

PPTA News

Uniting secondary teachers of Aotearoa



Haere mai Te Aratai
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Treat week at Taupo-nui-a-Tia
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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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COVID cloud continues

COVID still overshadows all of the work being carried out by PPTA Te Weherangua, writes Melanie Webber

Like all teachers, I love a little remembering trick and so lately when asked about the work of the Association I've been going with the five C's – COVID, Curriculum & NCEA Change, the Claim, the Council and a wee cheat with Can't find any teachers. All of these are of course linked to the first.

COVID continues to overshadow all of the work of the Association. While the repeal of the mandates has meant we have been able to welcome unvaccinated teachers back into schools, we had teacher shortages before the mandates and we continue to have teacher shortages now.

An up in enrolment numbers in Initial Teacher Education last year was sadly undercut by high attrition rates, and a drop back this year to pre-COVID numbers of trainees.

Anecdotally we are hearing schools are unable to replace teachers who move elsewhere (often to better paying lower stress jobs in the private sector), and the lack of relief teachers is putting a huge pressure on those who remain.

Schools are always held together by a significant amount of goodwill, but the impact of this student-first attitude on teachers' long term health as they return too quickly from COVID infections is a real concern.

Teachers trying to do everything they can for their students are going to burn themselves out, and it will have huge

implications. Everything we know about long COVID suggests that taking it easy in the six weeks following infection is critical, but teachers struggle to manage this.

The reopening of the borders to overseas trained teachers will resolve some issues, but the support they need to acclimatise to our context will put additional pressure on schools. And it's going to do nothing to resolve our ongoing shortage of fluent te reo speakers.

“We have been promised short term pain for long term gain. It is feeling increasingly like long term pain.”

Meanwhile we are getting closer and closer to the implementation of the new NCEA standards. While strong lobbying from PPTA led to this being delayed by a year, 2024 is looking ever nearer.

More concerningly, what was initially marketed as a 'refresh' of the curriculum is looking increasingly like a rewrite. It really feels like this ought to have come before the assessment review. While the ministry continues to reassure that any disconnects should be able to be resolved through the ongoing Review and Maintenance Program (RAMP), those of us who lived through the NCEA

realignment of the early 2010s worry that the ramp could be a very steep one.

We always knew that there was going to be a workload cost in the NCEA Review but we have been promised short term pain for long term gain. It is feeling increasingly like long term pain.

Our claim seeks to ameliorate some of these issues. Pay rates that encourage recruitment and retention, additional pastoral support, and subject specialist advisors to help with the implementation of NCEA.

The development of these claims was impacted by COVID, but with the mahi of branch chairs we still managed to have the discussions we needed to put a claim together that has been strongly supported by members.

Of course the final C is the Council (Teaching) who are once again consulting with the membership around their fees increase. While they are adamant that their costs are 'actual and reasonable' they appear unwilling to enter into a discussion as to actual or reasonable for what.

As I said in my oral submission on behalf of PPTA, there is a big difference between the actual and reasonable costs of a Lockwood home compared to a Grand Designs one. Each will house a family though. Sadly, we seem to be being given little choice in what we are willing to pay for.



Teaching Council consultation disappoints

Inadequate consultation on an unreasonably large Teaching Council fee increase has been followed by unnecessary re-consultation

PPTA Te Wehengarua members have once again been faced with a Teaching Council fees consultation that is ill timed, overly complex, and inadequate. It was followed by an unnecessary re-consultation after the Teaching Council discovered \$1.5 million in savings.

The Teaching Council announced its intention to consult on a proposal to increase fees back in 2020. An initial consultation took place, which resulted in the decision to increase fees by 115% and reduce the certification period from three years to one. PPTA took a successful judicial review case to challenge these decisions, and they were duly overturned. The judicial review, among other things, found that the Teaching Council was charging a bundled fee for all its statutory functions, when the legislation only allowed for it to charge for functions relating to registration and certification.

