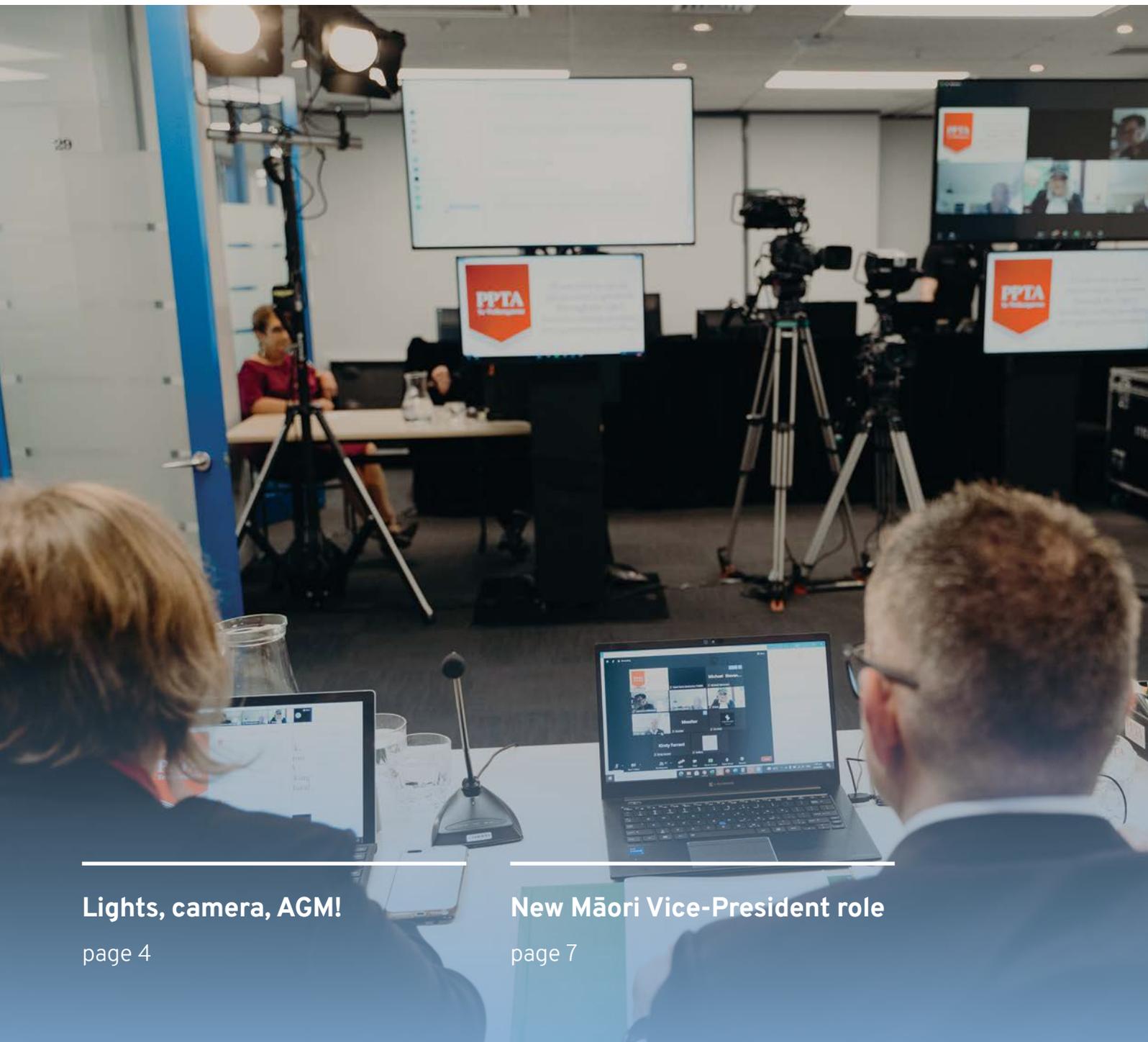




PPTA News

Uniting secondary teachers of Aotearoa



Lights, camera, AGM!

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New Māori Vice-President role

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PPTA News

PPTA News is the magazine of the New Zealand Post Primary Teachers' Association. Approximately 20,000 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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Vaccination for the greater good

Melanie Webber explains how, for her, getting vaccinated is the ultimate expression of collectivism

I dropped the C bomb today. The problem is I just can't abide a ringing phone (my student years were spent in call centres) and so I picked it up. At the end of the line was a member seeking information about the vaccine mandates.

Except they weren't really seeking information about the vaccine mandates. They were seeking someone who would give them the answer they wanted about the vaccine mandates. An answer that said it was ok, and that they weren't going to need to be vaccinated really.

I couldn't do that for them. I could point them towards the screeds of explanations already put out by the ministries of health and education as to how vaccines work and how this vaccine was approved so quickly. I could point them towards our own excellent advice around employment rights and exemptions and process, but I couldn't point them to anything that would tell them that they could remain unvaccinated and in front of students in Aotearoa New Zealand past the 15th of November.

I know what it's like to seek desperately for the answer you want because the answer you've been given isn't the one you want. That's where the C bomb came in. Because there's nothing like a cancer diagnosis to send you on a desperate hunt for some different

answers, descending deep down a google hole in the hopes of finding something that's going to tell you it's all going to be ok. There's certainly very little time to pause and think about it and make a fully reasoned decision, you have to find some smart people who are specialists in the field and put your faith in them.

Whenever someone mentions invasive medical procedures I'm tempted to whip my top off and show them the scars from my operations. Lay them out end to end and we'd be looking at over a metres worth. Experimental drugs? How about some thoroughly tested ones. Cyclophosphamide, a key component of many chemo regimes, is a medicalised form of a chemical weapon developed by Bayer scientists under the name LOST and outlawed in 1925. You may know it better as mustard gas. Side effects? Well yes. You should hear some of the things women in my cancer groups are living with, but they're living and that's the point.

I contacted our international education union to ask how other countries were managing mandates. They told me that in most jurisdictions they were still struggling to obtain access to vaccines for teachers.

I read an article talking about what a privilege it was to be able to rely upon the belief that your healthy immune system would keep you safe. Not everyone gets one of those. Not everyone gets to keep it. We have to keep those people as safe as we can. We have an obligation. My cancer friends have enough side effects without some long COVID to top it off.

Just after our elected executive had passed a motion supporting public health advice in relation to vaccine mandates, I contacted our international education union to ask how other countries were managing mandates. They told me that in most jurisdictions they were still struggling to obtain access to vaccines for teachers. I felt like Marie Antoinette complaining about cake. If you visit <https://www.teachercovidmemorial.org/> you can see the faces and memories of educators across the world who have lost their lives to Covid.

Through this pandemic I've thought a lot about collectivism and individualism. Like all arguments it can be twisted either way, but for me, vaccination is the ultimate expression of collectivism. Of valuing others over self. Of doing something you don't necessarily want to do for the greater good.

A friend shared a picture of his boy who has a genuine needle phobia standing proudly with his vaccine card. It took two goes, and an hour with the nurse at the GP, but he did it. Thank you Fynn for making that choice.

