

# PPTA NEWS

The magazine of New Zealand secondary teachers



Nation-wide union meetings  
tackle proposed teaching  
council fee increase – pg 12-13

## PPTA News



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PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 18,000 copies are distributed free to secondary and area schools and other institutions. Not all the opinions expressed within PPTA News reflect those of the PPTA.

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## In this issue...

What matters can't always be measured

March 15 anniversary

COVID-19 don't panic

3

7

8

## PPTA member benefits



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Professional conference	9
Teaching council fee PUMs	12-13
Tomorrow's schools update	17

# What matters can't always be measured

PPTA president Jack Boyle considers the many changes facing the education sector with the aid of his favourite TV show.



Jack Boyle | NZPPTA President

One of my favourite TV shows is the HBO series *The Wire*. Focused on the city of Baltimore, the show drills down into the school system, local politics and the media, providing a “fly on the wall” scrutiny of their workings and dysfunctions. One of the seasons, the one that deals with the schooling system, follows a class in a public school conscientiously focusing on practising for the standardized tests that will occur in six weeks. This becomes the entire focus of learning. Consequently, teaching to the test is held up as a way in which

effort is diverted from an institution’s true purpose. The lesson for us as teachers in Aotearoa is perhaps salient, what with a new assessment regime imminent within a year and other ideas about curriculum and measurement in nascent form in the bowels of the Ministry of Education. Will we all be tasked with measuring progress in a standardised way? Will this be an alternative to assessment for credentials or will we be expected to do both? Are PACT and other digital tools the way to ensure learning can be more personalised or are we meekly giving way to the voracious appetite of data and “digital everything” as the drivers for what schooling will (and must) be to be future ready? And what of the key competencies: will debates about measuring these again emerge? Those of us who have been in the game for a few seasons know that what can be measured is not always worth measuring (and that what matters can’t always be measured). Can we anticipate that resources in support of the changes to NCEA, local curriculum, personalised learning and the new New Zealand history curriculum will be available for teachers

to use, amend and share, or will we be left waiting as we were at the inception of the NCEA in the early 2000s and again when the NCEA was “realigned”? The union-led PLD offerings for this year, including funding for teachers to attend their subject association conferences, will no doubt help – but does our leadership in the curriculum and assessment space run the risk that the pendulum swings too far and resource development by the centre is discontinued in favour of the local? In other words – will teachers become tasked with building (and funding) all curriculum resources themselves? Much like the TV programme, the influence of one institution on another can take some time to materialise: In *The Wire* “joking the stats” in schools comes to be a plot line in the season on local politics. Is the proposed removal of “unnecessary metrics” in our education system (e.g. National Standards and appraisal) a political foil for the new metrics that will take their place? Did the same quid pro quo occur with the proposal to have a “teacher led” Centre for Leadership established at the teaching council (with the boon of paying for it out of our recent pay increases)? Do we need to tune in next time to find out?



Photo by Fleur on Unsplash

# Branch treasurer awarded top union honour

St Mary's College branch secretary Marion Myers receives a PPTA service award.

St Mary's College (Wellington) branch stalwart and longstanding treasurer Marion Myers was the recipient of a 2019 PPTA service award.

Branch co-chairs Meg Davies and Girish Sajwan nominated Marion for her more than two decades in the role. Marion used her role as treasurer to lay a platform for a functioning branch by ensuring events were always well catered for by working with each new branch chair to help them understand their role and responsibilities.

Marion was a key figure behind ensuring branch members received the

professional development they were entitled to, Meg and Girish said.

### 20 years of supporting branch chairs

"In the 20 years that Marion has been branch treasurer she has worked with numerous branch chairs. When they take on this role Marion always helps them understand not just the financial aspects of running a branch, but the roles and responsibilities as a whole. Without Marion's institutional knowledge and willingness to help, the St Mary's branch would not have enjoyed the continuity and stability it has," they said.

Marion is a passionate union member who lends her "always gentle, yet

well-reasoned" voice to discussions, the co-chairs said.

### The branch is the heart of the PPTA

At a Wellington region function to recognise Marion's achievement, regional treasurer Vernon Tile noted the St Mary's branch accounts had never been late. This resulted in the branch receiving its annual capitation on time every year.

PPTA general secretary Michael Stevenson said Marion's nomination reminded him of the research into the role of the branch by the late Gay Simpkin, who found that the branch was the heart of PPTA and for optimal performance required a fully functioning branch committee.



Marion Myers (centre) with Girish Sajwan and Meg Davies.

# Inspirational leader retires from key teacher PLD role

Onslow College member Kathryn Levy retires from TRCC after more than 13 years.

After thirteen and a half years in the chair, Onslow College member Kathryn Levy has retired from her role on the board of the Teacher Refresher Course Committee (TRCC).

The TRCC was gifted to education unions PPTA, NZEI and TEU in 1946 by former director general of education Clarence Beeby. Beeby's vision was that teachers would run professional development for teachers and that unions were best-placed to administer courses for their members. Fast forward to 2020 and we can see Beeby's thinking was well ahead of its time.

**David and Goliath**

Much of the TRCC's work remained static from the 1980s until recently, as private providers and edupreneurs dominated the teacher PLD landscape,



their snouts firmly in the trough of what is estimated to be a \$100-\$200 million a year industry.

But Kathryn Levy and a new generation of TRCC leaders decided to do something about it. Knowing just how low the quality of PLD had become, they restructured the TRCC to meet the needs of the modern teaching world. The refreshed TRCC gave the committee the opportunity to bid for the

networks of expertise ministry contract, which they won – returning the subject speciality PLD space to the teaching community.

