted by the response to these events.

In face of this terror we stand for peace. We will all be using this as a tool for teaching and learning about the importance of not just tolerance and acceptance but for kindness, for unity and for the celebration of the multicultural fabric of our country.

We are thinking of you all and holding you in our hearts.

Kia Manuia,

*Natalie Faitala
Executive Member for Komiti Pasifika*



Ka tangi ana ā tātou ngākau mō ō tātou whānaunga me ngā whānau pani o te Wheao a Ihirama. Ko tēnei whenua ko te tūrangawaewae mō ngā tangata katoa huri noa i te Ao Marama. Ka tū mātou ki te taha o ō tātou whānau me ngā hāpori ki Ōtautahi i tēnei wā pouri.

As-salāmu ‘alaykum. Kia tau, kia rongō ai tātou i te aroha me te rangimārie, mō ake tonu atu.

We are shocked and saddened to learn of the tragic events on Friday. We would like to express our support and solidarity with all those affected in Christchurch, all our teacher and student whānau, and especially our Muslim communities. We stand with you in these dark times.

PPTA Tawa College Branch Officers
.....

Dear Christchurch Members

A message of support from Aotea College PPTA branch in Porirua to express our support at this challenging time. Our hearts go out to those affected. Against hatred we send love, against ignorance we respond with the educator's vision.

Aroha Nui,
Wayne Elley
.....

*E nga hoa mahi,
Ma te Atua koutou e manaaki e tiaki i tenei wa papouri. Kia kaha, kia manawanui.*

Arohanui,
*Whaea Miriama Barton
Teacher in Charge of Te Reo Māori*

Kia Kaha to all of Christchurch. The peoples of Aotearoa New Zealand are thinking of you today.

On behalf of Rangiora Technology Centre I would like to express our shock and sorrow that this tragic event has occurred in Christchurch.

Our thoughts are with all the families and communities affected.

A sad time for our city.

*Belinda Turner
Team Leader*
.....

The Wellington Girls' College branch of PPTA extends its aroha and support to all teachers and students affected by the attack on Muslim places of worship in Christchurch on Friday. We say, with Jacinda Ardern, "This is not us." We stand with all teachers in celebrating diversity and rejecting hatred and intolerance. We are so sorry that this event has struck Christchurch, a city that has already faced enormous trauma. We acknowledge the difficult task that teachers in Christchurch faced on Friday, caring for frightened students in lockdown, and the even more difficult task ahead, coping with students who have suffered the loss of family members and friends, and also, in many cases, an inevitable loss of faith in the safety and predictability of their world. Our thoughts are with you.

Members of the Wellington Girls' College Branch of the PPTA

Kia Ora

Please accept our thoughts and prayers for your community. We are shocked at the events that unfolded on Friday and struggle to come to terms with this terrible attack on people in New Zealand.

Love and sincere sympathy

Nga mihi,

Arohanui from Tikipunga High School branch of PPTA
.....

The PPTA Branch of Howick College wishes to send its heartfelt condolences and deepest sympathies to the people of Christchurch.

Our thoughts will be with you over the next days and weeks as your community comes to terms with the tragic events of last Friday.

He iwi kotahi tatou,
Kia Kaha Christchurch.

How can you help

Members have asked if there is any way they can practically assist those affected in Canterbury.

PPTA has re-established the hardship fund used in the wake of the Canterbury earthquakes. Individual branches, regions and individual members can donate.

The bank account number is 38-9017-0227157-01

For further information contact news@ppta.org.nz

The lowdown on the Tomorrow's Schools taskforce

The Tomorrow's Schools taskforce chair Bali Haque answers PPTA News questions about the group's recommendations for reviewing New Zealand's schooling system.

PPTA News: How can teachers and principals be confident the hubs proposed will be the localised, connected supportive organisations we so desperately need; not just an extra layer of bureaucracy?



Tomorrow's Schools taskforce chair Bali Haque.

Bali: There will not be any extra layer—we are recommending the disestablishment of the 10 current MoE regional offices, and the establishment of Education Hubs—which will be very different organisations. They will be crown agencies and therefore protected from political and bureaucratic control while being connected with national curriculum, assessment, pedagogical and leadership expertise. We envisage their operation will be heavily influenced by educators who have recent successful experience in the schooling system and understand what real partnership means.

