

# PPTA NEWS

The magazine of New Zealand secondary teachers



Making a difference  
in music teachers'  
lives - pg 5

## PPTA News



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# Teachers are the experts in teaching

Teachers' expert voices need to be in the mix when reforms are happening says PPTA president Jack Boyle.



Jack Boyle | NZPPTA President

Teachers are the experts in teaching, and we must bring our professional expertise to the reforms taking place in education now.

From pedagogy to assessment, to how we work with our colleagues to create the best learning opportunities for all ākonga, our voices need to be in the mix when reforms are happening.

At the national level proposed changes to legislation – such as the removal

of the current appraisal model, the Tomorrow's Schools review and a replacement for decile funding - will have far reaching implications for how we support great teaching practice and how our system provides what our students need. There's likely to be a strong public interest in these matters too, so it is important we bring our knowledge and expertise to make clear why changes should be made.

### A positive impact for everyone

On the question of appraisal we are saying that guaranteeing access to on-going learning, promoting collaboration, supporting innovation and reducing the weight of administration and compliance will have a positive impact for everyone. Our current, overly burdensome approach is not leading to the outcomes we want.

We are not advocating for teachers to have no accountability. In fact, when you look to use appraisal as an accountability measure, international evidence suggests you get a narrowing of practices to those that are 'measurable' and appraisal becomes

about compliance. We need to be clear that the current appraisal model drives compliance rather than enabling better practice and often leads to far more administration- and that's why it will be discontinued.

### Teacher input at school level important

Of course, there may be some who worry what appraisal will be replaced with. The answer, of course, is not simple. Unlike other professional workers, teachers have multiple layers of scrutiny and accountability that they are subject to. It's my view that at the national level all that is needed is certification/registration.

The school level is the other really important area for teacher input.

Identifying next steps for teacher learning and development and enabling tumuaki and senior leaders to manage their staff is a school level issue. Any extra appraisal should be agreed with the PPTA branch. Removing appraisal is about giving principals and staff the flexibility to do what works for their situation.



Teachers' professional expertise need to be in the mix when reforms happen.

## More schools standing together to stop bullying

Opunake High School was part of the 80% increase in schools taking part in Pink Shirt Day this year. PPTA member Andy Bedford tells us how it went.

Pink shirt day was massive this year with an 80% increase in secondary schools signing up to stand together to stop bullying.

Celebrated annually around the globe, Pink Shirt Day began in Canada in 2007 when two students took a stand against homophobic bullying after a peer was bullied for wearing a pink shirt. In Aotearoa Pink Shirt Day aims to create schools, workplaces and communities where all people feel safe, valued and respected.

The campaign was coordinated by the Mental Health Foundation (MHF), supported by an advisory group that PPTA has a position on.

One of the new starters this year was Opunake High School. Last year staff wore pink shirts and ties to work but this year was the first time they had made a concerted whole-school effort.

PPTA member Andy Bedford said the school ran its own internal anti-bullying campaign with posters sporting slogans like “be a mate, not a mug” and “be a buddy, not a bully” featuring images of their students in the lead up to the Pink Shirt mufti day.

“The idea being if we personalised the message to our school, demonstrated the ideals we want our rangatahi to live by and had our students on posters, the overall anti-bullying idea might work better for us,” he said.

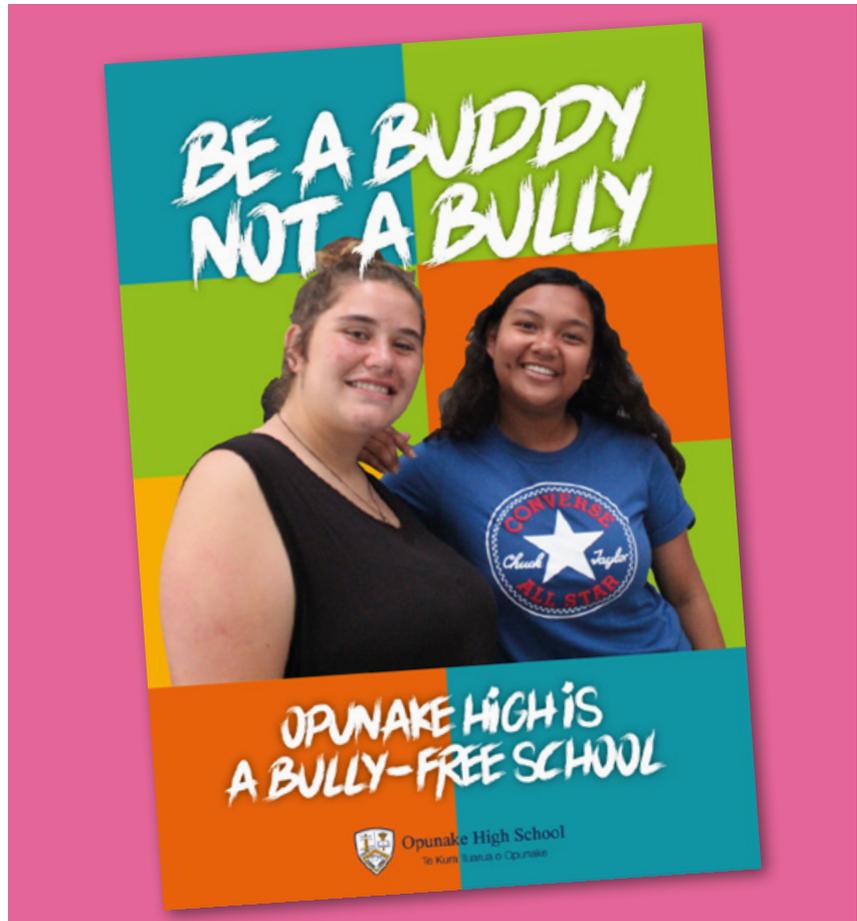
The day and posters were organised by the school’s DREAM Committee – a student group organised to “rally the troops” around causes such as this, he said. “DREAM is our school values, Diligence, Respect, Exceeding Expectations, Aroha and Mana.”