This was a David and Goliath battle between a committee of teachers and multi-million dollar private industry. Through Kathryn's leadership, the underdog won.

For more information visit [www.trcc.org.nz](http://www.trcc.org.nz).



PPTA general secretary Michael Stevenson and Kathryn Levy.

## The Accord – what happens now?

New advisory officer Susan Haugh updates us on the tripartite accord between PPTA, NZEI and the Ministry of Education.

The tripartite Accord between the Ministry of Education, PPTA and NZEI stems from the settlement of the 2019 STCA and is sponsored by the Minister of Education Hon. Chris Hipkins.

One of my portfolios, in my new job at PPTA national office, is to support the president and general secretary as the two PPTA representatives at the Accord governance table. This involves being one of three people on the Accord secretariat and ensuring all Accord agenda items are well-researched and tuned to PPTA policy.

I will be updating members during 2020 on Accord developments, through the PPTA News, Collective News and on the website. I am also available to travel to regional meetings and update members on Accord matters.

Here are the key achievements in the Accord to date:

### **NCEA teacher only days for secondary and area school members**

There will be eight teacher only days over the course of the next three years to ease workload around the NCEA changes.

You can view a list of teacher only days on the Ministry of Education website ([education.govt.nz](http://education.govt.nz)). Search for '2020 dates for Accord Teacher Only Days for secondary schools and wharekura'.

### **Removal of appraisal**

Legislation is now before the House that will remove any requirement for teachers to undertake appraisal. Schools should therefore be winding down current appraisal approaches that involve workload-heavy portfolios of evidence or inquiry projects. Instead, we are moving to a high trust model, where teachers are encouraged to:

- Have professional conversations with each other.
- Undertake an annual lesson observation (two for PCTs).
- Engage in reflective practices.
- Undertake professional learning and development.
- Have brief documentation of the above, not create evidential documents.



**Signing on the dotted line – PPTA, NZEI, the Ministry of Education and education minister Chris Hipkins sign the tripartite accord.**

You can read the full advice in the News and Media section of the PPTA website ([ppta.org.nz](http://ppta.org.nz)) - look for Removing appraisal – a workload reduction win, and the teaching council website ([teachingcouncil.nz](http://teachingcouncil.nz)) – search for Appraisal.

### **Teacher wellbeing**

PPTA president Jack Boyle has led this piece of Accord work and the wellbeing framework toolkit. We are excited that wellbeing workshops for secondary and area school staff will be taking place throughout the country starting from March this year.

These workshops will be run by WorkSafeReps and will give teachers a strong sense of the features of proactive, respectful school-place cultures and how to use risk management strategies to create these safe work environments. It will also look at the definitions of bullying and harassment, and what the law says about the duties of reps, teachers and principals in maintaining wellbeing.

For more information and to register for a wellbeing workshop in your area visit the PLD Fund section of the PPTA website and look for Wellbeing Workshops.

### **Workload groups**

2020 will see a big focus on workload in the Accord, with a number of specific sub-groups examining different areas that impact on a teacher's working day. Two of these Accord sub-groups are already underway: PPTA advisory officer Fran Renton is representing PPTA on a group looking at workload associated with dealing with students with complex

learning needs. Fran is joined on this group by chief science advisor professor Stuart McNaughton and former NZEI president Lynda Stuart.

The second of the workload sub-groups up and running is looking at the impact of personalisation of learning. This is an especially important area in the digital era, as members are telling us about the constant pressure they are under as a result of technological advances in the student/parent/teacher communication spaces. PPTA executive member for Tāmaki Makaurau Auckland (Eastern Ward) Lawrence Mikkelsen and I will both represent the association on this group.

### **Change management**

PPTA's change management toolkit will be distributed by the association and ministry as a resource available for schools to use at a local level. You can find it on the PPTA website. Look for Education change management toolkit.

The three Accord partners will also be working on a set of confirmed system-wide change management principles that we hope to publish mid-way through 2020. The principles will be based on national and international best practice education change management, including the lessons we can learn from Finland and Singapore.

We will also be having international speakers on this topic at April's professional conference in wellington – Pasi Sahlberg and Dr Trivina Kang. See page 9 for information on this.

*To learn more about Susan check out her profile on page 18.*

# I dread the anniversary and long for it

Reflecting on the changes schools have seen a year on from the Christchurch terror attacks.

We're about to start a four-lesson assessment in my senior classes. Last year, on 15 March, we were in the middle of it. While events were unfolding I was in a class with two students whose siblings didn't survive. One of those siblings was also a student of mine.

After, there was a gap in the seating plan, and origami hearts on the wall, and Martin Luther King quotes about lightness driving out hate. By the end of 2019 it was almost a relief to take these reminders down.

The students have all been mixed up in new classes for the new school year, the seats rearranged, the walls reorganised. It'd be easy to think we'd all moved on. But there's something indelible there, here, in most of us, I think.

I dread the anniversary, and long for it. I think of the siblings, the mother at parent teacher interviews, the friends whose voices still drop when they say their lost mate's name. I don't think we'll ever be quite the same.

- Amy Paulussen

### **An enhanced sense of responsibility**

15 March 2019 is a day that will be etched into our collective psyche forever. It was the day we realised New Zealand was not as isolated from acts of terror as we previously believed.

"We want to honour the teachers of Christchurch who loved and protected their students and kept them safe, even as they were afraid themselves," PPTA president Jack Boyle said.