PPTA News: Will the 'successful' schools - with waiting lists, plenty of applications for jobs, large student donations, be the losers in hubworld?

Bali: Schools' operational funding, staffing entitlements and ability to fundraise will continue to be controlled by individual schools. We don't see this being about winners and losers. We want all schools to see themselves as part of a network with responsibilities for students throughout the area. We want to build on existing strengths, therefore we see more sharing and collaboration.

PPTA News: Hubs are vital to the success of the system. If hubs fail, it is likely that

the system will be worse off than it is now. What are the key elements that will make the hubs successful?

- Each hub will be configured to address the needs of its community of schools.
- Focus on collaborating and partnering with schools, teachers and principals, not a compliance culture.
- Recruitment and capability development that ensures hub staff have credibility with teachers, principals and boards.
- Continuing ongoing professional contacts between schools and hub personnel.
- Crown agency status to free them from political and bureaucratic control and enable localised decision making.
- Adequate resourcing and efficient and responsive systems.

PPTA News: Won't hubs threaten a school's ability to innovate and provide programmes tailored to their particular students?

Bali: Absolutely not! The hubs are not new bureaucracies. Boards and principals will have complete discretion on curriculum, assessment, school goals, character and priorities. Innovation will be encouraged so we can continually improve teaching and learning. Hubs will provide a mechanism to spread and sustain effective innovation through a comprehensive PLD advisory service, leadership advice and regular contacts between schools.

PPTA News: Why no community input into the governance of the hubs?

Bali: School boards continue to provide community input into each school. Hub boards will require very high level governance skills and need to be carefully selected. They must all have good local connections. When the minister appoints this specialised governance team they will need to have regard to community input, particularly iwi. We note that it is possible to establish a legal framework which could avoid party political appointments to boards.

PPTA News: What would the hub be as the employer of teachers and principals

mean for collective agreements? Will they be negotiated with the hub instead of the MoE?

Bali: Absolutely not. We see no advantage and considerable risk in multiple contracts and see no need and would strongly oppose any changes here.

PPTA News: What's the rationale for middle schools – which still leave students with two transitions – and don't they simply delay access for students to specialist teaching?

Bali: Our report questions intermediate schools which are unique internationally—with half the school population changing each year. We don't think a 'two year school' maximises learning opportunities. Middle schools are one alternative option suggested in our report (although there would be the same number of transitions, we would still avoid a two year turnaround). Other options suggested include full primaries and composite schools. The final configuration will depend on local circumstances and vary across the country.

PPTA News: What do you think about a transition process that could see some regional hubs established in a few areas to trial the changes and learn from for the rest of the country?

Bali: We need at least a 3-5 year process to implement these recommendations... We fully expect that our recommendations will be phased in over this time so that we can grow capacity and capability in the system. We are interested in discussing the pros and cons of locality trials for a system-wide change.

PPTA News: Any change will lead to increased pressure and workload in the short term, how do you think the transition can be managed to reduce this?

The last thing we want is sudden unplanned change. For teachers we see reduction in workload as a comprehensive advisory service is put into the hubs and the MoE. This would support teachers with curriculum and assessment advice and resources. We also want to simplify the appraisal system and shift it from time-hungry compliance.

- Abridged. Full version available at ppta.org.nz

The fishhooks in the Tomorrow's Schools report

PPTA general secretary Michael Stevenson identifies potential sticking points in the Tomorrow's Schools taskforce report.

The Tomorrow's Schools Independent Taskforce report 'Our Schooling Futures: Stronger Together' - contains some positive recommendations on school resourcing, equity funding and support for new teachers.

That said, there are also some concerns, stemming from the report's governance model where it's proposed the new Education Hubs will be individual crown entities similar to the DHB model in the New Zealand health sector.

Members and branches are encouraged to engage with the report which is currently out for consultation. The platform for comment can be accessed at conversation.education.govt.nz and submissions are open until April 7.

Here are eight potential fish hooks members should be aware of:

Undemocratic hub boards

The taskforce proposes that each hub be governed by a board composed of entirely ministerial appointments. This is undemocratic and it could result in the hubs being seen as political machines at a local level and is contrary to PPTA values. Between 2014 and 2017, members pushed back against the ill-conceived and undemocratic EDUCANZ, a battle we eventually won when the government changed hands.