PPTA was disappointed when the government's response to this finding was to amend the law to allow a bundled fee to be charged, rather than limiting the Teaching Council's functions to its core tasks of regulating the profession.

Following this law change, the Teaching Council embarked on a renewed consultation. The consultation documents arrived in teachers' inboxes on 18 February this year. Not only was this at the busy start of the school year, but it was also right at the beginning of the Omicron outbreak, as schools were adjusting to providing teaching and learning under the red traffic light settings. The full consultation document runs to some 50 pages, and even the summary is 20 pages long. It was a tough ask for teachers to engage in this process.

The consultation was also, in some respects, inaccurate. The Teaching Council had selected the wrong economic indices when calculating the rate of inflation since 2010, putting it at 33% when a figure of 20 - 25% is more accurate. We raised this issue with the Teaching Council and requested that it inform teachers of this mistake and re-open the consultation in light of the correct numbers. At the time,



the Teaching Council replied that it would consider this request after it had received all the submissions.

PPTA provided as much support as possible for members to fully understand the consultation information and make an informed decision. COVID-safe webinars were held to help members understand the consultation processes and make sense of the materials provided.

The main concern that we have raised with the Teaching Council is that the amount that teachers will be asked to pay for renewal of a three-year practising certificate seems to be fixed at approximately \$470. This is the amount that was given in the first consultation in 2020, and it was the amount that was decided on after that consultation. This was then overturned by the judicial review. The renewed consultation once again has the amount at roughly \$470. This raises questions about whether teachers could influence this figure as part of the submissions process, and as such, if this is a genuine consultation.

We consider a fee increase of this size to be unreasonable. The fees have not been raised in more than 10 years, so

an increase in itself is not unexpected. However, PPTA members have been clear that they do not wish to pay for the additional functions that have been added to the Teaching Council's remit during this time. A fee increase based on inflation since 2010 would bring the cost of renewing a three-year practising certificate up from \$220 to \$263. We consider this increase to be reasonable.

We were surprised when the Teaching Council announced a further consultation period to seek very specific feedback about how to spend the \$1.5 million in savings it had discovered. The error in calculating inflation was mentioned but dismissed as unimportant, and certainly was not the reason given for the re-opening of the consultation. PPTA's advice remained the same as it had been in the initial consultation: the fees increase is unreasonably large. Reducing it by \$9 per qualified teacher does not make it reasonable.

The Teaching Council still intends to have the new fees structure in place by July of this year. We can only hope that the Teaching Council has this time heard the voices of the profession.

Leadership Summit 2022



PPTA Te Wehengarua National Secondary Education Leadership Summit 2022

Wednesday 13–15 July 2022

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Complimentary registration will apply for the first 300 delegates and includes full conference sessions, welcome function, gala dinner and excursions.

- The Gala dinner will be held at a stylish secret location close to the city and will feature delicious Canterbury foods, brewery beers and great entertainment.
- Excursions to the International Antarctic Centre (iceberg.co.nz) or a Walk Christchurch Highlights Tour are offered for the afternoon of Friday 15th July. There are limited spaces so [Register Now](#).

The renovated Christchurch is a fantastic vibrant city to visit and we encourage you to support Canterbury by bringing your whānau for the school holidays. See the website for some great ideas.

Dr Helen Finn, Conference Convenor, PPTA

SCAN HERE TO REGISTER >>

REGISTER NOW AT: confer.eventsair.com/ppta-leadership-summit-2022



Haere ra Linwood, haere mai Te Aratai

Teachers' and students' sense of place were equally important in the design of Christchurch's newest secondary school

Te Aratai College's staffroom has no working areas in it. "It's purely a place for relaxation," says principal Dick Edmundson. "We're really trying to honour staff practice and professionalism and we're aware that teaching is just getting harder and harder across the board. In communities that have significant challenges, it's become even harder."