For the teachers in Canterbury he has spoken with there is an enhanced sense of responsibility for the students in their care. In turn they have learned to have confidence that their own children's teachers will keep their loved ones safe, he said.

"The events of March 15 bring into sharp focus what all kaiako and kaimahi already know - we are always there for our rangatahi. We create that stability and safety for them - even though many of us were unsure what was happening for our own children and were grieving for what had happened in our community."



### **A cumulative effect**

Linwood College at Ōtākaro Tumuaki-principal Richard Edumundson says the attacks on the Al-Noor Mosque and Linwood Islamic Centre had a cumulative effect on a community already recovering from the 2011 quakes. "It would have had the shocking effect by itself but it layers on existing fragility."

The attack had a deeper effect on those students and staff who were already sensitive post-earthquake, he said.

The increasing normalisation of police with guns was also polarising, Richard said. "Some feel safer, some less so."

Despite the above, Richard has seen the triumph of the human spirit with individuals, family, staff and boards of trustees looking to do what they can do support each other and creating connectedness through whakawhanaungatanga.

### **Family support strategies**

Having been through such an event, and the devastating earthquakes of 2011, many of the people of Canterbury have developed emergency strategies. They encourage fellow members around the country to develop their own.

A family meeting point, a designated person to pick up children and a plan for when phones are not available are all things to consider. Having an agreed plan can make a real difference to stress levels at the time.

Useful information to help develop a support strategy can be found on the Get Ready section of the Civil Defence website ([civildefence.govt.nz](http://civildefence.govt.nz)). Search for 'Get prepared for an emergency.'

The Ministry of Education's updated emergency management plan can be found at [education.govt.nz](http://education.govt.nz). Search for Preparing for emergencies, traumatic incidents, evacuations and lockdowns.

### **There is no room for ignorance and hate in our schools**

Jack Boyle extends the association's deepest sympathy to all the victims of the terrible events of March 15, their families and their communities.

"We extend our aroha and support to all our rangatahi, and whānau who will continue to be affected by this tragedy, to those in our Muslim community and those who live and work alongside them. We want to offer our support and aroha to those of all faiths and ethnicities who may still be feeling vulnerable. We want to let them know there is no room for ignorance and hate in our schools.

"To all the teachers who supported our rangatahi while schools in Christchurch were in lockdown, who once again put the needs of their students and communities first and were in the front line of responders to an unprecedented disaster - as they were in 2011 - our deepest gratitude and respect."

# DON'T PANIC

...but be sensible

PPTA's recommendations for managing COVID-19.

As of the date we go to press, the situation with COVID-19 is not dissimilar to last year's measles outbreak. The key message from public health professionals is: don't panic, but do take some sensible precautions.

If you have any questions about your pay or what work you should be doing as the COVID-19 situation unfolds contact your field officer in the normal way. Otherwise here are some key points to remember:

### Looking after yourself and others

In the 'Keep it Out' phase the Ministry of Health advises that the best ways to keep yourself and others safe are:

- Wash your hands often and thoroughly with soap and water for at least 20 seconds and dry them thoroughly.
- Stay home from school if you are unwell, and avoid large gatherings
- Cover coughs and sneezes with clean tissues or the crook of your elbow and put used tissues in the bin
- Avoid close contact with anyone with cold or flu-like symptoms
- Clean surfaces regularly (when infection is suspected).

### Supporting student learning when the school is open

During this time teachers may be asked to support student learning where there are a few students away either because they are self-isolating or are recovering from the virus.

This is no different from any student absence. Use the school's existing systems such as Google Classroom to post materials that you have prepared for your normal class, so that students can keep up with the rest of the class.

If assessments are usually set and submitted through these systems then assignments submitted by students linking online should be marked along with those of the attending students. You are not required to do anything extra.

If you are required to self-isolate and are well, you should be setting relief as per your school's usual policies. It may be reasonable to expect you to be monitoring and marking work online.

Schools that do not have online systems or have students who do not have access to computers or the internet at home will not be able to rely on this however, and no schools can expect this to replace normal classroom teachers especially in practical subjects.

### Supporting student learning when the school is closed

It is possible that as part of the Keep it Out strategy a school may be closed for a period of time.

If the school has online systems in place, such as Google Classroom then provided you are well it is reasonable for your school to ask you to work remotely from home to provide on-going learning for the students.

During this time your aim should be to further the students' learning by providing tasks, information and resources. This may include setting and marking work. You should work normal hours, and there should be no expectation to communicate with students outside these hours.

Again not all subjects, especially those with a practical component, are equally suited to on-line learning. The school should not expect students to meet assessment deadlines as if lessons had carried on as normal. Decisions about issues to do with assessment will have to be made according to the situation.

Teachers who have additional childcare responsibilities as a result of the quarantine should discuss a plan for reduced workload expectations with their employer.

Schools cannot require teachers to use their own computers, and teachers should not communicate with students using their personal email accounts. Schools should be discussing reimbursing data usage. Some teachers may not have internet plans that will allow them to participate in online learning.

Other accommodations will have to be made for schools that do not have online systems in place or have students who do not have access to computers or the internet at home.

### Leave and salary payments

If a teacher has to stay away from school because they or a family member is ill, because they have had other direct contact with someone who has had the virus, or because of recent travel to a category 1 country, then they should receive sick leave or domestic leave as appropriate in the first instance.

However because COVID 19 is a notifiable disease, they may be eligible upon their return for disregarded sick leave. This means the leave taken will be restored to their leave balance. Email any request for disregarded sick leave to [employment.relations@education.govt.nz](mailto:employment.relations@education.govt.nz) with supporting evidence that confirms the diagnosis (e.g. a letter from the Medical Officer of Health), or documentation to confirm the recent travel.