Andy said close to half the student population of around 345 got on board. “Not bad for our first concerted effort.”

For those that got involved he thinks the day went down well. “I’d say if we carried it on we could get an increase in overall participation. We are lucky that our senior students and our student DREAM committee tend to drive these things, so having that example to younger students is pretty handy.”

His advice to others is to “give it a go.”

“We ran our campaign for about a week prior on our social media



(@opunakehigh on Instagram and Facebook) and of course these live on post-event too. Clearly there is room to expand what we do in the future - have a shared kai maybe with a pink theme.

“I think knowing your student population and what would work for them is probably one of the keys to success and a ‘no-shame’ staff buy-in,” he said.

The increase in Pink Shirt Day participants was measured through registrations and there are also many people who participate without registering officially. There was an 80% increase in secondary school registrations, some of which may have come from a new partnership with clothing retailer Cotton On. Through selling Pink Shirt Day t-shirts Cotton On generated \$300,000 for the MHF to spend on its work in this area.

This year also saw significant Māori and Pasifika Pink Shirt Day events, the Pink Shirt Day Whānau Festival at Manurewa Marae and the Pasifika Pink

Shirt Day held in Mangere Auckland. These helped raise awareness of the campaign and the issues of bullying in communities it has previously struggled to reach.

One of the objectives of the campaign was “to raise awareness and understanding of the prevalence and impact of bullying on young people’s mental health and wellbeing, particularly in relation to young people who are Māori/Pasifika and/or identify as Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Plus (LGBTQIA+)”.

The MHF found that 67% of workplace and school respondents had increased awareness and 42% had increased understanding of the above. 56% of all workplace and school respondents had increased awareness and 36% increased understanding of bullying of people who identify as LGBTQIA+.

For more information and resources visit [pinkshirtday.org.nz](http://pinkshirtday.org.nz)

## Valuing music teachers

PPTA member Andrew Stopps shares his plans for research he hopes will make a difference in music teachers' lives.

A surprise finding during research for a doctoral thesis led PPTA member Andrew Stopps to investigate how vital it is that music teachers feel valued.

From holding music classes in a disused toilet in the Australian outback to teaching in specialist music colleges, Andrew has been involved in music education for most of his life.

He moved to New Zealand from Sydney 10 years ago and is currently working on a thesis on music teaching as part of a Master of Education.

Wanting to create a piece of research that would make a difference to teachers' lives, Andrew decided to conduct a survey to find out what music teachers want.

"When I was about to do the research it occurred to me if it was to be beneficial then I should find out what they need, not what I think they need," he said.

Andrew distributed a survey through various music education channels and was overwhelmed by the response. "I expected around 50 responses – 784 later and I had to say 'stop!'" Respondents ranged from early childhood teachers through to tertiary, he said.

While Andrew is still working through the survey responses, one of the themes that came through loud and clear was music educators' sense of value.

"There was a large group of respondents who didn't feel valued by their school and this will be the focal point of my research now. How important it is for people to feel they are valued in their workplace.

"Music teachers go above and beyond in what they do, giving their own time. There's a sense that music teachers feel taken advantage of," he said.

While Andrew was expecting responses relating to workload, and did receive a lot of those, he wasn't expecting the theme of feeling valued to come through so strongly. "It was the most powerful thing," he said.

"One teacher said on top of a full workload, as the only music teacher in their school, they managed 12



Music teachers go above and beyond in what they do.

ensembles. I don't know how you could do that and actually sleep.

"Most music teachers manage multiple ensembles in schools, which is part of what they are saying. On top of a full workload they are managing the choir, the school orchestra, the band. It's not like managing a sports team where you have one team for one season. It's like managing five sports teams that run all year," he said.

"Music teachers go into it because they are passionate about it, because they want to do it. Schools say 'yes, we want a band in Smokefree Rockquest and we want a choir and an orchestra' but teachers need time to do all this."

Andrew spends a lot of time thinking about what he can do to provide help to teachers, particularly in secondary music and is always happy to support music educators in any way he can with resources, visits or a friendly ear.

"Teachers have said 'I really need PD in this skill' or 'I need help with learning how to manage a music department, I'm fresh out of uni and I'm the teacher in charge'. I've been putting together some workshops during the holidays on these things. Through my own experience I hope to help some of these teachers," he said.