Fixed-term principal appointments

The taskforce proposes principal appointments should be made by the hub for five year terms in each school. Why such an arbitrary figure was chosen is unknown. As a result, area and secondary school principals would be thrown into insecure work, many of whom are in an aging workforce and some in the twilight of their career. Since the report was published, there are signs that this recommendation may be changed following push-back from school communities.

School network

The taskforce's report is critical of intermediate schools, stating they create an unnecessary transition point in a student's learning journey.



PPTA general secretary
Michael Stevenson.

Yet, in the same report, the taskforce promotes the introduction of more middle schools. Research by Hawk and Hill (2000) found that middle schools left students ill-prepared for their senior years at secondary school and noted that Year 11 should be avoided as a transition point. PPTA supports the introduction of more Year 7 - 13 schools instead, so students have access to specialist subjects at a younger age.

Primary/secondary resourcing differences "unwarranted"

The report states that the current disparity between primary and secondary general and management staffing is "unwarranted". This assertion challenges the long-held belief that secondary schools receive a higher concentration of staffing, allowances and units because of the specialist subjects they deliver. This recommendation is surprising given there is a lot of intellectual grunt on the taskforce, including chairperson Bali Haque who is a highly regarded former secondary school principal and NZQA deputy chief executive responsible for NCEA.

Increased teaching council costs

Page 55 of the report details an expanding role for the Teaching Council of Aotearoa New Zealand in terms of establishing a 'Leadership Centre'. With this new function there is a risk of increased registration and practising

certificate fees. This risk could be mitigated provided teaching council fees become a permanent feature of the collective agreements PPTA negotiates, or that the government fully funds any expanded functions of the council.

School closures and mergers

The report proposes that hubs be able to close and merge small and rural schools (p. 112). Were this to occur it would result in job losses for PPTA members and other school employees. Currently, there is political risk for a government and minister when it comes to closing schools. Under the report's recommendation, this risk would be removed with hub bureaucrats and ministerial appointees making these decisions instead. Think more redundancies and CAPNAs, more often, in the short to medium term.

Workload increases

Under the report's recommendations, both principals and teachers would be expected to contribute to the education of students at "all schools" in the hub, not just in their current school (pp. 49, 57). This is likely to have workload implications, especially if this demand falls in the domain of appraisal, attestation and registration.

Additional complaints body

Page 53 of the report promotes a new parent and student complaint service. Currently, teachers already face potential triple jeopardy when a complaint is laid against them: police investigation, school level conduct and discipline, and a teaching council process. Having another mechanism to investigate complaints against teachers is likely to increase anxiety at an already stressful time.

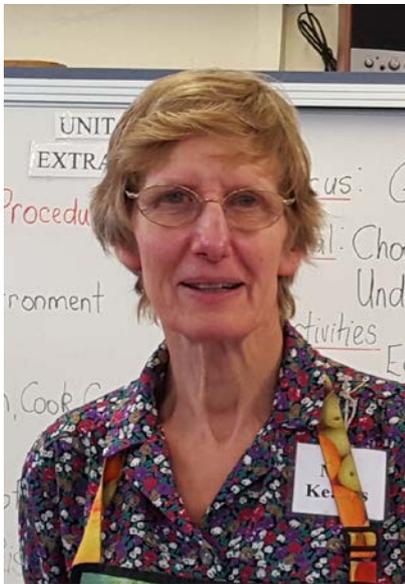
Conclusion

Teachers working conditions are students learning conditions. And students learning conditions are teachers working conditions. What's required is a governance model that supports teachers, students, their whanau and the wider school community - not one based on command and control. Please contribute to the debate between now and the 7 April closing date for submissions.

I feel like I've taught nearly everyone in Christchurch

Honorary PPTA member Rachel Kearns shares her experiences after 45 years of technology teaching.

PPTA has around 750 honorary members. People who are no longer teaching but still support the association. Many have retired after long and distinguished careers and are doing great things in their communities. In our new series they share their stories with the PPTA News.



Rachel Kearns

“Are you Mrs Kearns? You taught me!”

From her first teaching job at the Gore Manual Training Centre in 1970, Rachel Kearns spent 46 years teaching in the technology area.

She has taught the grandchildren of former students and has often been stopped in the street over the years by people who remembered her teaching them.

Rachel trained at the Christchurch College of Education in Home Economics in 1969 and before that worked as a Karitane nurse. After two years teaching in Gore she applied for and won a position at the New Brighton Manual Training Centre in Christchurch.