Members who are well but whose school has closed should be paid normally. During this time they may be asked to work from home as set out above.

# Advancing the dream of public education – April 2020

Everything you need to know about PPTA's education conference.

Join us in Wellington to hear Pasi Sahlberg, Trivina Kang, Rawiri Toia, Dr Tim Bell, Helen Varney and Professor Stephen Dobson talk education.

22 - 24 April 2020

Rutherford House, Wellington

**Free registration for first 300 participants**

Registration for PPTA Education Conference is now open.

**Travel and/or accommodation subsidies up to \$400 (for PPTA members only).**

PPTA members can apply for travel and accommodation subsidies up to \$400, after the event – application with receipts

Take advantage of this offer and sign up early to secure your place to listen, learn and be heard, as we work toward the goal of "Advancing the dream of public education"

**Registration includes:**

- Entry to all conference sessions

- Morning teas, lunches and afternoon teas
- Pub Quiz night on Wednesday April 22 (RSVP required)
- Conference dinner at parliament on Thursday April 23 - hosted by education minister Chris Hipkins
- Access to Māori medium sessions

Registration cut off: Tuesday March 31

**Full programme and keynote speakers**

An official PPTA 2020 Education Conference website is now live and we invite you to visit to view and download the programme overview which outlines the key topics, keynote speakers, teacher-led workshops, research and panel forum that you can look forward to.

Our keynote speakers include professor of Education Policy and Research Director at the Gonski Institute for Education of the University of New South Wales Pasi Sahlberg, associate dean (Professional and Leadership Development) at the National Institute of Education Nanyang Technological

University Dr Trivina Kang, University of Canterbury Department of Computer Science and Software Engineering Professor Tim Bell, Victoria University of Wellington Dean of the Faculty of Education Professor Stephen Dobson, Victoria University of Wellington contract director of Māori medium Schooling Projects Rāwiri Toia (Ngāpuhi), Secretary for Education Iona Holsted and "Tautai o le Moana" - Navigators of the Pacific director and past president of the Auckland Primary Principals Association Helen Varney.

Visit [confer.eventsair.com/ppta-2020/](http://confer.eventsair.com/ppta-2020/)

**Special accommodation rates**

Take advantage of special conference rates at some of Wellington's main hotels; bookings must be made directly with the hotel. Visit the accommodation page on the conference website for details:

**Any questions?**

Contact the Conference & Events Team at [ppta2020@confer.co.nz](mailto:ppta2020@confer.co.nz) or +64 4 282 1702

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**22 - 24 April 2020 • Rutherford House • Wellington**

# Incorrectly assessed overseas teaching qualifications

## Advice for overseas teachers who may not have had their qualifications properly assessed

### Attention overseas teachers

If you have overseas teaching qualifications and started teaching in New Zealand from 2015, NZQA may not have properly assessed your qualifications.

It appears that in the period from 2015 – 2019 NZQA was only assessing the teaching qualification component and not the subject qualifications.

**So, if you:**

- started teaching in New Zealand between 2015 and 2019 inclusive
- have overseas education qualifications with substantive specialist content which were assessed by NZQA
- were assessed as G3 rather than G3+ by the Ministry of Education for salary purposes
- believe that the subject content of your qualification has not been given full consideration

...then you may be affected.

Typically this would be someone with a three or four year education-based qualification which also contains specialist subject study of about two thirds of an academic year in the last year or over the last two years of a 4-year conjoint degree.

### What is the offer?

NZQA has offered to reassess, on request, the tertiary qualification of anyone in this group of teachers who believe that their qualification contains the equivalent of a minimum of 72 credits at Level 7 in a specialist area (subject, special education or similar) which was not been recognised in the International Qualifications Assessment (IQA).

This reassessment service will be available until 30 June 2020, free of charge.

### What will happen?

If NZQA can identify sufficient content at Level 7 or higher in a specific subject, they will provide a letter to that

effect which you will then be able to submit to the Ministry of Education for salary reassessment.

If NZQA cannot identify sufficient level 7 subject content they will let you know.

### What do I need to do?

Fill out the Subject Specialism Re-Assessment Request form which you

will find on the front page of the PPTA website ([ppta.org.nz](http://ppta.org.nz))

**Note:** NZQA may request digital copies of the qualification documents and further information if required, particularly for IQAs completed in 2015, 2016 and early 2017, before NZQA moved to a fully digital process.



Photo by Tom Barrett on Unsplash

# Ransomware attack

## Precautionary advice for PPTA members.

On the evening of Saturday 8 February, the PPTA fell victim to a ransomware attack. The matter was reported to the police and no ransom was paid.

The matter was also reported to the relevant government agency, CERT (Computer Emergency Response Team), and to the Privacy Commissioner.

### Erring on the side of caution

While we are confident no member data has been misused, we want to err on the side of caution and report the matter to members. We don't want to unnecessarily alarm members but we do want to be transparent around the fact this occurred.

The matter was resolved by engaging an IT firm who deal with computer

systems after attacks and upgrading our anti-virus/malware software, as well as adding an off-site, off-line back-up. We are also going to have a local Wellington cyber security firm independently review our level of protection and make recommendations for improvement.

### Advice from CERT NZ

CERT had some excellent advice for the association and, as a new government cyber security agency, we want to draw members' attention to their existence:

CERT NZ – responding to cyber security threats in New Zealand ([cert.govt.nz](http://cert.govt.nz))

We encourage members to:

Regularly change passwords (including those to access the member only side of the PPTA website).