Andrew also hopes his research will help school leaders see the value of their

music department and teachers. "If they are having to run five ensembles then they should be considered as five extra classes. They need to have enough time to prepare and run these groups and not burn out."

Andrew's message to music teachers reading this is that they are not alone.

"There are hundreds of teachers out there that are feeling the same way so at least they can feel like it's not them. They are not failing, they are not a terrible teacher, there is a reason they are feeling like this."

Despite the workload and value findings, Andrew still definitely recommends music teaching as a profession.

"I remember when I started teaching and got my first pay check thinking 'you're paying me for this?' Through the years I have taught in lots of different situations, good and bad, and I still feel the same way I did then. There are hundreds of teachers out there who can offer support and advice online, there is a mountain of research which I am happy to share. There's a teacher shortage and we really do need music teachers."

Andrew is happy to share advice and resources with anyone who is interested. Just email [andrew@andrewstopps.com](mailto:andrew@andrewstopps.com) to get in touch.

## Only we know our story

PPTA Te Huarahi Māori Motuhake member Miriama Barton represented New Zealand at the centenary session of the International Labour Organisation conference in Geneva.

Te Huarahi Māori Motuhake member Miriama Barton had the opportunity to represent New Zealand Māori on the world stage in June.

She was the delegate for the Council of Trade Unions (CTU) Rūnanga to the centenary session of the International Labour Organisation (ILO) conference at the United Nations in Geneva.

“I got to go and represent New Zealand, Māori and workers as a whole, it was an incredible experience,” she said.

### Workers, employers and governments together

The ILO has operated since 1919, bringing workers, employers and governments together to set labour standards and develop policies and programmes to promote decent work for all.

It is the only tripartite UN agency and has 187 member states. This year more than 7000 delegates and observers from those states attended.

“There were 7500 people there. It was huge. South Africa alone brought 100 delegates,” Miriama said.

### New Zealand well ahead, but still a lot of work to do

One thing that stood out for Miriama was that New Zealand was well ahead as a country compared to many others.

“There is still the wage gap for women and we need to be more inclusive of people with disabilities and build that into the workplace. There is definitely more work to do in terms of our treaty relationships but we are absolutely farther ahead than countries where people are being assaulted for who they are. We are a lot more advanced in terms of our treaty, but there is still work to be done,” she said.

Miriama is a passionate advocate for accessibility for those with disabilities in the workplace and spoke up for their rights as well as the rights of indigenous people. “It’s not just about our treaty partnership - it’s where we sit in the economic system of the workforce and speaking up for the rights of our people.”



Te Huarahi Māori Motuhake member Miriama Barton represented New Zealand as the CTU Rūnanga delegate to the ILO centenary.

### Eye-opening experiences and a country to look up to

After observing other countries’ practices, Miriama felt the Swiss model would be a good one for New Zealand to aspire to. “Education is at the top of their list, they have equal opportunities for women and equal pay for them. In an ideal world that is what we would be reaching for,” she said.

It was a tumultuous time to be in Geneva and Miriama experienced this while exploring outside of the conference. “There were workers strikes and protests about children being jailed at the Mexican border. People shared what they were going through and it was tragic – a sister being separated from her one year old brother who was in another cell. At the time I was there six children had died in jail,” she said

### Preventing violence and harassment in the workplace

A big highlight for Miriama was seeing the convention on violence and harassment in the workplace pass (see opposite page for PPTA deputy general secretary Yvonne Oldfield’s role in this).

It was the first time in 15 years a new convention had been set by the organisation. When the ILO initially formed it met regularly to set up conventions around anti-slavery and child labour, but now the major conventions are set new ones are far less common.

“It was amazing that we were part of this and to see it passed by all the countries of the world was wonderful. I had to pinch myself and say ‘am I really here?’”

### Centenary declaration for the future of work

100 years since the ILOs founding, the Centenary Declaration for the Future of Work was adopted this year.

The declaration had a ‘human-centred approach’ focussing on three areas of action; increasing investment in people’s capabilities, increasing investment in the institutions of work and increasing investment in decent and sustainable work.

It issues a call to action for all member states to, ensure all people benefit from the changing world of work, ensure the continued relevance of the employment relationship, ensure adequate protection for all workers and promote sustained, inclusive and sustainable economic growth, full employment and decent work.

### Time for the CTU Rūnanga to shine

Miriama would like to see more CTU Rūnanga representation in forums like this.

“Someone asked me whether I would go again and I said ‘yes, in a heartbeat.’ If we are going to get good value from the CTU Rūnanga then we need to be around the table to represent our people. Only we know our story,” she said.

# Keeping workers safe, a life highlight

PPTA deputy general secretary Yvonne Oldfield on the historic international agreement between unions, employers and governments to end violence and harassment at work.

At the sound of the gavel marking the acceptance of the final line of the International Convention to Eliminate Violence and Harassment at Work, the room erupted into cheers, song and dance.

It was the end of two years of campaigning by the international union movement and two weeks of late nights negotiating a new standard to ensure people are safe at work.