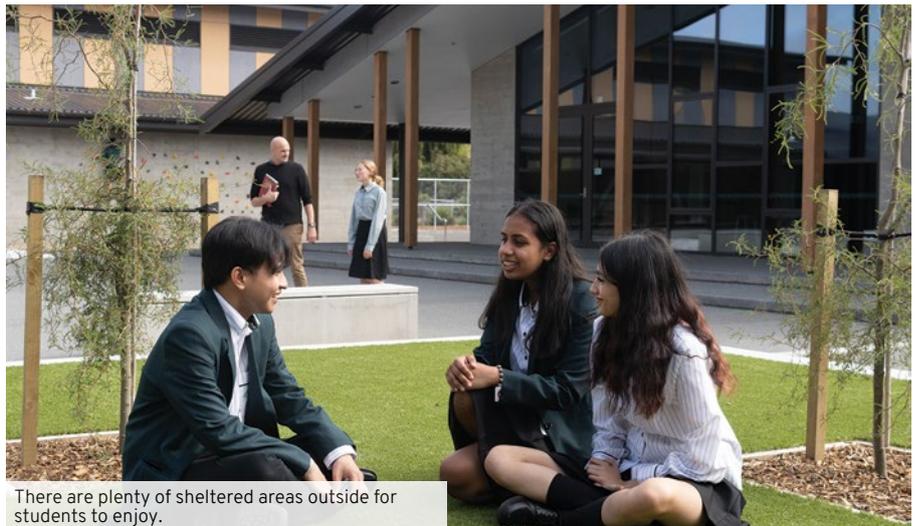
Te Aratai – the name means gateway to the sea in Māori – opened at the start of this term on the site of the former Linwood College which was seriously damaged in the 2011 earthquake. The college had been operating from the former Avonside Girls' High School temporary site since July 2019.

PPTA Te Wehengarua branch chair, Emily Whiteman, says the real advantage to the design of the new school is the double glazing and we've got a really good balance between open plan and classroom spaces. It's calm and it's quiet and it seems to be quite social.

"There's a natural sense of awe among the kids that this is their space. They are loving it but have discovered there are some behaviours they can't naturally continue because people are seeing them. I've spoken to the kids about the design and how it aims to encourage social behaviour and a learning culture."

Ensuring that teachers had private workroom space was part of the design brief, says Emily. "Teachers' as well as students' sense of place were equally important and there's flexibility so if staff start to culturalise through natural ways of working and decide they don't want to work in workrooms then that could in time be used for another space, say, a breakout space. Nothing has been designed with a concrete purpose. Everything's got screws."

Dick Edmundson said he and the Board of Trustees were deeply committed to involving staff in the design and development of the new school. Extra local community funding enabled some comprehensive community consultation



There are plenty of sheltered areas outside for students to enjoy.



Teachers use an open learning space to do some work.

to be carried out. "We then discussed with staff the community's values and expectations for the new school and quickly realised we needed to start talking turkey with the learning areas. These meetings enabled staff to think about what a mixture of traditional classrooms and collaborative spaces would mean for different teachers. "Our design is based on both standard traditional classrooms but with sliding doors between them and then some open spaces. The open spaces have natural divisions with stairwells and other things so they can be all like a separate space

and it also means we are putting our more senior classes in there who are able to manage themselves. "I love the fact that the school has been built to community and whakawhānau values, so there are courtyards and spaces for chatting. The buildings have been designed, where possible, to block off the easterly wind which is a very cold wind in Christchurch. That attention to detail, so kids can sit outside and have that cold wind blocked, is lovely."

Collective Agreement negotiations begin

Formal negotiations are under way for the first of five PPTA Te Wehengarua collective agreements

Formal negotiations are now under way for the Adult and Community Education (ACE) and Out of Hours Music and Art (OOHMA) teachers' Collective Agreement.

OOHMA teachers are new members of PPTA Te Wehengarua who have not had a pay increase for 17 years.

The ACE and OOHMA collective agreement negotiations are, in a sense, the first cab off the rank; next up will be the Secondary Teachers' Collective Agreement (STCA). Members have endorsed the claim for a new agreement

and as the *PPTA News* went to press, the claim was due to be lodged formally.