Not to open suspicious emails, as these are used by attackers to gain access to servers.

Familiarise yourself with New Zealand privacy law, including the need to be transparent and report breaches. The Privacy Commission website has some excellent information, including e-learning resources: Privacy Commissioner -Te Mana Mātāpono Matatapu ([privacy.org.nz](http://privacy.org.nz))

Report any ransom request received electronically to the police and CERT.

### Contacts:

- PPTA privacy officers Michael Stevenson and Jenny O'Donnell  
[mstevenson@ppta.org.nz](mailto:mstevenson@ppta.org.nz);  
[jodonnell@ppta.org.nz](mailto:jodonnell@ppta.org.nz)
- PPTA IT manager Peter Cooke  
[pcooke@ppta.org.nz](mailto:pcooke@ppta.org.nz)



Photo by Andras Vas on Unsplash

# PPTA branches meet to take on teaching council

PPTA News talks to two branch chairs about organising their first branch-based paid union meetings over the teaching council’s proposed fee increase.

PPTA branch chairs across the country have pulled together union meetings at short notice to combat the Teaching Council of Aotearoa New Zealand’s plans to more than double their fees from July 1 this year.

To add insult to injury members were initially only given three weeks to provide feedback to the proposal at one of the busiest times of the school year.

PPTA’s executive authorised every PPTA branch to hold a paid union meeting (PUM) to coordinate feedback and plan our next steps and the association managed to negotiate an extension from February 28 to March 13 to provide feedback to the council.

PPTA branch chairs, many of whom were in their first year in the role, stepped up to pull together meetings at very short notice and did a fantastic

job. Two chairs who are new to the job share their experiences with us:

### A sense of outrage and a hope for resolution

Western Springs College Ngā Puna O Waiōrea physics teacher Rosa Hughes-Currie is in her third year teaching at the school and her fifth year teaching full stop. She is the Tamaki makaurau Network of Establishing Teachers rep and had been a branch chair for a whole month when she had to organise her first PUM.

Rosa found doing this so early on in her new role surprisingly easy. “Management was great. We were able to find a date that worked well for the school and our principal came to the meeting. He’s a staunch supporter of teachers’ rights and a strong advocate for the work of the PPTA. In fact he had already made a submission to the teaching council,” she said.

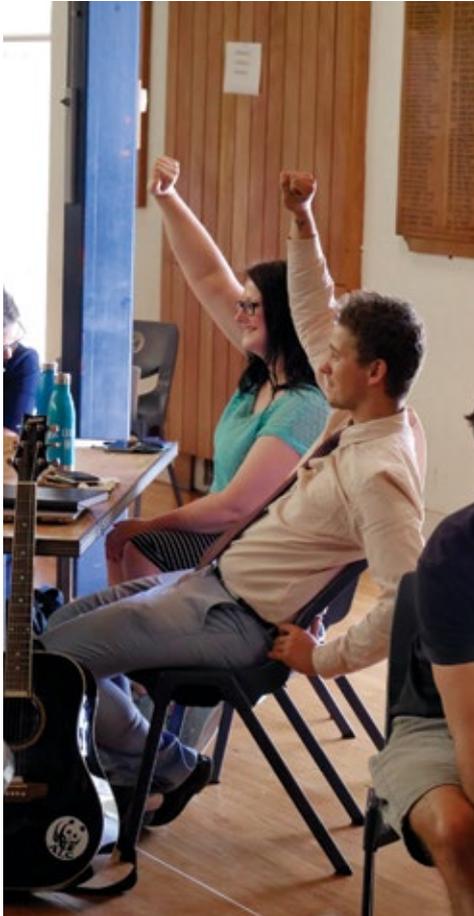
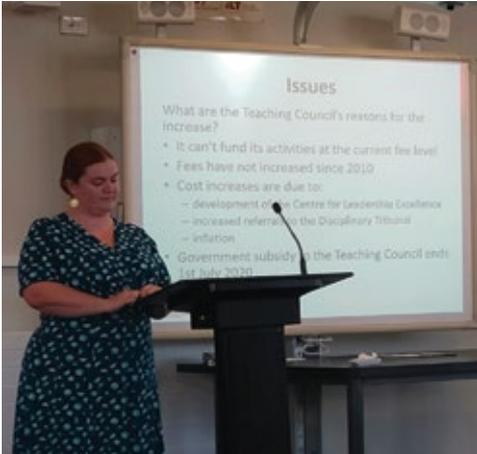
The students took the meeting in their stride she said. “Since the industrial action last year they know that union members need to shut the school and meet sometimes.

“The meeting went well. We had kai – we find it lifts the mood and it’s a good way to encourage people to get to the meeting on time,” she said.

Most teachers were aware of the issues but weren’t over all the details, so it was good to go through the PUM presentation so everyone was on the same page.

“Members were universally unkeen on the teaching council proposals and much of the discussion was about the ‘Centre for excellence’” she said.

“We don’t see them doing a lot to raise the status of teachers and teaching. They are willing to step in and publish the badness but we don’t see them lifting the majority of teachers who are working under difficult and stressful circumstances.”



Hundreds of union meetings have been held around the country to respond to teaching council fee increases.

Almost all members wrote a submission, Rosa said.

“There was a sense of outrage, readiness for action and hope for a resolution. We are looking forward to seeing what our executive recommends,” she said.