We've all had to make some pretty hard choices these past 18 months, and we've had to make them quickly. This isn't an ideal situation, but then this whole global pandemic thing isn't an ideal situation, and I know that we are going to lose valued colleagues to the mandates. I'm so sad to see them go, I know their students will be sad to see them go, and I worry who will take their place next year, but I also know that I would far rather lose colleagues to another profession than to Covid.

Seyyed Reza Miri

Mathematics Teacher from Iran

"He was a kind teacher"



COVID cancels conference

COVID-19 restrictions forced the cancellation of PPTA’s annual conference which was replaced by an online Annual General Meeting ‘attended’ by about 120 delegates from around the motu

For the first time in the 70-year history of PPTA Te Wehengarua, our annual conference, scheduled for the first week of the October break, was cancelled and replaced with an online Annual General Meeting (AGM).

Given Auckland was still in lockdown and the high levels of uncertainty in other parts of the country, PPTA Executive decided to cancel the conference and hold an online AGM which would consider only constitutional conference papers. The event saw the main meeting room / library at PPTA National Office in Wellington transformed into a real live broadcasting set, complete with lights, cameras, computers and plenty of Zoom action, while the Communications staff office became the hair and make-up room for the people who usually sit at the top table at annual conference.

Michael Stevenson, PPTA Te Wehengarua General Secretary, says COVID-19 required the Association to be inventive around the conference, just as it had

with the ‘double bubble’ Wellington / Christchurch annual conference last year. “I think the online AGM went as well as it could have. But it’s something you do because of the circumstances. Nothing beats a proper face-to-face PPTA conference.

“It was challenging to bring the techies into the PPTA world. They are used to doing Zoom AGMs in this day and age, but the PPTA world is a peculiar one. Delegates know the standing orders and expect this to be replicated in the Zoom AGM. Reconciling PPTA’s constitutional requirements and standing orders, with Zoom and Slido (a meeting app that enables people to participate and vote) was challenging.”

“We could have held a pre-AGM briefing for regional chairs (or a regional representative) to go through what to expect on the day, do a trial Slido vote and try signalling to speak. However, teachers can all do with one less Zoom these days.”

Luke Nickholds, Southland regional secretary, thought the event was a good effort given the circumstances. “The meeting was run smoothly and we were still able to deal with important and historic PPTA mahi.

“It was a little sad not meeting kanohi ki te kanohi since that meant missing out on all the side conversations over morning teas and such which are where some of the best PPTA ideas start. I’m just itching to see all my PPTA whānau next year.”

Waikato regional chair Francis van Buren-Schele said the event did what needed to be done. “We were there and able to communicate. People were able to share their views, but the fact that the whole region could not be together made it difficult to be able to actually have a good korero about the issues other regions raised.

“I really missed getting together and being able to see everybody, and networking.”



AGM top table, I-r Chris Abercrombie, Melanie Webber, Michael Stevenson and Kirsty Farrant.

Nominations open for your Teaching Council

The Teaching Council needs strong secondary teacher and principal representation and nominations for sector positions are now open

Nominations for the sector representatives for the Teaching Council governance board are open until 30 December.

PPTA Te Wehengarua campaigned hard for the right to have elected sector representatives on the Teaching Council board. The first elections took place in 2019 and at that time voter turnout was low, and teachers had no inkling of the conflict that would arise between the profession and its registration board over proposed fees increases.

Teachers now have a much greater appreciation of the need for strong secondary teacher and principal representation on the governance board. We would like to support any teachers who are putting themselves forward for election.

Voting for the Teaching Council elections will take place between 8 – 28 February 2022. This time has the benefit of including our week of branch based Paid Union Meetings, at which we can allow time for members to vote.

We know of two PPTA members already who are stepping up and standing to be the secondary teacher representative. Check out their profiles below.

Are you considering standing? Let us know. We would like to support and promote you however we can. Email teachingcouncil@ppta.org.nz to let us know.



Michael Harvey

Hailing from Turanganui a kiwa, I am a science educator based in Blenheim, Marlborough. I have nine years secondary teaching experience both nationally and internationally. I am passionate about having teachers' voices heard and am an active member of PPTA both nationally and regionally.

I am also involved in both the Tanzanian Root and Shoots SDG Laboratory Schools and Kakuma refugee project which illustrates my vision that education should be a liberating experience and available to all.



Fiona Woolfe

I live in rural Waikato with my family and teach at Morrinsville College. As the Science Learning Area Leader, I work with a strong team of science teachers, and am supported by five subject associations. My networks allow me to stay up to date with many of the challenges and opportunities for our sector. I have been a member of PPTA since 2008 and I am active at a branch, region and national level. I am committed to developing respectful and functional relationships with my colleagues while being mindful of outputs and timelines.

Teaching is the best job in the world. We are so fortunate to work beside the future of Aotearoa New Zealand inspiring them to do their best, all the while upholding excellence in our profession. I am passionate about equitable educational outcomes for all and this can only come from a system where teachers feel supported and valued. When genuine, iterative consultation is prioritised at the decision-making table, our sector can have greater confidence in change. If elected to the governing board for the Teaching Council, I would be a strong advocate for teachers from both an industrial and professional perspective.

I would be honoured to be your secondary teacher representative on the Teaching Council for the next three years.





Save the date: Paid Union Meetings February 2022

PUMs scheduled for late Term 4 have been postponed until early next year due to delayed NCEA exams

The Secondary Teachers' Collective Agreement and the Area Schools Teachers' Collective Agreement will both expire next year, and we are in the process of developing claims for the next bargaining round.

We had hoped to hold Paid Union Meetings (PUMs) late in Term 4 of this year, but the delay to the NCEA exam timetable due to Covid-19 disruptions meant this was no longer practical for teachers and schools.

These PUMs will now take place from 21 - 25 February 2022. They will be branch based rather than regional due to continued uncertainty around COVID-19 alert levels. Branch committees should choose an appropriate half-day during that week to hold their PUM. The law states that you must give at least 14 days notice of a PUM but we are aware that many schools will already be in the process of organising their calendars for Term 1 2022. We encourage branches to go ahead and notify your PUM dates this

year if you can, to give clarity to schools, students and whānau.

There is a template letter for notifying your principal of your intention to hold a PUM on the PPTA website. Fill in your school details and PUM date and email the letter to your principal and board of trustees chairperson.

What will happen at the PUMs?

The PUMs are primarily for members to have their say as to what they would like to claim in the next collective agreement. Branches will have time to discuss possible claims and then submit feedback. There will also be the opportunity to discuss and give feedback on claims that we are already considering and working towards, such as changes to the hours of work section.

These PUMs will also be taking place during the Teaching Council governance board elections, so time will be allowed at the meetings for teachers to vote for their representative.



Start having your say now

Any members who would like to start having input into the claims development process can do so already, through the PPTA website. On the member-only dashboard you will find a series of short video clips that explain the different headings we are collecting claims under, and invite you to submit your suggestions.



The PUMs will help develop collective agreement claims to bring out the best for teachers and ākonga.