As the *PPTA News* went to print, area school members were voting on their proposed claim.

Area school and secondary school principals are due to vote on their claim later in Term 2 with negotiations starting Term 3.

Sign up to The Negotiator

Members who want to keep up to date with the latest developments in negotiations can sign up to The Negotiator – an e-bulletin that will be issued regularly the STCA negotiations begin in earnest.

You can subscribe through the PPTA Newsletters page on the PPTA website.

Letter to the editor

Relief teachers need to be paid more fairly

There have been many articles in newspapers in the past few years about the shortage of relief teachers, and especially now as schools struggle to replace isolating teachers and sick teachers to keep schools open, but no one is asking why this shortage exists.

During the 1990s there was a push for bulk funding teachers so that schools could pay them according to their wishes, not the existing scale. Teachers fought back and this was not enacted, except for relief teachers who were bulk funded and are now limited to being paid at level 6 on the teachers' scale.

An experienced teacher is on level 9. In the UK and NSW relief teachers are paid

according to their level of experience.

This means New Zealand relief teachers are paid significantly less than their experience demands, so each time they are employed they are donating part of their wages to the education system.

There is significant prejudice against relief teachers as well. Teachers and union workers have been heard to say, 'Well they don't have the marking, or the moderation or the meetings'. This is true, but neither do many groups: counsellors, management, and primary teachers and there is often subject difference in marking between teachers.

Instead, relief teachers have their own stresses including no security

of employment, often improvising in subjects they do not know, being poorly informed about special needs students in the classes who they have to understand and help, and holiday pay is proportional to their work, yet they cannot be employed during the holidays.

Teachers' pay is hard fought for and people say that, 'there is only so much pie to be shared' about the pay offer from the government. So often that pie has been won by trampling on the aspirations for fair pay for relief teachers. And now the government is trying to keep schools open and wondering where the relief teachers are.

Desiree Mulligan, Hutt Valley High School



Making curriculum connections with mana whenua

Engagement with mana whenua was a major topic of discussion at the inaugural Networks of Expertise hui

The challenges of how to begin engagement with mana whenua for the development of the new Aotearoa New Zealand's histories curriculum was a hot topic at the recent inaugural national Networks of Expertise summit.

Les Hoerara, Kaiatakawaenga at Teacher Development Aotearoa (TDA), told the summit participants they needed to think about how they would enable Mana Ōrite mō te Mātauranga Māori to be present in all facets of the new curriculum.

“We need to ensure that kaupapa Māori and mātauranga Māori can be seen, heard and felt in all of the curriculum refresh.”

He said the Aotearoa New Zealand's histories (ANZH) curriculum document was the foundation and launchpad for all the other curriculum workstreams. “It lays the foundation because Te Tiriti is in there.”

He encouraged principal curriculum contract holders and directors to initiate contact with mana whenua on behalf of their particular network of expertise. “Local connections for local areas can be made after this. The initiator is pivotal and needs to do a lot of groundwork. You need someone who has good knowledge of kaupapa and mātauranga Māori to lead the work with the community. It takes time for trust and confidence to grow.”

While Les himself is a key resource for advice on how non-Māori can engage with mana whenua, he recommended Māori strategic advisors at regional Ministry of Education offices and leaders from kahui ako also as good contacts for starting to work out how to make connections with iwi.

Graeme Ball, chairperson and kaiārahi of the New Zealand History Teachers' Association, gave summit participants a presentation on the Aotearoa New Zealand's histories (ANZH) curriculum document which has been completed and will begin being taught in schools next year. Graeme was a member of the writing panel for the ANZH document.

“The (ANZH) curriculum is based on evidence and an awareness of the context of the times. We give students the tools to interpret and explain the past, develop a critical disposition, and apply this as they learn the content. What they do with it then is their business. One person's villain can be another's hero.”