PPTA deputy general secretary Yvonne Oldfield was part of the New Zealand delegation to the International Labour Organisation (ILO) centenary conference held in the UN headquarters in Geneva in June. With the support of the International Trade Union Confederation she attended to continue her work on the convention (reported on in the November-December 2018 issue of the PPTA News) as part of a group providing technical and legal advice to the ILO workers' delegate advocate Marie Clarke-Walker.

### Violence and harassment in schools is a significant health and safety issue

The education sector is recognised internationally as being at relatively high risk with respect to violence and harassment, Yvonne said.

"Teachers in Aotearoa strive to foster a safe environment in schools, and we like to think that our members do not face the same level of violence as colleagues in some other parts of the world. Nonetheless we are increasingly seeing situations where students or members of wider communities subject teachers to abuse, harassment, stalking, and assault, including gender violence and harassment.

"This has occurred on school grounds, in class, in the online space, and sometimes even at the teachers' homes. This continues to be an issue for our members, as it is in other sectors such as health and transport," she said.

### Two weeks of intense work

A lot of work has been done in the year since we reported the first stage of the process to achieve the new convention, with worldwide lobbying of governments by unions to ensure governments supported the ILO process.



An emotional moment when the final vote on the convention was recorded.

"A number of existing conventions dealt with workplace health and safety and human rights but none adequately addressed violence and harassment in the world of work – including situations involving third parties such as clients, patients or students," she said.

"It was very intense work. The standard setting committee met for two weeks and sat until 10pm. I was part of a small technical, legal working group contributing to each day's talking points and speech notes for the union group's advocate," Yvonne said.

The committee itself was huge, comprising up to 600 people, she said. "There are almost 200 countries represented and every country has one or two union, government and employer representatives."

### Getting it over the line

The text of the convention was negotiated bit by bit with delegates arguing over one word at a time. The adjudicator would strike his gavel when each line was accepted.

"It was thrilling to get it over the line – even getting the commute covered. To illustrate the problem we cited recent New Zealand examples of nurses getting assaulted leaving work at night, which could be fixed by having security guards walk them to their cars at the end of their shifts," she said.

When the last part of the convention was accepted the feeling was amazing, Yvonne said. "Delegates from the

African countries started singing and dancing, there was a conga line. It really was a life highlight."

### A small country punching about its weight

New Zealand played a strong role in the development and passing of the convention and Yvonne credited CTU vice president Rachel Mackintosh who worked even later into the night than the rest of the delegation doing translation work in French.

CTU president Richard Wagstaff said he was enormously proud of the work by New Zealand union representatives "who have done so much and were active for more than two years in ensuring this convention was passed. We also worked hard with the New Zealand government who voted in favour of the convention" he said.

### Time to ratify

The next step in the process is for the New Zealand government, which voted for the convention, to now ratify it.

"We need to make sure our existing laws fit," she said.

A convention needs to be ratified by a certain number of countries within the first two years or it will lapse and Yvonne hopes that New Zealand will be one of the early adopters.

"I am keen to get stuck into the ratification process to provide the benefits for union members like ours," she said.

## Nominations for junior vice president

PPTA has received two nominations for junior vice president. Each candidate explains why they should be elected. Voting papers will be sent to all branches. Voting closes 5pm, 25 October. Congratulations to president Jack Boyle, who was re-elected unopposed.



**Kia ora te whānau o Te Wehengarua.  
I'm Joe Hunter from Otago.**

Teaching is challenging and rewarding in about equal measures. We're all in it to make a difference and PPTA unites us with the common goal of quality public education for all.

I was part of the negotiations team for the secondary schools collective agreement and am proud of the recent work that the union has done on behalf of all members' agreements. Every one of our members has benefitted in improved wages and conditions, and the Accord has opened the way for further work with the Government to shape our education system. We have made real gains in terms of the future of our profession.

This is a time of huge educational change and it is vital that PPTA is driving the conversations, working collaboratively with the Government to effect positive outcomes for teachers and students. In particular, winning the control of significant funding and of our own professional learning gives us real power and the opportunity for growth in our profession and as a union.

PPTA is at the forefront of education – we model good practice, we are evidence-based, we advocate for thoughtful and coherent change. We need to continue to develop our structures, to work on ways to communicate and to empower our members at branch level. We are also well organised and capable of making a real difference in our communities and effecting social justice.

Thank you for your support and engagement in our work.



**Melanie Webber  
Western Springs College**

Crikey it's a time to be a teacher! It's one of the loveliest jobs on earth, but it's certainly not the easiest. Beyond the day to day joys of working with teenagers, the education system is in a huge state of flux. Changes are racing through with the NCEA review, the day after tomorrow's schools, and attempts to resolve teacher supply issues with an extension of school based teaching training amongst other novel schemes.

Through all this PPTA must maintain a presence at the table, ensuring that teacher voice, the professional voice, is heard loud and clear when talking change in Education. We are the voice of the profession, and we stand for public education. With the collective settled for the next three years, now is not the time to rest upon our laurels. Instead it is time to start planning for our next negotiations. It is also time to begin the vital work on the accord, turning it from words on a page to a reality that reduces workload and increases teacher and student wellbeing.

Teacher shortages continue to plague our schools, and while it would be lovely to think that the promise of the accord and an increase in salaries and units were enough to resolve these issues and see young people flooding into teaching and staying, even I am not that much of a Pollyanna.