New Māori Vice President role for PPTA Te Wehengarua

From next year PPTA Te Wehengarua Māori members will have a Vice-President representing them at the top table

From 2022, PPTA Te Wehengarua will have a new Māori Vice President on National Executive.

The historic decision was made by delegates at PPTA’s annual general meeting (AGM) in October and nominations for the position opened as this issue of *PPTA News* went to print.

Nominations for the role can come only from members on the PPTA Te Wehengarua Māori electoral roll and if there is an election only Māori electoral roll members can vote.

Shona West, (Ngāti Porou, Ngāti Kahungunu), a member of Te Huarahi Māori Motuhake, PPTA Te Wehengarua’s national Māori body, says a Māori Vice President is essential to integrate a Tiriti o Waitangi perspective into the organisation in a visible and meaningful manner.



“The Māori Vice President would also be the public voice for our Māori members on issues that affect them and kaupapa that enhance partnership relationships and ensure Māori have a seat at the top table at Executive meetings and Annual Conference and the like.

“PPTA Te Wehengarua has never shied away from its bicultural commitments, it is a bicultural beast to be reckoned with and this new role will further champion the good that PPTA Te Wehengarua does for Māori teachers and our students.”

It was vital for the Association to have a Māori Vice President, particularly when talking to government, who could articulate, in both languages, issues that affect Māori secondary teachers and students, said Ms West.

Melanie Webber, PPTA Te Wehengarua President, says the decision to create the new role is truly historic. “It deepens and strengthens our Te Tiriti partnership and commitment; this new role is tino rangatiratanga (sovereignty) in action.”

At the AGM, Melanie said it felt very weird that delegates could not be together to celebrate such a historically significant decision.

Presidential election results

Voting results are in for PPTA President and Junior Vice-President

The results from the elections for PPTA Te Wehengarua President and Junior Vice President are in.

Congratulations to Melanie Webber who has been returned as President and Chris Abercrombie who has been returned as Junior Vice President.

Their new terms begin in January 2022.



Healthy school lunch programme pays off

A pilot programme providing healthy lunches to the neediest students is already achieving more than expected, according to an interim evaluation

At Bishop Viard College in Porirua, noticeably calmer classes in the afternoon are one of the key benefits of Ka Ora Ka Ako, the Healthy School Lunches programme.

“We used to have a spike in issues with boys at the end of lunch and first period after lunch and that spike has gone down, since the programme began in Term 2 this year,” says Chris Theobald, Principal of Bishop Viard College. “We would see significant increases in behaviour entries into our student management system during lunch and after lunch but there have been noticeably fewer entries since the programme started.”

The New Zealand Healthy School Lunch pilot was announced in 2019 and delivered throughout 2020 as part of the Government’s Child Youth and Wellbeing Strategy, aiming to ensure children and young people have what they need, and are happy and healthy.

The programme targets schools and kura with the highest concentration of learners from disadvantaged backgrounds, providing lunches to all learners within the school free of cost on a daily basis.

There are now 960 schools with around 215,000 students receiving free and healthy lunches.

An interim evaluation of the programme, carried out among primary and intermediate schools in the Hawke’s Bay and Bay of Plenty regions, has found:

- Large benefits for all learners in respect of the types of food available and consumed
- Large gains in fullness for learners who previously had insufficient food, with these learners, on average, feeling 20% fuller after lunch than before the programme
- Large gains in mental wellbeing by the most disadvantaged learners who showed greater feelings of cheer, calm, vigour, restfulness and interest in activities



Viard College students enjoy their healthy lunch

- A statistically significant reduction in the proportion of learners with low health quality of life
- Small but significant improvements for learners, on average, in terms of their overall health quality of life, as well as in their physical and emotional functioning.

The report notes that the pilot programme ‘often achieved more than what was expected in the initial two to three months’, and that benefits were greater for the most disadvantaged learners.

Universality is a great feature of the programme, says Chris Theobald. “It doesn’t draw a line between who needs food and who doesn’t; we all need food. It means that everyone is able to get a lunch and there’s no stigma attached, no embarrassment, if you do or don’t get the lunch. Students don’t feel embarrassed about coming up for seconds and if there are any meals left over, some students will take a few lunches home – they’ll quite happily walk down the drive taking

two or three lunch boxes with them. There’s no division or stigma attached with getting a helping hand.”

As well as calmer afternoon classes, many students’ homes are calmer in the morning thanks to the programme. “Several of our families have commented on how the programme has taken away the stress of making lunches in the mornings, as well as the financial implications. But we’ve received more comments about the reduction in stress.”

Another very positive aspect of the programme for Bishop Viard College is that it has provided employment for people in the local community. “The programme is provided internally at Viard and one of the main reasons we decided to do it that way was because we wanted to employ people from our own community.

“We’ve got three staff members, one full time on 40 hours a week and two part-timers on 25 hours a week and two of them are parents of ours.”



PPTA Te Wehengarua National Secondary Education Leadership Summit 2022

Wednesday 27-Friday 29 April 2022

Te Pae Christchurch Convention Centre, Ōtautahi

Nau Mai, Haere Mai. Welcome.

Leadership matters.

In 2022, the PPTA Te Wehengarua is hosting the inaugural National Secondary Education Leadership Summit at Te Pae Christchurch. This exciting event brings together education leaders from across Aotearoa New Zealand to discuss the most impactful issues facing education sector leaders.

A range of high-profile speakers will share their expertise on building strong leadership within our education sector to continue transforming education outcomes for our ākonga.

Call for Research Papers

If you have research that you would like to present, we invite you to submit an abstract. This is your opportunity to share valuable ideas and insights with your peers to help shape the future of schools across Aotearoa New Zealand.

VISIT THE CONFERENCE WEBSITE FOR MORE INFORMATION
confer.eventsair.com/ppta-leadership-summit-2022

Programme Overview

Date	Day Programme	Evening Programme
Wednesday 27 April	Opening Ceremony Conference Day 1	Welcome Reception
Thursday 28 April	Conference Day 2	Gala Dinner
Friday 29 April	Morning - Conference Day 3 Midday - Closing ceremony	

Key Dates

- Call for Research Papers: Mid November 2021
- Registrations Open: November 2021
- Submission Deadline: 19th December 2021
- Notification to Authors: End of January 2022
- Provisional Programme published: February 2022
- Conference: Wednesday 27-Friday 29 April 2022



Enjoy your time in Christchurch with your Whānau!

Christchurch Ōtautahi is a vibrant, energetic city where urban regeneration, creativity and innovation thrive. Picture amazing street art, innovative projects, a booming hospitality scene and state-of-the-art architecture that is changing the way the city looks, feels and functions – all the while staying true to its heritage and traditional English feel.

Here are a few ideas on how you can make the most of your trip to Christchurch Ōtautahi over the school holidays in April 2022:

- ▶ Christchurch Gondola • bit.ly/31r7fu9
- ▶ Rutherfords Den • bit.ly/3q3efb4
- ▶ The International Antarctic Centre • bit.ly/3mNixwc
- ▶ Margaret Mahy Park • bit.ly/2ZSTvZ2

And so much more! Visit christchurchattractions.nz for Christchurch attractions and activities you can enjoy before or after the 2022 PPTA Leadership conference!