She loved her job there but unfortunately the Ministry of Education at the time had some big ideas about the provision of the new technology

curriculum and the centre closed very suddenly, leaving Rachel jobless.

“I took a supernumerary position the following year at Casebrook Intermediate School. This was a huge change from working in a two teacher centre and I loved it!” she said.

The interaction with so many staff and students and feeling part of the whole school was something she really appreciated.

At the end of her supernumerary year Rachel did a part time stint at Christchurch East School before finally gaining a permanent position at Phillipstown School Technology Centre where she spent the last 19 years of her teaching career before retiring in 2016.

Phillipstown Technology Centre was the largest technology provider in New Zealand with approximately 1250 students bussed in from 32 client schools.

“Some days I feel like I have taught nearly everyone in Christchurch,” Rachel said.

Rachel particularly enjoyed working with challenging students.

“I loved teaching special needs and lower ability students, they have certainly been my favourites, and I have enjoyed rising to the challenge of more difficult behaviours,” she said.

Rachel has been involved with PPTA since the beginning of her teaching career and has been on the committee of the Canterbury Combined Manual Teachers Network (CCMTN) since its beginning – still serving as its treasurer.

“I am a background worker. I still attend the PUMs (paid union meetings) etc to take the rolls and process the required paperwork. I love catching up with colleagues and keeping my teacher’s hat on,” she said.

“I am still a member of HETTANZ (Home Economic and Technology Teachers Association of New Zealand) and I attend the in-service workshops etc. I like to keep up to date.”

Being an honorary member of PPTA gives Rachel the chance to still be involved with the issues that teachers

currently face. She also appreciates the benefits of Unimed (formerly EBS) and other membership discounts.

“Since my retirement I have been busy with my family history and tree. I have loved learning new skills and transferring my teacher style organisation into this project. You can find me at the Christchurch Public Library most week days.”

Rachel’s greatest fear is the lack of specialist trained teachers in the field of home economics (food and nutrition). “I see so many teachers being put into these specialist rooms with no training or support. This is a terrible state of affairs and is very sad as the students are the losers in the end,” she said.

“I strongly support the union, and am glad that manual training clause in the STCA enables year 7 and 8 technology teachers to remain with the NZPPTA. I am proud to be an honorary member.”

A truly kind and wonderful woman

Food and nutrition teacher Martin James says Rachel has been “a tower of strength” to him as CCMTN chair.

“Her organising and catering for branch and committee events is legendary. She has really kept the network together with all of the mail-outs, phone calls and behind the scenes stuff that makes PPTA work,” he said.

Rachel also did a lot of home visits to students, which was unusual for teacher in the technology area of the curriculum – simply because they didn’t have the same connections with families, Martin said.

“I can remember Rachel privately paying for a student to continue having music lessons because their family was struggling (and loads of baking going home to those families).

“Rachel always had gifts of food, baking and home grown produce for everyone, especially for beginning teachers that were struggling or in need – even providing bedding or discretely providing cash in an envelope if she thought that might help,” he said.

“This fills in the picture of the truly kind and wonderful woman that Rachel is.”

10 ways to teach me

Dunedin's Queen's High School student Jordyn Katipa-Martin has clear messages for her teachers and peers in her 2018 Korimako/Senior English Ngā Manu Kōrero speech.

Jordyn is a passionate, driven student that is not reaching her full potential in this subject. Although Jordyn is a bright and capable student, she is lacking in focus and motivation.

Jordyn has so much potential to excel in this class, but is not living up to expectation. Smart, capable, driven, full of energy and passion. Uninterested, disengaged, lacking motivation and focus. It's obvious something's wrong.

Throughout my whole schooling life, not passing is something I had never thought of. I was the kid that did nothing in class and could pull an excellence essay out of nowhere - even if the topic had no relevance to me. I'm extremely lucky and grateful that this has been my reality. I had no idea what it was like to struggle in school and I couldn't even begin to fathom how hard that must be. But what I've discovered this year is that someone like me, 'the smart Māori', is struggling to find a reason to keep learning things with which I have no connection. So here it is whānau. This smart Māori kid's '10 ways to teach me'.

Number 1: Don't assume what you don't know. Don't assume that because I'm Māori, I can answer all your questions about Te Ao Māori. Don't assume that I'm just another Māori from a broken home. Don't assume that because I can pass your tests, the Pākehā system works for all Māori.