The common structure of all the curriculum documents, i.e., Understand, Know, Do would provide plenty of opportunities for cross-curricular collaboration, as will engaging with local rohe (areas) and local contexts.

“Collaboration can begin by thinking about the big ideas in the “Understand” section of the curriculum documents and looking for parallels.”

Graeme Ball urged summit participants to actively support year-long secondments for teachers who wanted to lead the development and implementation of curriculum documents. “Putting the burden on classroom teachers to do this work is simply not tenable. People need to have time to honour this work and make sure it's done right.”

The Networks of Expertise are made up of 36 subject and learning area associations and networks led by expert kaiako and teachers across Aotearoa New Zealand. They are funded by The Ministry of Education to enable specialised and tailored peer to peer professional development and support for kaiako.



Graeme Ball



Participants share ideas at the inaugural NEX summit

Introducing Jo Brunskill

Meet Jo Brunskill, one of the industrial team of advisory officers at PPTA Te Wehengarua in Wellington

If Jo Brunskill could wave a magic wand, she'd like the result to be the same as one in the movie, *The Princess Bride*, when Westley rolls down the hill, shouting 'As you wish'. "Except in our case, Westley would be the Ministry of Education."

Jo, a former language teacher turned advisory officer, has plenty of encounters with the Ministry of Education in her role at PPTA, and plenty more close encounters are in store as she will be the advocate for PPTA in the upcoming Secondary Teachers' Collective Agreement negotiations. She is also advocate for the negotiations that are under way for the Adult Community Education and Out of Hours Music and Art teachers' Collective Agreement.

However, advocate is only one of several portfolio areas she has. Others include developing and advising the national executive on policy around health and safety, climate justice, pay equity, teacher wellbeing and member benefits. "Managing the workload and competing needs of each portfolio is one of my key challenges.

"I'm also quite new to the role, so another challenge has been ensuring that I have up to date knowledge and understanding of the key issues relating to each portfolio."

She misses teaching, particularly the rangatahi (young people). "I miss the stories and updates that my students would share and seeing that spark in their eyes when they were excited about learning.

"I particularly miss my kaiārahi akoranga (academic mentoring) group of neurodiverse learners. We used to have the most entertaining conversations and debates about anything and everything."

While she's not teaching language anymore, Jo is continuing to learn. "I'm currently learning Te Reo Māori, mainly through Scotty Morrison's *Māori Made Easy* books, the Te Reo Drops app and Ōpaki on Māori TV.



Jo Brunskill

"I'm also dabbling in Scots Gaelic in an attempt to connect with my whakapapa, but also because language learning is something I love."

She speaks English and French fluently and a few years ago she was awarded a Language Teachers' Scholarship that enabled her and her family to live in Nantes, France, for 10 months. "It was an amazing experience – developing a real picture of another school system, working on my French language and cultural knowledge, and meeting wonderful teaching colleagues and friends. The best part had to be the bread and the cheese – miam!"

Life outside PPTA for Jo involves keeping up with her husband and their three children, aged 14, 12 and seven and "a smattering of volunteer roles. Connecting with people and advocating for others are some of the things that make me tick."

She is an avid reader, and her preferred genres are fantasy, feminism, historic fiction, dystopian futures, leadership "and some nerdy political biographies".

She also loves any movies that involve someone trying to make a difference in others' lives.

"My current favourite TV show is probably Schitt's Creek. I recently loved *Heartstopper*, based on Alice Oseman's graphic novels.

"And I love any Legend of Zelda video game."

Q & A with Hon. Jan Tinetti

The Associate Education Minister answers PPTA members' questions about numeracy and literacy

The first of what is planned to be a regular series of Question & Answer sessions with Associate Education Minister Jan Tinetti was held last month.

Minister Tinetti answered members' questions about assessment of literacy and numeracy, support for English language learners and addressed members' concerns about students who struggle to achieve and whether assessment is taking away from promotion of literacy and numeracy. All in the space of half an hour on Zoom.