More information will be sent out in November.

For enquiries on the PPTA Leadership Summit 2022 please contact:

Conferences and Events Ltd | pptaLeadership@confer.co.nz | Phone: 04 384 1511



Learning to lead effectively

An online leadership coaching pilot programme is on track to meet the needs of participants

Fifty-five senior school leaders have signed up to a 12-month leadership coaching pilot programme run by Evaluation Associates.

Fran Renton, PPTA Te Wehengarua Advisory Officer (Industrial and Legal), says the idea for the programme stemmed from concerns within the PPTA Secondary Principals' Council about the need for more support for principals and senior school leaders. "The review of Tomorrow's Schools identified really significant issues with the lack of system-wide support of leadership. The competitive environment that most schools operate in can leave principals and senior leaders feeling isolated. The Council is very interested in seeing if an online coaching programme could be a valuable resource."

The pilot programme, which began at the beginning of Term 3, is being run by education consultancy Evaluation Associates. Chris Murphy, Evaluation Associates Leadership Advisor, says

the pilot is fully subscribed with 30 participants receiving one-to-one coaching and 25 participants contributing to five Professional Learning Groups (PLG). The delivery team is comprised of six coaches all with extensive school leadership and/or group coaching experience.

"The programme is being run entirely online. While there are great benefits in a face to face delivery, the online model gives us the opportunity to offer the coaching to many more people in every corner of the country. Removing disparity caused by geographical isolation is important, and the use of web-based conferencing tools has enabled us to do that.

"The programme uses the whenu (strands) from Tū Rangatira (a Ministry of Education resource) to help focus our coaching. It describes, really beautifully, seven key roles of school leadership and the areas leadership should focus on.

Each of them are incredibly important in their own right, but together they encompass what it means to lead effectively and holistically. Participants identified which when they thought were priority areas for their own development and we've honed in on them as a starting point."

Chris says the programme seems to be meeting a definite need so far. "The coaches have all spoken of the eagerness of the participants and their appreciation of the coaching they have received thus far.

The coaches themselves have enjoyed the variety and scope of the discussions. Participants from one of the learning groups have already set up a shared drive where they are sharing ideas, readings and resources with one another."

Tū Rangatira is available in the documents section at www.educationalleaders.govt.nz

Principals' Legal Service of Aotearoa

Need help with legal assistance?

The Principals' Legal Service is a new service to provide legal assistance to schools on management issues.

The service is open to public or integrated, composite and secondary schools in Aotearoa. An annual school membership of \$600 (plus GST) per annum can be used by up to three of the principal and senior leadership team.

Find out more at principalslegal.org.nz

All users of the service must be a member of a union that covers composite or secondary schools.

The service will provide initial legal advice and assistance on management issues through McBride Davenport James. This will usually take the form of a 15-minute consult, plus a review of documents if necessary.





Congratulations on your 60th, Jill!

Jill Gray has been a dedicated member of PPTA Te Wehengarua for 60 years

Hawke's Bay PPTA members gathered recently to celebrate their colleague Jill Gray's 60 years of dedicated membership.

Jill, who teaches at Havelock North High School, was the national executive member for Hawke's Bay and East Coast from 2005 to 2015. During this time she was on the Secondary Teachers' Collective Agreement negotiations team for three contract rounds.

She has also served as Hawke's Bay regional secretary and a branch secretary. "A strong branch is the place



PPTA Te Wehengarua General Secretary Michael Stevenson presents Jill with a certificate marking her 60 years of membership.

to start in order to have a happy staff. There is nothing more rewarding than seeing the students flourish and learn in a well supported environment.

"The best thing about belonging to PPTA is that you are not teaching on your own. There is advice and help at the end of a phone call. I have enjoyed my time in teaching. Well, most of the time - administrivia gets in the way occasionally."



Opportunity to catch up at Te Kura Summer School

Te Kura Summer School could be a helpful option for NCEA students affected by COVID-19 disruptions

Registrations for Te Kura's popular Summer School are now open (8 November 2021).

With the continued disruptions caused by COVID-19, Te Kura is anticipating increasing numbers of students looking to top up their credits for NCEA and University Entrance over the summer break.

Chief Executive Mike Hollings acknowledges that students have faced many challenges over the past few months, and may be feeling some uncertainty about their results at the end of the year. Some have already reached out to Te Kura, and have been relieved to discover that there are backup options available.

Mike says that last year, more than 1900 students took advantage of Te Kura Summer School to complete their studies, enabling them to go on to further study, training or employment.

"Registration is free for most ākongā (students), and we have a range of NCEA internal standards on offer. It's great to see from the feedback we get that for ākongā, summer study can be life-changing. And our research shows that many ākongā who come to us learn about Summer School from their own schools and kaiako (teachers)."

Te Kura Summer School has benefits for both students and schools. If a student has a 2021 NZQA registration, any credits

achieved by the February deadline are transferred to their previous school of enrolment and can count towards their 2021 Record of Achievement. Courses are delivered online, so with access to a device and connectivity, students can learn anywhere, anytime.

"Our qualified kaiako are already gearing up for Summer School, and will be available online to support ākongā with their learning. Our intake team is available to answer any queries from ākongā, whānau and schools."

To learn more about Te Kura Summer School, please phone 0800 65 99 88 option 1, email summerschool@tekura.school.nz or visit www.tekura.school.nz



The life of Helen Kelly

Bronwyn Cross reviews *Helen Kelly Her Life*, the biography of a fearless union leader who strived to create a better and fairer world

In *Helen Kelly Her Life*, (Awa Press 2021) Rebecca Macfie has written a marvellous and important book, not just because it recounts the life of one of the union movement's shining stars but also because it documents the ongoing struggles of working people - from Pat Kelly's miserable, and often hungry childhood on the Liverpool docks to the impacts of New Zealand's often-brutal labour market reforms.

Helen Kelly was always going to end up in the union movement. Her father, Pat, was one of New Zealand's most notorious union leaders and her mother, despite being a product of the Eichelbaum and Chapman legal dynasties, was a member of the communist party and, throughout her life, a tireless campaigner on issues of social justice.

I worked with Helen in the late 1990s when she was the NZEI advocate for the area schools' collective agreements which were jointly-bargained by NZEI and PPTA. This shared arrangement was more often than not the source of fiery disputes between the unions but Helen was not one to waste time on unproductive arguments or feuds. She was a clever and persuasive advocate and invariably optimistic and good-humoured despite the provocations.

Helen's willingness to speak out fearlessly on behalf of those whose voices were never heard is probably her greatest legacy. As CTU president, she accepted the inevitability of demonisation reserved for those who challenge the financial elite in this country.

She stood up against Sir Peter Jackson and Sir John Key to defend collective coverage for New Zealand actors. The spin that fair terms and conditions for employees would drive Warner Brothers to take *The Hobbit* elsewhere unleashed a tsunami of vilification directed at her.