We already know the Pākehā education system doesn't work. We already know Māori are not programmed to think the same as Pākehā. We know by years of never being as good as our Pākehā counterparts, that our successes would never look the same. In 2017, the pass rate for Māori students studying NCEA Level 2 was 74.4%. This is considerably lower than any other ethnic group.

Number 2: For those of us who are passing, we're just smart enough to work in a system that doesn't work for us.

Number 3: You haven't taught a student like me before. Know that I am not every other Māori you've ever met, so don't act so surprised when I exceed the expectations based on



First time Ngā Manu Kōrero entrant Jordyn Katipa-Martin is of Waikato-Tainui iwi.

them instead of me. Don't think that everything I do has to have something to do with Te Ao Māori just because I do kapa haka. Passion is the reason I can get Excellences in History and Not Achieveds in Maths. I learn more talking to a teacher about something they're passionate about than I ever will taking notes. I learn more working on the marae than I ever will in a classroom. I learn more from the 12 year olds to whom I teach kapa haka than I ever have from a qualified teacher.

Number 4: Find out what I'm passionate about and help me embrace it. What I think people fail to realise is, I'm not here for me. I didn't spend sleepless nights working on this speech for me. I don't waste away trying to get endorsements for me. I don't continue to challenge a system that's failing me for me. I do it for the kids I teach. I do it so they can have it better than what I've had - so I can be the positive Māori role model for them, that I never had. To explain to them that you can prove everyone who ever thought of you as another Māori, another dropout, another statistic, wrong. To show them that the sweetest revenge is success.

Number 5: Understand that I am fighting for something bigger than

myself. Despite many of my successes being associated with Māori or my academics, this is what I let you see, what I want you to see. But understand

Number 6: I didn't do it because I'm Māori, or because I'm smart and I definitely didn't do it because of you. I succeeded because I worked hard, not due to my ethnicity, smarts or the labels you forced upon me.

Number 7: I create my own success. If there's one thing I've learnt from watching my older brother make mistake after mistake, it's that I have to create my own successes. I can't spend my life trying to make everyone around me proud at my own expense. I can't pursue other aspirations until I start pursuing my own. Sorry Mum, but I don't want to be a lawyer. Even though my passion is teaching and I want to make an impact, I can't do that unless I'm being true to myself.

Number 8: I'm sorry that my success isn't what you want it to be, but why does that matter if it's good enough for me?

Number 9: Acknowledge that there are some things that you will never truly understand. I appreciate you trying to get to know how I work by using the previous steps, but acknowledge that there are some things you will never truly understand. Not because of you or me, but because we are not the same. But that doesn't mean you shouldn't try.

Number 10: Be courageous. Teachers - be courageous enough to steer away from traditional teaching topics. Be brave enough to let your students guide you into topics you might not know everything about. Teach us your passions to help us find ours. Be daring enough to throw away NCEA for a few weeks and just teach us. Students - be courageous enough to stand up against the system and speak out about the labels forced upon you. Be brave enough to fight for your passions while staying true to yourself. Koutou mā - this is how you create success! Make an effort to build connections and be daring enough to succeed in your image. So, there it is whānau, this smart Māori kid's '10 ways to teach me'.

Challenging new play has community at its core

A school and its community band together to challenge Pasifika attitudes to mental wellness through ‘whanau theatre’.

Mount Roskill Grammar School head of performing arts Emma Gillies has banded together with former student Joshua Iosefo, current students, friends and members of whanau to put together a play aimed at healing a community.

Odd Daphne is an original community stage play supported by the Mental Health Foundation that challenges traditional Pasifika attitudes towards mental wellness, giving insight into depression within a contemporary Pacific context.

When Joshua - who came to public attention with his Brown Brother spoken word piece in 2012 and has presented at PPTA's Pasifika conference - contacted his former drama teacher with the script for Odd Daphne, she saw something special.

The play looks at alofa/love and its varying generational attitudes, representation of the LGBTIQ+ community within a Pacific and rugby culture framework and showcases the amalgamation of Japanese/Asian pop culture community and Pacific youth culture.

At first it was intended to be a film, but making a film is not cheap and Emma

wanted to find a way to get it to the community sooner rather than later.

“Josh wrote the script on Google docs and sent it to me. The play is about making a difference. When we read it together I thought ‘we’ve got to get this to people,’ and a play was the fastest way of getting it out there.”