Now more than ever we need to be speaking up for what is right for schools, for students and for teachers. I am proud to be a part of a union that does this, and I would be proud to be chosen to speak on your behalf again.

## A Teaching Life

PPTA field officer Helen Pearce attended the very PPTA-centric launch of former Selwyn College principal Carol White's memoir – *A Teaching Life*.

On the evening of 25 July, a very heart-warming event took place in the Women's Bookshop in Ponsonby Auckland - the book launch of a memoir, *A Teaching Life*, written by Carol White.

Co-principal of Selwyn College from 1992 to 2007, Carol was a PPTA member since she began teaching in 1961 at Wellington Technical College (later Wellington High School). This very enjoyable occasion was attended by nearly a hundred of Carol's friends and family members. The Women's Bookshop, an Auckland institution which is celebrating its thirtieth birthday this year, was a warm and appropriate venue for the occasion. Carole Beu, the founder and proprietor of the shop, is a former teacher and PPTA member.



A Teaching Life author Carol White.

The formal part of the launch was opened by Mary McCallum of The Cuba Press, publisher of the book. She spoke of the pleasure the firm had taken in publishing the book, describing it as a modest memoir which gave a big story of a school leader promoting a tolerant and inclusive teaching philosophy, referring in particular to Selwyn College's work with refugee families.

The second speaker was Charmaine Pountney, author of the book's foreword, herself a former PPTA executive member and principal. (Charmaine published her own memoir, *Learning our Living, A teaching*

autobiography in 2000). She described Carol as a true educator who always supported colleagues and students, some of whom were present, and said the book was beautifully written.

Carol then spoke, thanking people for coming and reading a short passage from the beginning of the book in which she writes of first realising at the age of four "I was me" and the joy she felt at that realisation. She thanked her husband and people who helped her with the book. Then members of the

family spoke, including her daughter, Helen, who praised her mother's genuine interest in other people and kindness, and husband, Peter, who said we were living in "an age of wonderful women" and that he had been pleased to have been able to help with the book.

The whole occasion was extremely enjoyable and uplifting as it celebrated the contribution teachers make to the lives of others and the satisfactions teachers experience themselves from "a teaching life".



A TEACHING LIFE  
Carol White

## It stopped me from leaving the profession

In our series on New and Establishing Teachers (NETs) members  
Cam Stewart and Erin Macdonald discuss the new collective agreement.

Stratford High School teacher Erin Macdonald says the recently settled Secondary Teachers Collective Agreement (STCA) has kept her in the classroom.

“I am (only) 34 and the claim did work for me. It stopped me leaving the profession and gave me the motivation to consider middle management. I still have 30+ years of working (teaching) to go,” she said.

Wellington Girls’ College teacher Cam Stewart agreed, saying that what the new agreement did for all new teachers was give them a chance at a career that was properly remunerated,

“We know that generally teachers will start on a similar, if not slightly higher, salary than other similarly qualified graduates. It is after a few years that the differences really start to mount. The new top steps, increases in values of units and allowances, plus the general increase in salaries mean that we are closer to those top salaries that teachers and principals think we should be at,” he said.

### A big win for provisionally certificated teachers in hard to staff areas

It was however not unfair to say that the new STCA had little direct change for new teachers, he said. “Our salaries will remain at around their current rate (plus inflation), there is no change to contact hours or mentorship provisions and the government won’t tackle the thorny issue of rental prices on an industry-specific basis.”

A big win for NETs in some rural centres was making the High Priority Teacher Supply Allowance (HPSTA) consistent, he said. “This was a branch claim that was accepted by the membership as a whole. Before the new agreement there was significant discrepancy in the amounts offered to provisionally certificated teachers (PCTs) and fully registered teachers. The Ministry of Education agreed early on in the process that offering different amounts was unfair and agreed to remove that discrepancy.”

### Real wins in the accord

Cam believes the real wins for NETs come as part of the tripartite accord between PPTA, NZEI and the ministry that forms part of the settlement. “We know that a lot of the NETs-specific issues are to do with workload and

generally school-specific issues. The clarity of requirements around appraisal will make a significant difference for a lot of young teachers. We have already seen action on this with the memo from the Teaching Council of Aotearoa New Zealand last month, which made a lot of schools take stock of their current practices and look to change them,” he said.

“The accord will be able to generate discussion and work towards a lot of the bigger issues like housing issues for new teachers.”

### Teaching a more attractive career option

“All of these things mean that we will have more people seeing teaching as an attractive option as a career, which will lead to those bigger gains for us; smaller class sizes and looking seriously at that extra hour of non-contact time,” he said.

Erin said the collective negotiations had kept her in the profession and therefore met PPTA’s goal of teacher retention. “I have a science degree and could easily go back to lab work or nutrition consults to earn the same or more money,” she said.



New and establishing teachers have a brighter future to look forward to thanks to the new collective agreement.

## Educators and unions taking the lead

PPTA president Jack Boyle and general secretary Michael Stevenson report back from the 8th Education International World Congress in Bangkok.

PPTA president Jack Boyle and general secretary Michael Stevenson joined their NZEI and TEU counterparts and 2500 delegates from 179 countries at the Education International 8th World Congress in Bangkok, Thailand.