It speaks to her courage and commitment to the cause that she didn't allow attacks to deter her. A few weeks later, she courted public opprobrium again when she condemned Peter Whittall, the chief



executive of Pike River, for failing to take responsibility for the deaths at the mine; next she challenged Talleys for trying to break the Meat Workers' Union. She pursued Fulton Hogan when a young

man was killed on one of their sites and supported the Maritime Union in a successful fightback against the Ports of Auckland who were bent on contracting out their workforce.



She then turned her attention to the shameful record of deaths in the dangerous forestry industry and the complicity of the Ministry of Business, Innovation and Employment in failing to prosecute employers. Her campaign embarrassed the government into reviewing forestry safety.

Even in the midst of chemotherapy for cancer, she continued to fight for workers endangered in their workplaces, turning her focus to farming, still the most dangerous industry in New Zealand.

Helen's last public fight was with cancer and true to form, that became a campaign too. She used her public profile to advocate for drug reform, openly promoting her illegal use of cannabis to manage pain.

It's hard not to cry when reading this book not just because of the sad and unfair inevitability of her death on October the 14th 2016 but also because it's preceded by so many accounts of young men who suffered lonely and needless deaths in New Zealand workplaces. Helen fought hard to get justice for these young men and challenged the convenient platitude that they were somehow responsible for their own deaths. She tirelessly exposed the selfish market ideology that regards working people as an expendable resource.

It goes without saying that this book should be in school libraries but it's also an excellent resource for a non-fiction

study or to complement historical and economic research. The level of detail about industrial matters might make the book a challenging read for students but the movie, Helen Kelly -Together, would provide supportive background. Enthusiasts could complement this study with another book by Rebecca Macfie, *Tragedy at Pike River Mine: how and why 29 men died.* (Awa Press 2013)

Helen's willingness to speak out fearlessly on behalf of those whose voices were never heard is probably her greatest legacy. As CTU president, she accepted the inevitability of demonisation reserved for those who challenge the financial elite in this country.

Helen makes a compelling protagonist and her ambition to create a better and fairer world makes for a great story. This book more than does justice to her life.

A note on pay parity

History is written by the victors so PPTA has had little to say on the successful pay

parity campaign which is discussed in this book. For context, in 1991, NZEI and PPTA decided to join forces and bargain together to combat the Employment Contracts Act.

Absence of progress meant that the collective agreements expired which, under the new Act, was dangerous as all members defaulted to individual agreements. The plan had been for a joint nationwide strike on 1 July 1992, the first day of expiry and the first national strike under the Employment Contracts Act.

Instead NZEI withdrew from joint bargaining and reached a settlement which conceded terms and conditions affecting pay, sick-leave, maternity leave and removals. PPTA members went on strike and continued industrial action for the next 18 months finally achieving a settlement with substantial pay increases, new surplus staffing protections and no loss of conditions. NZEI's decision to settle without fighting for improvements was the real reason why primary rates were so low, not because of gender pay differentials.

At the time, the secondary workforce was itself over 50% female. Subsequently, NZEI was able to recapture these enhanced conditions because PPTA members had staunchly held on to them in the face of constant government attacks including the insidious bulk funding.

**Bronwyn Cross is a former PPTA Deputy General Secretary and Women's Officer.*



Te Kura to celebrate 100 years

Te Kura's centenary next year will celebrate 100 years of educating more than 1.5 million young New Zealanders

The Correspondence School – with its sole teacher, Janet MacKenzie – started sending out primary school lessons from a small office in the Department of Education almost 100 years ago.

As those first students completed their primary schooling, there were calls for the school to expand into secondary schooling, and in 1929, the first three secondary teachers were appointed to the new division with a total of 50 students on the roll.

However, for a school that was growing at an exponential rate, there were immediate headaches - the school had already had three moves in seven years and finding an office for the first three secondary teachers, Miss Spite, Mr Turner and Mr Mackinlay, wasn't easy.

At that time, the school's premises were at 156 The Terrace, sharing an old house with the Government's Geological Survey Department. When some of the geologists went on the field trip the secondary department moved in.

With the return of the geologists, the secondary staff, now including two typists and some relieving teachers, moved along up The Terrace to number 168, another temporary office.

There were now 1000 on the roll – 800 primary children and 200 in the secondary department.

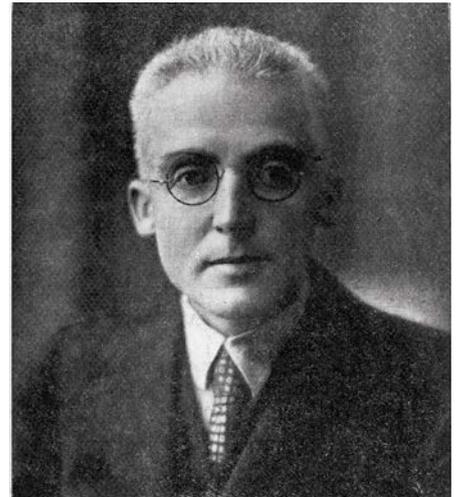
In 99 years, the school has undergone remarkable transformations. Even its name has changed.

But the profound mission of Te Aho o Te Kura Pounamu (Te Kura) has not deviated since 1922 – to provide education to children and young people who would otherwise miss out.

It has also been called on over the years to supplement learning for New



The Correspondence School's first two secondary teachers Miss B.H. Spite and Mr M.F. Turner



Zealand children during major public health crises – from polio and influenza epidemics to the present COVID-19, and its services were also mobilised after the Christchurch earthquakes.

Originally responsible for the education of “lighthouse and high-country children”, Te Kura now enrolls more than 23,000 students a year – a hugely diverse group from early childhood to young adult. More than half the ākongā are Māori.

It's estimated that at least one and a half million New Zealand students have gained some part of their education at the Correspondence School/Te Kura over the past 99 years.

It teaches New Zealanders who live overseas, young parents, gifted and talented students, prisoners, and ākongā from other schools who take subjects not available in their own schools.

The Correspondence School was the result of families living remotely agitating for schooling. Today thousands of tamariki and rangatahi are referred

to Te Kura each year, mainly because “school” has not worked for them.

Te Kura's curriculum – Te Ara Pounamu - provides personalised and flexible learning encompassing a student's interests and potential, and offers the ability to learn anywhere, anytime, anyplace.

It is also keenly aware that the relationship between ākongā and kaiako is key – just as in 1922, when its first teacher, Janet MacKenzie, intuitively understood that bond and was at pains to nurture it.

One of Te Kura's programmes to re-engage at-risk students as part of a Ministry of Education-backed Auckland intervention following COVID-19 lockdowns was recently judged by the Education Review Office as “a phenomenal success”.

** If you have memories of Te Kura to share or would like to be involved in Te Kura's Centenary celebrations next year, please email centenary@te.kura.school.nz.*



PPTA welcomes Out of Hours Music and Art staff into our fold

Out of Hours Music and Art staff are about to join PPTA Te Wehengarua, the first time this workforce has had union coverage in its 50+ year history

Out of Hours Music and Art classes have been a part of the music and art community in New Zealand for the past 50 years. These classes allow state schools to offer thousands of young people the opportunity to learn a musical instrument and discover art on a Saturday morning, without it being unaffordable.