Rosa’s advice for branch chairs planning to hold PUMs is to have positive and clear communications with their principal and senior leadership team and try to find a time that suits the school. “Have an informal discussion with the board and principal before you send the formal letters,” she said.

“Impress upon members the seriousness of the PUM. Just because it isn’t a massive regional one doesn’t mean it’s not as important.”

The Western Springs Ngā Puna O Waiōrea branch shared the PUM tasks, she said. “One member did the presentation, another did the shopping and I chaired the conversation. People want to help but you need to give them specific jobs,” she said.

“I missed the sense of power of the massive PUMs, but branch PUMs were way more convenient in the context. I would definitely do it again,” she said.

### It made me feel like I can actually do this role

Wellington Girls’ College branch chair Cam Stewart teaches social sciences and music. He found organising his first PUM a lot of work, but had an “amazing committee” to back him up.

“It made the whole thing so much easier. The branch secretary and I were in regular communication. She was on top of a lot of the details that I wasn’t. There was no end of support from the rest of the committee as well, who gladly took on different jobs, organised our kai, helped prep the tables and distribute voting forms. All of this meant I could focus on preparing the meeting itself,” he said.

The branch was lucky to have a very supportive principal, Cam said. “As we had no branch chair at the beginning of the year, she found out about the PUM before any of us. She went quickly into organisation mode, suggesting the best dates to minimise disruption to whānau. We also had excellent resources from PPTA national office, resources so clear that even a musician could run a PUM,” he said.

Cameron felt the meeting went well. “There was a feeling of solidarity in the

meeting and positive feedback from branch members afterwards. Personally I could have read the speech another time or two before I got up in front of the staff, but there were no significant stumbles,” he said.

The Wellington Girls’ College branch members were quite united, Cam said. “There was an overwhelming feeling that the teaching council is acting beyond their mandate and needs to consider what their core business really is,” he said.

The experience has given Cam more confidence in his role as branch chair. “Especially given I was reluctant to take on the role,” he said.

“It was nice to see how supportive our branch members were and it made me feel like I can actually do this role.”

Cam’s advice for branch chairs putting together their first PUM is to make sure to ask for help from your field officer or other PPTA staff. “We’re fortunate in central Wellington to have easy access to PPTA advisory officers. Susan Haugh came down to school to be there for our PUM and answer the questions that I couldn’t. I definitely couldn’t have done it without her.”



## Learning from Australian new educators

Establishing Teacher Committee member Paul Stevens reports back from the Australian Education Union New Educators' Network Annual Conference.

PPTA Establishing Teacher Committee member Paul Stevens represented the association on the international stage during the Australian Education Union New Educators Network Annual Conference.

In November last year he joined PPTA advisory officer Kirsty Farrant to learn from Australian new educators in Sydney and take part in an international panel.



### Representing PPTA

Keynote speeches on the history of the union movement, by then New South Wales Teachers' Federation president Maurie Mulheron, and today's political landscape, by Australia Education Union federal president Correna Haythorpe were followed by the international panel.

"I was proud to represent the association. I spoke about our recent campaign and what worked for us in making the argument we did about the value of our profession," Paul said.

"People were very complimentary and jealous of our prime minister and it was a great opportunity to fly the flag for our association. There was a focus on climate change on the panel as there was in other aspects of the conference," he said.

### Workshops

Paul shared information on three workshops. The first, on recruitment, focused on values, perception and how we need to present unions in the 21st century.

The second, Managing Up, looked into issues in schools and how branches can approach them. "It was constructive and looked at positive

models for engaging with issues locally, reframing them and starting with shared values," he said.

The third, on campaigning, was a broad session exploring all kinds of campaigning. "It was very Aussie focused and looked mainly at campaigning in elections, but it was an eye-opener on how they do things", he said.

A key benefit of the conference for Paul was in networking. "I made connections across the hierarchy of the AEU and Education International. I also connected with teachers from all Australian states and have continued relationships with educators and organisers after coming home," he said.

### Key takeaways

One of the key takeaways from the conference for Paul was the fact he could see the AEU had come a long way on indigenous issues. "Although there were not many Aboriginal teachers present it seemed there was a real focus, both at the start of the conference and throughout, of the need for reconciliation and a meaningful approach to acknowledging the people of the land. It was less tokenistic than I had seen previously in Australian conferences," he said.

Another takeaway was the serious contrast between the political landscape in New Zealand and Australia, he said. "Both in terms of funding, equity, infrastructure, respect for public education and freedom of speech and association for unions. They are in a crisis under Scott Morrison (as is the environment of course!) It both made me feel very glad to have the state of things we do, even if ours isn't perfect."

Paul was also interested to see how many young educators and activists at the conference were in, or had been in, short-term (two terms to one year) co-opted organising roles. These teachers were often out in schools across the country activating branches.

"I know our context (and size) is very different, but it still got me thinking about how something similar could work for us. Our field staff are of course amazing and do their best to get into branches, but with the increasing demands of individual member issues I know it can make engagement activity a challenge at times. It would also mean that teachers didn't feel like they had to leave the profession long-term to be a full-time activist for a period. Just an idea," he said.



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## 25 April – a new kind of documentary for schools

A New Zealand made animated documentary on Gallipoli has been released with a lesson plan and made available online.

In the lead up to Anzac Day a New Zealand made animated documentary film about the 1915 Gallipoli Campaign has been made available for schools to study.

25 April had its world premiere at the Toronto International Film Festival and has screened around the world. It was the first New Zealand animated film to qualify for Oscar consideration.

Director Leanne Pooley said 25 April was designed as a new kind of documentary.