Education International is the global peak body for education unions, holding a world congress every four years to bring educators together for networking, information sharing and policy setting.

### Educators and their unions taking the lead

The theme for 2019 was 'Educators and their unions taking the lead'. "A very relevant title for PPTA as we begin our accord journey, working on policy to benefit our members alongside partners NZEI and the Ministry of Education," Michael said. "And of course, there is the \$5 million annual PLD fund where we can, once again, show leadership following decades of failure in this space from private providers and edu-preneurs."

President Jack Boyle spoke to delegates on Education International developing a central depository of resources for disaster response and preparedness. Sadly, a relevant topic for New Zealand, where PPTA members are often the first responders when natural disasters or terrorism occurs.

### Education leaders falling victim to political attack

A very frightening part of congress was hearing in person about the education leaders who fall victim to political attack in their own countries, Michael said.

Examples include former Brazilian president and union leader Lulu who is in prison on false corruption charges and Bahrani Teachers' Union president Jalilia Al-Salam who runs the union from exile in Switzerland after being jailed and tortured for organising protests during the Arab Spring.

### Michael Stevenson re-elected Asia-Pacific representative

Michael was re-elected as Asia-Pacific representative on the Commonwealth Teachers' Group (CTG), a tough task

given the large Australian contingent at the congress.

"You may think the existence of a Commonwealth group is outdated in 2019, but this is not the case. Politicians meet under the banner of the Conference of Commonwealth Education Ministers (CEEM) regularly and it is important for education unions to organise and influence in this space to prevent toxic policies, such as academies and charter schools, gaining momentum. It's also important to ensure the CTG pushes back against residual colonialism - on this front we will be moving the secretariat from the United Kingdom to Kenya," he said.

Michael attended a special forum titled 'Union renewal'. "Attending the workshop was heartening, as PPTA is ahead of many EI affiliates who are still finding their feet in terms of meeting the needs of new and establishing teachers, member education, and the interface between social media and campaigning," he said.

A full summary of the congress can be found on the Education International website ([ei-ie.org](http://ei-ie.org))



The New Zealand contingent at the 8th Education International World Congress.

## Rest and meal breaks, union delegate time and more

A round up of recent changes to the Employment Relations Act.

While members were busy with our industrial negotiations a number of changes to the Employment Relations Act took effect. While these have general implications for schools and members, in those schools with good industrial relations practices these amendments are unlikely to mean significant changes.

### Rest and Meal breaks

All employers are now required to provide every employee with two 10 minute rest breaks and a 30 minute meal break which are free from duty (and not in non-contact time) over the course of a normal working day. Additional breaks are required on any day that extends beyond 10 hours. This is a return to the requirements that existed prior to 2007 except that if the employer is unable to provide the break(s) then they must now compensate you with payment at your normal hourly rate or with time in lieu, or a combination of the two. For some schools this may mean adjustments to either the school timetable or duty rosters.

### Union delegate time

The employer must now provide appropriate paid time (i.e. time during the normal working hours) for elected branch officers or delegates to undertake their representational duties. These duties could include wider activities related to the branch (such as preparation for branch meetings) and individual representation (such as accompanying members to meetings with the employer). Time could only be refused if the activities would be unreasonably disruptive. This may mean adjustments for school timetables and/or relief budgets.

### Union access to the workplace

This strengthens the right of representatives of the union such as the field officer, your executive member, regional chairperson or president to have access to union members on the worksite with reasonable notice to the employer. They will not require consent from the employer to enter



Every employee is now entitled to two 10 minute rest breaks and a 30 minute meal break.

the workplace provided they are there for a specific purpose, respect normal operating hours, and follow health, safety and security procedures.

### New employees

Employers must now provide each new employee (whether a teacher in their first teaching job or a new teacher to the school) with an MBIE form which asks them to indicate if they want to be a union member or not. Unless told otherwise by the teacher the employer must notify the union by sending the form to PPTA national office. The form itself, however, is not a membership form and teachers will still need to join officially using PPTA membership forms.

For the first 30 days of employment each new employee must be employed under terms consistent with the collective agreement. They will continue to be employed under those terms if they become union members.

### Trial periods

Trial periods have never been permitted under the STCA. In the past, however it was possible for schools to place newly recruited teachers on a trial period before they had a chance to join the union and get coverage under the STCA. That will no longer be possible. The new law means that no employer with 20 or more employees will be able to use 90 day trial periods. The default for appointments is to make the employee permanent unless there is a genuine reason under the ERA for making a fixed term appointment.

### Further advice

To assist with the practical operation of each of these requirements PPTA is developing further advice and guidance and resources, which will be available to you on the PPTA website shortly. In the interim if your branch has specific questions they can addressed to [legislationchanges@ppta.org.nz](mailto:legislationchanges@ppta.org.nz)

## Digital exams go mainstream

After five years of trialling digital NCEA exams are starting to roll out nationwide.

Thousands of students will be typing rather than writing this year as they sit NCEA using a computer.

Digital assessment is starting to roll out in earnest. After five years of trialling and piloting, 14 text-based subjects will be offered digitally in 2019 on a new exam platform, across NCEA levels 1, 2 and 3. This reflects around one third of the total NCEA examinations available and the range of subjects will expand in 2020.