These classes take place in about 150 primary and secondary schools, with about 8-10 tutors, coordinators and administrative assistants in each. They are funded by the Ministry of Education through host school boards.

Out of Hours teachers and administrators have not had a wage increase since 2003 when the Ministry then aligned their pay and conditions with the PPTA Adult and Community (ACE) collective agreement of the time. Earlier this year Out of Hours workers approached PPTA to seek ongoing coverage under the ACE collective agreement. This required an amendment to the PPTA constitution which delegates supported at this year's annual general meeting.

We are now delighted to be in the position to offer union cover to this group of education workers.

The ACE Collective Agreement expires in January 2022, and PPTA is about to

begin talks with the Ministry of Education to ensure Out of Hours workers will be included in the new one.

Michael Greenwood, Supervisor at Marshall Laing Music School in Mt Roskill, says PPTA's offer of coverage makes Out of Hours workers feel truly supported for the first time in many years. "Over the past 20 years, the Ministry of Education has gradually reduced levels of support for Out of Hours classes and staff.

"Being part of the ACE agreement means that the schools who host music and art classes will have clear guidelines and systems to follow. It also means that wages will not remain stagnant for years and there is a clear pathway for the future of these schools. Some highly experienced itinerant teachers might now come back to teach in these schools."

The community spirit and love of the work has kept out of hours staff in their jobs, despite the low pay, says Michael. "As a music teacher myself, it can be the best job in the world giving back to students the passion and knowledge you have for your instrument. Out of Hours Music and Art has a history in this country of more than 50 years.

These community schools have made lessons more affordable for those who cannot pay private lesson rates.

"There is certainly a community spirit connected to these schools. Our school has a fun happy atmosphere on a Saturday morning and I think a happy work environment keeps drawing our tutors and staff back.

"Many tutors who currently teach at my school were originally students themselves at the school. I would say this is the same around the country. I think often as teachers and tutors, we have accepted low pay as part and parcel of the profession."

As well as better wages and conditions, Out of Hours Music and Art schools need more allocated hours, says Michael. "Once we have security around wage rates and conditions, this will be the next step in lobbying the government to better fund music and art education.

"I have had some good leading support from my local MPs Michael Wood and Deborah Russell through whom I was able to bring this to the attention of the government. And I am incredibly grateful for the support of the PPTA who we now feel have our back."



Out of Hours Music and Art classes have been held at schools around New Zealand for more than 50 years.

Lessons learned in lockdown

PPTA News asked Michael Cabral-Terry and Paul Stevens, co-chairs of Tāmaki Makaurau Auckland region, about teaching in the prolonged COVID-19 lockdown

What does a typical working day look like for you in lockdown?

Michael: Before lockdown, I'd be in at school on a typical day by at least 8.30am, and I'd stay until about 5.30pm. At the moment, I'm "in school" which is one end of the kitchen table at about 9am, and I'm done with school things by about 3pm.

Each of my classes gets one or two "face to face" online lessons each week, and each of those lasts about 45 minutes. The rest of the time I monitor their online work documents, making comments, and giving feedback.

Paul: Whether teaching online or back at school as we are now, onsite for a few lessons a day but still teaching juniors online, lockdown teaching can be very 'stop, start'. A typical day teaching online though would definitely start with a coffee with my partner who is also a teacher and our lovely cat Alby. After a full class session in the morning my afternoon classes were usually small group sessions to support students on a more individual basis. I found this way

of working the best way to engage with students and keep them on track.

What have been the most positive aspects of working in the lockdown?

Michael: I'm sleeping a lot better. At school, I'd probably have about five or six cups of pretty strong coffee throughout the day, just to get enough get-up-and-go, and that would put me into a vicious cycle of not being able to get to sleep properly, and then having more coffee the next day to stay alert. At home, that isn't happening – I'm drinking less coffee, and sleeping better.

Another absolute positive is having that old adage about "this meeting really could have been an email" proved right. Lockdown has shown that teachers are quite capable of doing their jobs without having to have a staff meeting every morning.

Paul: One nice thing about online teaching was being able to have lunch at home and then sometimes to be able to take time in the afternoon to read art books to look for ideas for students.

I have valued a slightly slower pace of things at times: no commute, fewer meetings. Being an art teacher I have also seen a number of my students benefit from the space and time to reflect and develop their creative practice in a more organic way.

Any memorable funny moments?

Michael: The funniest was a typo in an email from a student. They'd had some work due at midday, but didn't hand it in. They sent me an email about four hours later apologising for not getting their work in on time because "their wife wasn't working properly."

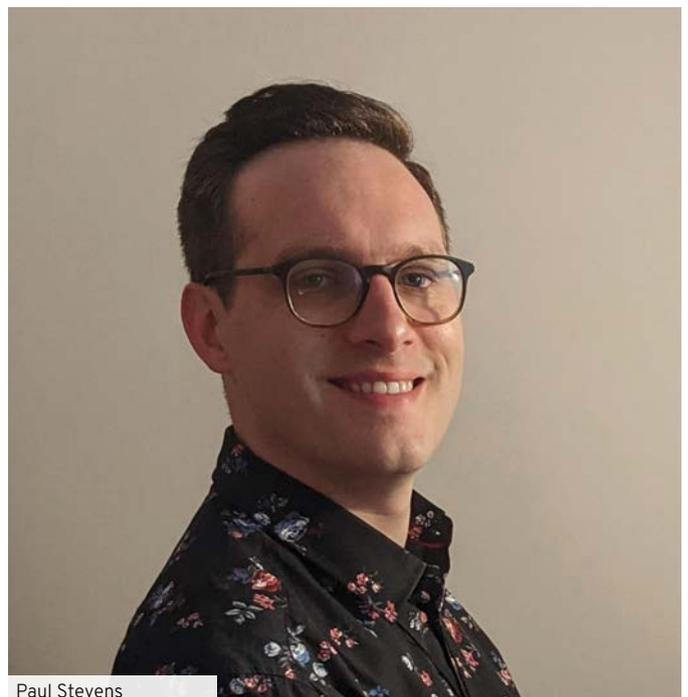
Paul: It was always funny when Alby wanted a cameo on camera! It was 'funny' too how suddenly engaged students would become when they see a cat on Google Meet!

And the most challenging or most stressful times?

Michael: The most challenging part of lockdown has come from the constant uncertainty. We've never really known



Michael Cabral-Terry



Paul Stevens



Issues and Organising Conference 2022

Mark your calendars now for two days of inspiration, networking and getting to grips with the significant professional and industrial issues and events at the fore in 2022.

Registration for the Issues and Organising conference 2022 is now open at www.ppta.org.nz/events.

Issues and Organising 2022 will be held at the Brentwood Hotel, Wellington, on 5-6 March with guest speakers and workshops on issues both professional and industrial.



All Regional Office holders and activists are encouraged to attend. We encourage you to register as early as possible to avoid disappointment.

Issues and Organising is a grass roots activist weekend where members have the opportunity to make connections with various networks within the organisation and grow their activism by discussing issues and ideas and creating and supporting ways to strengthen public education for all.