The show has family and community at its core. “It revolves around an idea they have coined ‘whanau theatre’ which aims to heal the community - as well as the cast and crew, which is made up of many whanau and friends directly affected by the narrative of the story,” Emma said.



Odd Daphne is a play about making a difference.

"It has been quite a fulfilling experience to be a part of this show so far, learning from and alongside my ex-students and current students," she said.

"When talking about casting, Joshua decided he wanted his parents to play the parents in the show. They agreed, but were really going out on a limb for us because they had never done anything like this before. It was acting 101.

"Since their first rehearsal they have developed hugely as actors and are holding their own alongside the few professional actors in *Odd Daphne*."

The cast and crew are a mix of theatre practitioners, community leaders, mental health nurses, family and friends. They have worked on themselves in the process with sharing circles and a mental health focus.

"The show is about healing. We check in with each other a lot," she said.

Whanau theatre is about working together in collaboration with the community, for the community," Emma said.

"What we are aiming for is the discussions in the car on the way home (after seeing the show). There are people who may have never talked with their family about these issues. It's a way to start looking at these things through a Pasifika framework."

Mount Roskill Grammar has also joined the party, allowing the group to use the school for rehearsals and taking things back full circle.

"We're back at school, in the room I once taught him (Joshua) in. For a drama teacher it's priceless when a child you teach goes off and creates a piece of theatre like this. A number of ex Roskill kids are involved, as well as current students and it is great working with them and learning from them," she said.

The school's performing arts students will be coming to see the show, she said.

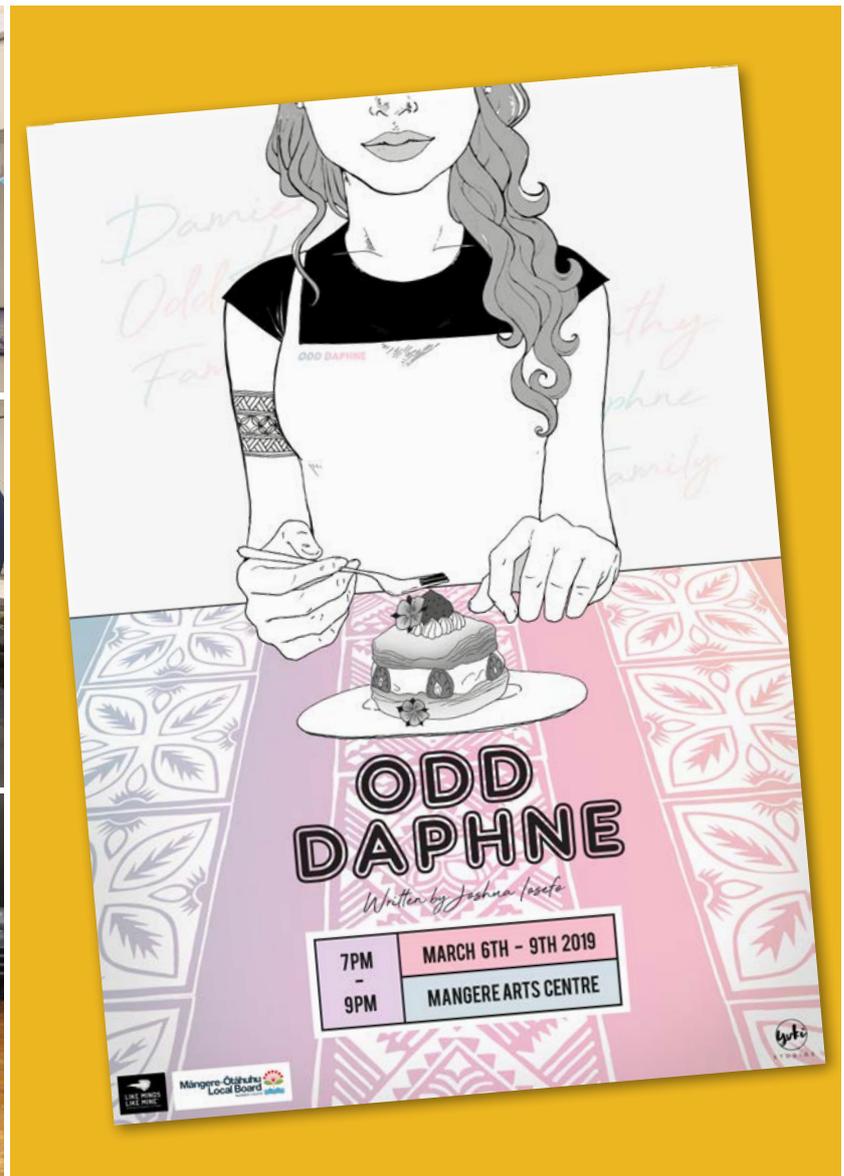
"It will be really exciting to have my kids seeing Josh's work. They can say 'that guy's from Roskill and he wrote this.'"