### Registrations flowing thick and fast

Around 220 schools are interested in offering students the opportunity to sit at least one subject digitally this year, with registrations flowing in thick and fast, NZQA deputy chief executive digital assessment transformation Andrea Gray said.

“Interest is high. During a recent visit by NZQA to Taranaki, more than 100 parents and students crowded into a school library to learn more and try out the exam functionality,” she said.

“Digital reflects the way students already interact with the world, how they’re doing much of their learning, and will help prepare them for their next steps after school in a rapidly changing world. Most schools deliver at least some of their curriculum and

assessments digitally, with the vast majority saying their boards support it as a priority,” she said.

### Support for schools with less digital experience

NZQA is introducing NCEA online in stages and choosing digital assessment is optional for schools.

“Students say they love working online. That said, NZQA is encouraging schools to choose online exams only when they’re ready; and a big part of that is whether students have been learning digitally.”

NZQA is working with schools and other education agencies where more support is needed to address challenges to participation. This includes a partnership with Network for Learning (N4L) to help schools with less digital exam experience or those indicating they may need additional support.

### Looking ahead

Schools, students, exam centre managers and others are involved in the design process, so how digital exams are delivered matches the changing classroom experience. For example, testing has shown technologies can’t yet provide the right mathematics digital assessment experience.

“As part of that co-design we’re looking ahead at the next wave of innovation,

and in future years more will be developed specifically for a digital platform. While good quality essay writing will remain important as a skill, digital assessment can increase the ways students can show what they know and can do, such as using a simulation.”

### Equity a key motivator

Equity is a key motivator for these innovations. To support the lift of Māori and Pasifika achievement, students have suggested technology could bring to life images on paper, letting students hear questions read aloud, as well as reading the text.

“Innovative digital assessment could be part of the solution to digital divides by drawing in students who have not engaged with paper-based learning. It can help students use critical thinking, problem solving, collaboration, creativity and resilience to achieve their learning goals in new ways more relevant to their individual needs and their culture,” she said.

### Resources

NZQA has developed some information and practice activities to give students and teachers hands-on experience of what this year’s digital exams will look and feel like. They can be found on the NZQA website ([nzqa.govt.nz](http://nzqa.govt.nz)) under NCEA.



Digital NCEA exams are rolling out throughout the country this year.

# Performance management and the accord

New Zealand Secondary Principals' Council (NZSPC) chair James Morris talks about the teaching council, performance management and the work of the accord.

Given the clarity provided by the teaching council, now is a good time for schools to review their current performance management systems and remove any components creating unnecessary additional work for teachers and school leaders.

The Teaching Council of Aotearoa New Zealand has clarified what is required for an appraisal for certification. NZSPC are pleased to now know what is required, and what is not.

We are also aware that the accord between PPTA, NZEI and the Ministry of Education, negotiated as part of the Secondary Teachers' Collective settlement, is working on changes to the legislation to remove the requirement for the 10% minimum audit of appraisal processes. This is likely to take place in the middle of next year.

There is also discussion about how to establish a high confidence, high trust model of performance management across the sector which requires the minimum workload from teachers and school leaders.

### A high trust model

The accord is discussing amending or rescinding the Secretary for Education's requirements, removing all reference to appraisal from the legislation and having automatic practice certificate renewal subject to specific intervention where there is cause for it to not be renewed. This would remove the bugbear of competent teachers constantly having to re-prove their competence and the compliance burden on school leaders to confirm this for the teaching council.

Our preferred system of performance management is based on the understanding that most teachers are competent and progressing in their professional journey. We believe performance management should be based on confidence in professional judgment and that principals can be trusted to address the exceptions.

### Not removing the need for performance management

These, and indeed any changes, will not remove the need for each school to have a fair and reasonable performance management system



**The days are numbered for unnecessary additional work around performance management.**

on which principals can base our professional judgements but they will make clearer (and less burdensome) the system we can design with our teachers.

Schools currently must have a performance management system to provide a legally compliant basis for your principal's professional judgement about endorsement of certification, attestation for pay increases and competence processes.

The performance management system must also inform our professional development.

### What we currently have in place

Currently we are subject to the State Sector Act, the Education Act, the requirements of the teaching council, and the collective agreements. In combination these only require that we have a policy which establishes our performance management system, that this is operational, reasonable and consistent.

For each certificated teacher there needs to be written performance expectations, development objectives and specifications of support required, an observation of teaching each year, plus two opportunities for discussion and self-appraisal.

An annual summary report is also required. It should state that each teacher has been observed and received feedback from their appraiser, been involved in two annual performance conversations, and participated in professional learning. The appraiser must affirm that, in their

professional judgement, the teacher meets the teaching council standards or ngā paerewa. Evidence of this would come from the appraisers observations during the normal professional practice of the teacher. Good practice would mean that each teacher is given a copy of their record.

### More observation may be needed for some

Of course, some individual teachers may need more than this level of observation and feedback opportunities.

For example provisionally certificated teachers and teachers under competence review will generally require more observations and conversations as appropriate to their particular professional development needs.