The 2022 Conference is going to be a full programme with many discussions taking place on issues such as Curriculum, NCEA, PLD, the impacts of Covid as well as the claims and negotiations processes. A full programme will be available in 2022. We look forward to seeing you there!

when we're going to go back, if at all, and if we do go back whether it's some students or all students. It's meant that planning and preparation is a nightmare. Any long-term planning went out the window once lockdown started, and I was obliged to do my course planning week-by-week, in the full knowledge that the next announcements at the next COVID briefing might mean I'd have to change all my plans again.

Paul: The most challenging and stressful times have been hearing about the growing numbers and international issues around the pandemic, and the government decisions around schools. To not have proper guidance before being told we could return, and to then get only two school days' notice of returning had a real impact on stress. Educators prioritise keeping our students safe and this hasn't always felt easy, particularly being back at school now with all seniors. As has happened overseas, being back in the classroom, you really start to feel a whole new aspect of living through a pandemic. We are on the frontline now and we will need to look out for each other to get through.

What have been the most noticeable things about how students have dealt with learning in lockdown?

Michael: I think they've become much better managers of their time – and far more discerning about what actually matters. Kids are starting to realise that a lot of time is wasted at schools as online learning has forced teachers to focus on the course content that is specifically linked to the achievement objectives or to the curriculum learning outcomes.

Paul: My main reflection on lockdown learning has been how it reinforces disparities in learning. Students who were engaged and had the resources when we were at school often did well learning from home, while students who lacked the same supports or attitude to learning were harder to keep on track and many of these students lost a lot of learning as a result.

Teaching online severely limits the relational, human side of teaching, which any educator will tell you is fundamental to our craft. Many students don't use cameras which makes it particularly tough, but even with cameras it is just not the same as in-person teaching. Not being able to really tell where the student in front of you over Google Meet is at, and to get a feel for what they need, made it feel at times like trying to thread a needle wearing skiing gloves!

What are the three key things that got you through working in lockdown?

Michael: Honestly? A comfortable chair, regular breaks throughout the day, and being able to get gin delivered directly to the door.

Paul: My wonderful partner Ben, my amazing and supportive Head of Department Katie, and Marcel Proust.

Was there anything that you would have liked to be done differently should this situation ever arise again?

Michael: I'd have liked some consistency in approach from schools. I know that different schools operate in different ways to support their communities, and that's great, but lockdown has thrown some of those differences into stark relief.

Some schools expected business as normal, requiring teachers to work as if they were still at school, delivering normal lessons at the normal times, attending meetings, keeping up with reporting, and keeping up appearances, and that just caused more and more stress for teachers and students. Clearer directions from the Ministry about what schools should be reasonably expecting from their staff would have been nice.

Paul: The main thing I would like to have seen done differently from a school perspective would be better engagement and communication on a tripartite basis – schools, the government and teachers (through the PPTA of course).



Insecure employment – when it is not lawful

Schools are legally obliged to appoint teachers to permanent positions unless there are genuine reasons for the position not to be permanent

Sam was offered a job as a Maths Teacher on a fixed term basis for one year. The stated reason for the position being fixed term, was roll uncertainty. Sam was disappointed as he was wanting to buy his first home and the bank would not approve a mortgage unless he was permanently employed.

As it happened, things worked out for Sam who was offered a permanent position at another school, which he accepted.

This situation however got Sam thinking and researching about fixed term employment and what it meant for him and others. Sam discovered that that there is a legal obligation on schools to appoint teachers to permanent positions unless there are genuine reasons based on a limited number of reasonable grounds for the position to not be permanent. The roll uncertainty reason Sam had been given for the fixed term job was vague and he thought probably spurious.

Would the stated reason of roll uncertainty have met the legal requirement of being a genuine reason based on reasonable grounds? In seeking to answer this question, Sam discovered an Employment Court case called *Morgan v Transit Coachlines Wairarapa Limited* that is relevant to her situation. Mr Morgan was a bus driver doing school runs. He was employed by Transit Coachlines on a fixed term basis year after year on the basis of uncertainty of ongoing Ministry funding. Mr Morgan wanted to have his position made permanent.

The Court found that Mr Morgan should be permanently employed. The Court said that the reasons Transit Coachlines had given Mr Morgan, around uncertainty of funding, was speculative and not grounds to make an employee fixed term. Sam also read in the Morgan case that financial uncertainty of itself is not a reason for an employer making any position fixed term, otherwise virtually every job could lawfully be a fixed-term one, which was plainly not the intention of Parliament when it passed the legislation.



Uncertainty around the school roll is not grounds to make an employee's position fixed-term.

Sam realised that the reason of possible roll fluctuation that he had been given by the school was not a valid reason.

Sometimes Field Officers see reasons being given for fixed term tenure such as schools being dependent on external funding sources and uncertainty of student numbers. The Morgan judgment reinforces the point that such reasons, if given, would require much greater explanation and scrutiny as such reasons in and of themselves would not meet the threshold for making an employee fixed term.

This issue is important in maintaining a stable teaching workforce and in upholding the rights of individual teachers. Teachers employed on a fixed term basis lack security in their employment. It can also have ramifications around teacher registration, and there are some provisions in the Collective Agreement that are not available to fixed term teachers, for

example accessing maternity leave and study awards.

If you see fixed term advertisements in your school that could be for spurious reasons, then through your branch you can ask why the position is fixed term. Contact your local field officer for support on how best to raise concerns.

There is more detailed advice about genuine reason for fixed term appointments on the PPTA website.

Holiday Pay for Fixed Term Teachers

The end of a fixed term contract can mean that holiday pay looks different.

Novopay provide a handy tool to understand what it might look like.

If you have questions you can talk to your schools Payroll Person and your field officer.

<https://novopay.govt.nz/Site/how-to/End-of-Year/End-of-Year-Processing/Holiday-Pay-Tool.aspx>



Introducing Mardi O'Connor

Mardi O'Connor provides administrative support for the Professional Learning and Development Fund



Mardi took up the newly created part-time role of PLD Fund project administrator for one day before the country went into Level 4 lockdown in August. "So the biggest challenge of the job at the start was getting across new systems remotely and meeting colleagues online."

Mardi supports the PLD

Fund teams in their various projects, ranging from short-term professional development courses and seminars through to large-scale national conferences. "It's an administrative role consisting of minuting, scheduling, organising processes and the like. I find project coordination deeply satisfying and I'm chuffed to be part of the PLD Fund as it was a great win by the union and a real asset to teachers. I'm also proud to be working in Aotearoa's mighty labour movement. My great-grandmother took minutes at the Labour Party's very first meeting in Reefton, on the West Coast."

Before coming to PPTA, Mardi worked in Melbourne as an Industrial Officer for the Media, Entertainment and Arts Alliance, which represents journalists, actors, film and theatre crews and entertainment venue staff - basically the industries that suffered the most from the lockdowns and selective federal government payments. "Last year was extremely challenging for the union but it was a fantastic role with a diverse and interesting member base."