A year 13 health class doing a unit on mental health will be going along, as well as an English class made up of Māori and Pasifika students who will be among the first to see a new Pasifika play.

It is a show that speaks to South Auckland but Emma believes it could translate around the country.

"We're excited to see where this thing can go. Since Josh came to me it's been a bit of a hurricane. All the people on the show are sort of an odd family. There are about 50 people on stage – local people sharing ideas about how we could heal ourselves and heal one another," she said.

At the time of printing *Odd Daphne* was due to be performed on from March 6 to 9 at the Mangere Arts Centre.



Salary assessment and self-employment

Hobsonville Point Secondary School teacher Cath Lewis shares her salary assessment journey through PPTA's Auckland field office.

Cath Lewis is a teacher at Hobsonville Point Secondary School. She was a year one teacher at the start of 2018 and late last year successfully completed her salary assessment.

She has been placed at the top of the scale. The salary assessment journey for her was a very challenging and frustrating one.

If Cath had not been successful (in being assessed for the top of the scale) then teaching for her would have been financially unsustainable.

Prior to having her salary assessment confirmed, Cath was placed on the U1 (untrained) step for her first eight weeks teaching, causing significant financial hardship.

The fact that most of Cath's salary credits were generated from when she was in self-employment meant a significant delay in having her previous work experience assessed. She feels very strongly that there is insufficient information/guidelines provided by Novopay to help people who have been self-employed navigate the process. This is something PPTA believes needs to be addressed.

Out of frustration Cath wrote to the Minister of Education and was subsequently contacted by a ministry senior advisor, who intervened to help with her application. Cath was then assessed at and placed on the T3 trained step. Given this was her entry qualification this raises the question of why she did not start on this step in the first place.

Although the principal confirms whether the work experience is relevant for the position, the challenge is in quantifying that work experience for salary credit purposes, particularly where that work experience has been generated from being self-employed. Cath feels principals should be able to verify not just the relevance of the work experience, but the quantum.

Given her experience, Cath strongly feels that the ministry/Novopay

should have a way for teacher trainees to have an initial provisional salary assessment done based on qualifications and prior work experience. She feels that people interested in teaching who have other careers may be put off teacher training by not knowing what their

likely salary rates would be when they enter the profession.

Cath wants to share her story to help others in similar situations. If you or someone you know are in similar circumstances contact your local PPTA field office (their contacts are on the inside cover).



Photo by Henri Picot on Unsplash

Salary assessment can be a challenging journey for people moving into teaching from other careers.

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within Technology Education

FOR TEACHERS,
BY TEACHERS



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Course details:

Dates:	17 – 19 July, 2019
Venue:	CQ Hotel, Wellington
Planning Committee:	Ceri de Boo, Julie McMahon, Iain Cook-Bonney, Wendy Slatter

Registration fees:	Early Bird fee:	Full fee:
Early Bird fee applies if paid on or before 17 May 2019 .	\$340.00	\$440.00
Registrations close:	14 June 2019	

Registration fee includes course and catering during course time.

Accommodation costs:

Accommodation – Single	\$430.00
Accommodation – Twin Share	\$240.00

Accommodation at CQ Hotel, 223 Cuba St, Te Aro, Wellington, for the nights of 17 and 18 July 2019, including breakfast.

Travel subsidy:

TRCC subsidise teachers' travel as per our travel policy (see website for details) for the first 15 Early Bird paid registrations for this course.



For more information and to register online please visit www.trcc.org.nz
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We have important information to share but we can only get it to you if we know how to find you. If your contact details have changed please let us know.

New email address?

During this industrial round we may be polling members via email. It's vital that we hear from you so if your email address has changed, or you are not sure that we have it, please contact webmaster@ppta.org.nz or update your details via the member dashboard of ppta.org.nz

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