### Now's a good time for a performance management review

Given the clarity provide by the teaching council now is a good time for schools to review their current performance management systems and remove any components creating unnecessary additional work for teachers and school leaders.

ERO is required to audit 10 percent of all appraisals for certification, and our experience is that they do so over-zealously. This has led to some schools over-engineering their performance management processes far beyond the requirements for certification of teachers.

### We can start improving workload issues now

Those schools which have workload-heavy performance management systems can now more confidently redevelop them. The discussion about what that can look like will be between each principal and their teachers.

That professional conversation can be had knowing definitely that there is no legal requirement that those systems must as a matter of course include; an inquiry is undertaken by teachers, reports to be kept of all the professional development teachers do, a portfolio of evidence compiled by teachers or any specific mode of professional development.

We do not need to wait for next year to start having an impact on our workloads.

## Union-led professional development for members

PPTA general secretary Michael Stevenson on the multi-million dollar professional learning and development fund negotiated into the 2019 Secondary Teachers' Collective settlement.

PPTA's proud history of delivering professional development by teachers for teachers will now be kicked up a notch.

Grants to access subject specialist professional learning and development (PLD), a national programme of te reo and tikanga courses and brand new conferences are just some of the options now available through a multi-million dollar fund negotiated as part of the Secondary Teachers Collective Agreement (STCA) settlement.

The memorandum of agreement for the new PLD fund was signed on 28 August 2019 when PPTA general secretary Michael Stevenson and Secretary for Education Iona Holsted put pen to paper. Once up and running in 2020 the \$5 million per annum fund will offer exciting opportunities for members run for them by PPTA, Michael said.

### Subject association conference grants

New concepts include \$700 grants to allow members to attend subject association conferences, Michael said.

"Members have told us that they value subject specific professional development. However, opportunities to attend subject association conferences are often rationalised at school level due to tight budgets. At its peak, the new fund will offer up to 4000 annual grants to a maximum value of \$700 each to enable members to get the subject specialist PLD and networking opportunities they need and want," he said.

### New conferences

The fund will also see the launch of new conferences that will have follow-up regional seminars to provide two tiers of engagement. This will include a Professional Issues Conference, a Women in Leadership Summit, a national Provisionally Certified Teachers' Conference and a national Secondary Education Leadership Summit.

"The new national and regional events will build on PPTA's proud history of delivering professional development by teachers for teachers. Existing examples include our annual Māori Teachers' Conference and biennial Pasifika Fono," he said.



**Making PLD history. PPTA general secretary Michael Stevenson signs the memorandum of understanding with the Ministry of Education that will see millions made available for member PLD.**

### Moving into Māori medium

"We will also be aiming for a greater reach into the Māori medium settings of kura kaupapa and wharekura," Michael said. "We need to hear from our members in kura about what they want from their union."

The fund will also be involved in rolling out a national programme of te reo and tikanga courses, available to all school staff with the possibility of online learning in between face-to-face workshops.

### But wait, there's more...

Other initiatives include:

- Investigating a specialist secondary teacher career pathway qualification.
- Regional workshops for those who mentor year 1 and 2 teachers.
- Regional wellbeing workshops.
- A centre to develop curriculum and subject resources for teachers.
- A journal of professional learning for secondary teachers and principals.

## Practising certificate renewal – don't forget!

Advice from PPTA's intrepid field officers on the importance of keeping your practising certificate up to date.

Jim recently contacted PPTA because he had not been paid the Māori Immersion Teacher Allowance (MITA). The non-payment had been for over one term, a total of \$1000 in missed salary.

This particular allowance is payable to teachers whose role includes use of Te Reo Māori as the medium of instruction. Under STCA 4.18 and ASTCA 3.14, all teachers required to use Te Reo for at least six hours per week in an approved Māori immersion programme shall receive an allowance equivalent in value to one unit (currently \$4000). One requirement for the payment though is that the teacher has a current practising certificate. No certificate, no money. Unfortunately Jim had forgotten to renew his certificate, so PPTA was not able to secure payment.

Renewal of a practising certificate is first and foremost the responsibility of the individual teacher. Members will have noted that the provision for the Ministry of Education to pay the renewal fee expired with the previous STCA and ASTCA. It is easy to forget something that only happens once every three years, and it is a very good idea for each school to have someone check on certificates and remind teachers when their renewal is due. That did not happen here.

It is worth noting that the ministry will also only fund transfer and removal expenses where a teacher has a current practising certificate.

The consequences of not renewing can be much more severe. In this case Jim lost \$1000. However, he could have lost his job. It is illegal for a school to employ a teacher for more than 20 half-days in any one year if that person does not have a current practising

certificate. There are fines of up to \$2000 for both teacher and school in such situations. Because of the unlawful nature of such employment a school can place the member on leave without pay, or even dismiss the teacher.

If you find yourself in a similar situation, you should immediately ask your school to apply for an extension of the practising certificate while you complete the renewal process.

Members will have a variety of views on the value of practising certificates, and the need to renew every three years. However for over 40 years PPTA has supported having a trained and qualified secondary teaching profession. There does need to be some system of certification to support that. Currently this is through the Teaching Council of Aotearoa New Zealand. Renewal on time may save you money, and your job.

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