Outside of work, Mardi is renovating an off-grid tiny house and establishing a garden at Waikawa Beach on the Kāpiti Coast / Horowhenua border. She also plans to take up writing again. "While I've lapsed badly, I want to return to creative writing - short stories and literary non-fiction."

Introducing Rochelle Shadbolt

PPTA Te Wehengarua Field Officer Rochelle Shadbolt is enjoying working for the good guys



Having worked in Human Resources mostly in the health sector for 13 years, Rochelle Shadbolt is enjoying sitting on the other side of the table, working as a Field Officer in Taranaki and Manawatū-Whanganui regions.

"Sitting on this side of the table aligns much better with my leftist values and

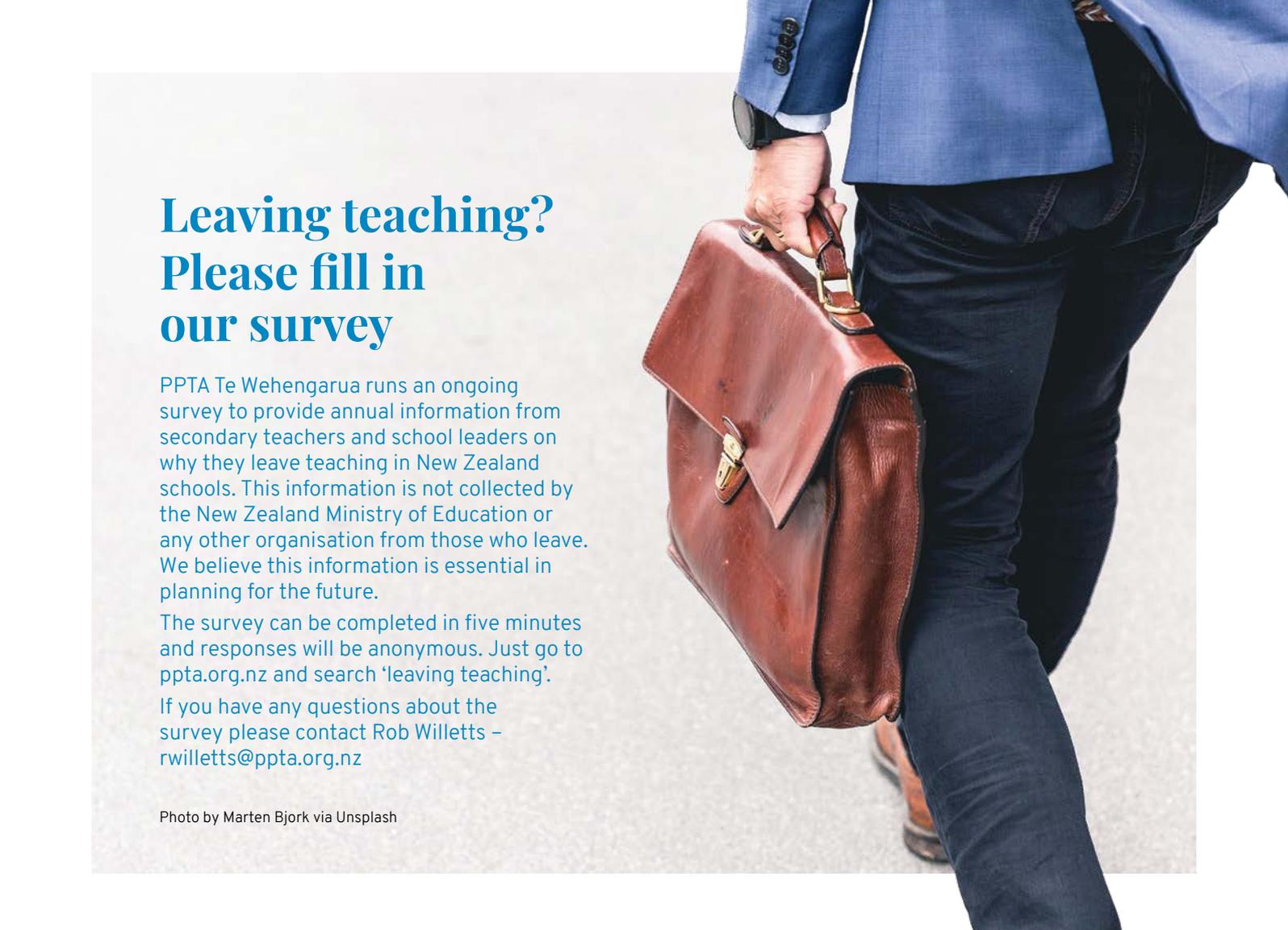
is very rewarding. I like helping people and supporting them through challenging circumstances. I have a lot of energy for making sure things are fair and right. It's awesome being able to support and represent teachers, being part of making teaching a better profession to work in, and help improve public education in Aotearoa. I am a proud member of the Rainbow (LGBTQ+) community and whakapapa to Tūhoe and Ngāpuhi Iwi.

Rochelle's previous roles have enabled her to gain experience with employment processes such as disciplinary and performance matters, restructures, disputes and mediations. "I also got to do a lot of positive work supporting inclusivity initiatives for the Rainbow community, Te Tiriti partnership work and equity programmes for Kaimahi Māori, leadership development and programmes aimed at making the workplace better and improving job satisfaction for staff."

Rochelle says the biggest challenges of her Field Officer role, which she has been in since the start of Term 2 this year, involve learning the ins and outs of a whole new industry and profession. "Getting to know our collective agreements has been exciting and challenging."

When she's not working, Rochelle enjoys outdoor pursuits like rock climbing, hiking and camping. "I play drums, dance and do yoga. I like to read, game, listen to music, live where possible, and watch movies. Right now I am studying part time at Massey towards another degree, in Psychology."

And about that surname? "Yes, Tim Shadbolt (renowned activist and Mayor of Invercargill) is my husband's great uncle and he is a crack up at the regular family reunions we go to."



Leaving teaching? Please fill in our survey

PPTA Te Wehengarua runs an ongoing survey to provide annual information from secondary teachers and school leaders on why they leave teaching in New Zealand schools. This information is not collected by the New Zealand Ministry of Education or any other organisation from those who leave. We believe this information is essential in planning for the future.

The survey can be completed in five minutes and responses will be anonymous. Just go to ppta.org.nz and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts – rwilletts@ppta.org.nz

Photo by Marten Bjork via Unsplash

Members – update your details with us!

At PPTA Te Wehengarua, we share a lot of vital information with our members, but we can only do that if we know where to find you.

If you have changed school, address, email address or phone number, please let us know so we can update your membership details.

You can do it online...

Did you know, as part of the PPTA Te Wehengarua whanau, you can update your details with us online?

All you need to do is visit ppta.org.nz and look for the log-in tab at the top right of the page. Once logged in, you will be taken to the member dashboard, where you can update you details by selecting the 'view profile' tab.

If you have any difficulty logging in, just email webmaster@ppta.org.nz

Or talk with a human

If you would prefer to get in touch with our dedicated PPTA Te Wehengarua membership team, they will be more than happy to help.

You can reach them at membership@ppta.org.nz or phone our national office on 04 384 9964

Photo by Pawel Czerwinski via Unsplash