“One in which the past comes alive, liberated from the constraints of existing archive footage. Animation allows the story to be constructed imaginatively by bringing the dead back to life and allowing them to be interviewed as young people,” she said.

Though animated, 25 April was constructed along the same lines as a traditional documentary. The research period took a year and involved reading hundreds of diaries.

“I felt really privileged when I was reading the diaries. It was quite emotional because it took me inside somebody’s personal experience of this terrible, terrible situation. Even though its 100 years later, it didn’t feel like a long time ago because they sounded

just like young men and women that you might know now. Because it was so personal it felt honest and relevant and I hope the film does too,” she said.

“I am very much hoping it finds a place in the hearts of young people, giving them a better understanding of the experience of the young men and women who took part in the Gallipoli campaign.”

### Docs in Schools

Leanne is keen to let history, social studies and media studies teachers know the film is out there and available online as part of the Docs In Schools programme run by DocEdge. This includes resource materials.

Doc Edge is a video-on-demand platform with films that have a social impact and focus on youth subjects and perspectives. “We identified the need to get these stories out to students who may not have the ability to see the many amazing documentaries from around the world. This platform allows us to distribute documentaries for viewing across New Zealand and Pacific Island classrooms. We include downloadable learning resources to accompany each film, giving context and discussion points for further learning,” they say.

To access the film go to *ondemand.docedge.nz* and search for 25 April.

### 25 April DVD available for review

PPTA News has a copy of 25 April on DVD available for a member to review. If you are interested email [news@ppta.org.nz](mailto:news@ppta.org.nz). First in, first served!



## Tomorrow's Schools reform update

PPTA general secretary Michael Stevenson shares the latest on the Tomorrow's Schools review.

PPTA members will be relieved to hear that the worst of the proposals from the Tomorrow's Schools Independent Taskforce have been defeated.

National collective agreements will remain and a recommendation to move to DHB-style education hubs was flushed down the toilet in what was a sensible response to taskforce recommendations by Education Minister Hon. Chris Hipkins.

Instead of the ill-fated hubs, the ministry will provide regional and local support through the Education Service Agency (ESA); a new structure focussed on teaching and learning, including support for leadership development and curriculum delivery.

### Key changes

The key changes will be:

- Establishment of the ESA within a redesigned Ministry of Education.



- Stronger arrangements to underpin principal leadership.
- Reconfiguring school property management responsibilities.

### PPTA engaged in design

In order to get the ESA implementation right, progress on the reforms will slow in 2020 as the ministry works through internal matters. Once it's time to start the implementation of the new ESA, PPTA and Accord partner NZEI will be engaged in its design.

This will be an important step to ensure the new ESA delivers for teachers, principals and students. Particular elements PPTA members could be interested in are: what role do they want (if any) for the ESA to have in curriculum and how the new leadership advisors can best support senior leadership teams and aspirants.

### A commitment to partnership

Secretary for Education Iona Holsted assured PPTA at a 31 January Accord meeting that the ministry had a genuine commitment to partnership around the development of the ESA model. This statement was welcome news as delegates to PPTA's 2019 annual conference passed resolutions on the need for the Association to be involved in the implementation of any Tomorrow's Schools reforms.

If designed and implemented well, the ESA will have the potential to revolutionise the way the ministry interacts with the sector at a regional and local level.

## A strong voice for the people on the ground

Introducing PPTA's new deputy general secretary membership Adele Towgood.

PPTA's new deputy general secretary plans to be a strong voice for the people on the ground who look out for our members.

Adele Towgood has walked the walk both as a PPTA member activist and a field officer. A teacher of history, social studies and sociology Adele held branch and regional secretary positions and was regional chair in Northland central at a time when the area was threatened by encroaching charter schools. She became PPTA field officer for the Wellington and Wairarapa region in 2015 and enjoyed the experience of supporting members and promoting the professional side of teaching.

In her new role Adele is now in a position to support her fellow FOs support our membership.

"I am very excited. Five and a half years ago I had the opportunity to become



PPTA deputy general secretary membership Adele Towgood.

a field officer and it was an amazing experience to be able to help out our members," she said.

"While I am somewhat sad to be moving away from that direct involvement with members, I am excited about the opportunity to support the field officers in supporting them."

She saw the position as an opportunity to advance her passion for the field

service. "I see the role as supporting field officers to aid the members to uphold their just claims and advance the cause of public education," she said.

"I want to be a strong advocate for the field officers. They are the people on the ground facing the challenges with the members on a daily basis. I plan to be a strong voice at the table for the field officers so they can be a strong voice for the members," she said.

Adele is keen to be engaged in both regional activities and the wider vision of PPTA.

Her first major event as a newly minted deputy general secretary will be the PPTA Issues and Organising conference, which she has been enjoying the opportunity to organise. At the time of printing she was looking forward to bringing members together to work around the issues facing PPTA in 2020.

## Hitting the ground running

Introducing Susan Haugh, PPTA's national campaigns coordinator.

PPTA's newest advisory officer had to hit the ground running, helping coordinate nationwide paid union meetings in her first two weeks in the office.

Susan Haugh is PPTA's national campaigns coordinator. It is a new role that comes into play when dealing with nation-wide issues. "I'm the person who provides the overview of what's going on and supports different regions, ensuring they have what they need," she said.

The branch-based PUMs in response to the Teaching Council of Aotearoa New Zealand's proposed fee increase provided Susan with her first challenge, possibly a little sooner than expected.

"My first two weeks were busy and a bit terrifying. It was a baptism of fire. But after that I became aware of how well the machine runs," she said.

"Once we put out the message it was amazing – the branch chairs doing their thing, the regions supporting them,



PPTA national campaigns coordinator Susan Haugh.

executive there to help, the field staff all over it. It's currently (at the time of printing) going really smoothly," she said.

Susan's background as a PPTA branch chair was helpful when it came to helping from the other side, she said.

A teacher for 10 years Susan started working in Invercargill before spending some years teaching in Germany. She returned to New Zealand, settling in Wellington where she taught German

with a bit of social studies and history on the side.

During her time at St Mary's Susan became an active PPTA member, joining the Wellington regional committee and becoming the women's representative. "I had always been a PPTA member but only actively got into membership stuff when I felt more confident in myself. When you're a beginning teacher your main focus is surviving being a beginning teacher. When I came back to New Zealand I was more confident, took on the branch chair role and it grew from there.

"Being in Wellington helps too. There's more of a buzz here. National office is here, parliament is here. There are really good opportunities that come with being involved with the regional committee. It was really cool."

Susan's next goal is to get a good start on the next collective agreement campaign. "Thankfully I have two years to really get a handle on things. I'm really excited to be here," she said.

## Making an impact through language and learning

Introducing Adele Scott, PPTA's new professional issues advisory officer.

Adele's background is steeped in language, as a classroom teacher, an academic and a pedagogical leader.

Before joining us as our new advisory officer responsible for professional issues, Adele was Kaihautū Mātauranga; pedagogical leader at Te Aho Te Kura Pounamu where she oversaw the development of online courses for languages.

Prior to that she taught Japanese and French, in both New Zealand and Australia, and worked for 19 years as a teacher educator at Massey University College of Education as part of the secondary teacher education team. She completed a Masters in secondary school language teaching and has designed national curriculum documents and assessment tools.

Adele's key role is to represent PPTA and advocate our policy on curriculum



Adele is pictured with a Japanese kakejiku (hanging scroll).

and assessment on Ministry of Education advisory groups. This means she will be our representative when it comes to the NCEA review.

Subject associations are also an area of responsibility and she will be working on the upcoming subject association forum with the support of Kirsty Farrant.

"I certainly have a lot to learn. I'm enjoying meeting people from different parts of the organisation, and I'm really impressed with the way different aspects of the organisation are organised and activated, like the PUMs in response to the teaching council fees," she said.

"One of the reasons I wanted to come here (to PPTA) was because I was hoping to be able to utilise some of the research skills I have in a role that would have a bigger impact across the education sector and I believe this role does that," she said.

"When I was able to be, I was always a PPTA member. I have always been supportive of the organisation."

Adele has PPTA very welcoming. "I feel like I'll be able to grow my expertise around the activities of the organisation. I am looking forward to meeting as many members as possible," she said.

# It's about time

Advice on timetable policies from PPTA's intrepid field officers.

Since 2002 it has been a legal requirement for schools to have a policy on timetabling, developed in consultation with its teaching staff.

STCA 5.1A and ASTCA 4.2.2 set out the legal requirements, yet there are still schools in which the policy is not compliant with the collective agreement. In other schools the policy may at one time have been adequate but has not been sighted for the last decade or so.

An adequate, up-to-date and accessible timetable policy is the best way for teachers to ensure they are getting their contractual entitlements in terms of non-contact, class size and some other matters. This is because the policy is the board's policy; if there is any dispute about such matters the policy can be referred to, and the board must support its own policy. The policy should be a living document, not something stored away in a file somewhere that no-one knows how to access.

### Non-contact, class size and duties outside of the classroom

The collective agreement clauses set out some requirements for the timetable policy. STCA 5.1A states that it must incorporate [a] the non-contact entitlements [b] statements about class size, including the average maximum class size and what happens if that can't be met [c] reference to other matters, such as duties outside the classroom, which impact on timetabling practices, and [d] a compensation mechanism which applies when, "for genuine reason", the non-contact entitlements cannot be provided, or the average maximum class size cannot be provided. The ASTCA has equivalent clauses.

All of these matters must be included. The details of what they look like in practice is something to be negotiated between the teaching staff and the board. The purpose of the timetable policy is to reflect how each individual school adapts its workplace practice to the requirements of the collective agreement. There are sample policies and FAQs available on the PPTA website,

and field officers can provide advice, but each school's policy will be an individual document tailored to the requirements of the collective agreement.

### A living document requiring staff consultation

Beware outside consultants who offer to come in and write a timetable policy, as part of a "job lot" they are doing for the board. These people usually lack a good understanding of the collective agreement or of how secondary schools actually work, and there is no intention to consult. They are "tick box" exercises. The timetable policy needs to be a living document that has been consulted on with the staff.

The timetable policy needs to be regularly reviewed and the PPTA branch may initiate that process. Now, with a new collective agreement in place, and recent changes to the Employment Relations Act, would be a good time to do so. There could be a reference to delegate time, for example. As part of the review process, you could send the policy to your field officer for them to suggest any changes that may be needed.



Photo by Jon Tyson on Unsplash



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**(Preventing and Responding to Workplace Bullying)**

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- to identify the features of proactive, respectful school-place cultures;
- to identify the negative features of school environments;
- to explain the definitions of bullying and harassment (including harassment from students to teachers)
- to review the legislation and duties of Reps, teachers and principals;
- to use a risk-management approach to build positive and respectful school-place cultures.

The workshops will be based on case studies that are relevant to teachers, senior staff, principals and boards of trustees. We will be offering regional wellbeing workshops throughout 2020.

**STARTING TERM 1 2020**

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