PPTA Te Wehengarua president Melanie Webber says the sessions are a great opportunity for members around the motu to get updates from the Minister on recent initiatives and policies, and have their specific questions answered directly by her. "I'm not aware of any Minister doing this ever before, so I'd like to commend Hon. Jan Tinetti for taking the time to interact with members and get to hear about our concerns."



Hon. Jan Tinetti answers members' questions

Further sessions are scheduled for August and November and details will be available closer to the time.

Minister Tinetti's areas of responsibility in her role as Associate Education Minister include work relating to curriculum, progress and achievement, and a Curriculum Centre of Excellence; overseeing the provision of professional learning and development for the schooling workforce; learning support; the RTLB service; Positive Behaviour for Learning; oversight of the Education Review Office; and matters relating to evidence and data in education.

If you have an idea for topics for future sessions, please let us know. Email: editor@ppta.org.nz

Tū Toa – PPTA Pasifika Fono

The countdown is on to a fabulous Fono, featuring inspiring keynote speakers, stimulating workshops and much fun

Kia orana! Everything is coming together for an amazing Pasifika Fono at the Brentwood Hotel in Wellington on 18-19 July.

The Fono will be opened by The Minister for Pacific Peoples and Associate Minister for Education, Hon Aupito William Sio. We are also very humbled and excited to announce two further keynote speakers, Assistant Vice-Chancellor (Pasifika) at Victoria University of Wellington, Hon Luamanuvao Dame Winnie Laban, and the Children's Commissioner, Judge Frances Eivers.



This year we are very fortunate to have the registration cost of the Fono covered fully by the Professional Learning and Development fund which includes all meals during the Fono. You must meet your own travel and accommodation costs, but you may be able to approach your school or region to seek some assistance.

Numbers are limited so please register as soon as possible.

ppta.org.nz → events → Pasifika Fono



TU TOA

PPTA PASIFIKA FONU | 18 - 19 JULY 2022



Your Komiti Pasifika

PPTA News introduces some more members of Komiti Pasifika, the PPTA network that represents Pasifika teachers and students and promotes policies and programmes to address their professional, industrial and cultural concerns and issues



Vernon Tile Vamaua

My unionist and Samoan background plus the important concept of fa’asamoa or service to the Samoan community inspired me to become a member of PPTA Komiti Pasifika when it was approved as a PPTA network from 1990 onwards.

Since then, I have been involved with Komiti Pasifika at the branch, regional and national levels. As a Komiti Pasifika member, I have enjoyed working and connecting with other Pasifika teachers whether it is discussing common issues we face as Pasifika teachers, our concerns with Pasifika student underachievement or organising ourselves as Pasifika teachers within PPTA.

In my view, Komiti Pasifika’s main achievement has been its continued development as a major network within PPTA raising and discussing national, professional and Pasifika issues in relation to teaching and learning amongst PPTA Pasifika members themselves and the wider PPTA membership. Union wise, it has become a voice for PPTA Pasifika teachers within PPTA at all levels of the union. At a social collegial level, it is a friendly supportive forum for connecting busy Pasifika teachers.

A major challenge for Komiti Pasifika regarding Pasifika student achievement is developing our own models and understanding of what is needed for and from our Pasifika communities to stand tall once again and to use the New Zealand education system to advance Pasifika student educational opportunities.

There is too much focus on middle class liberal identity politics for improving Pasifika educational achievement and not enough recognition and development from a class perspective for improving Pasifika student achievement.

Over the next few years, Komiti Pasifika needs to work within PPTA to come up with measures that will keep Pasifika teachers in the profession nationally and encourage them to stay as teachers and not move out of the profession as they are head hunted by government department and outside organisations.

Another major challenge for Pasifika teachers, and hence Komiti Pasifika, is getting the balance right between working as the liaison between their schools and their Pasifika communities and doing their overall job as a teacher. The liaison work, effort and time between the school and the Pasifika communities needs to be recognised and addressed in the provision of time - less timetabled teaching contact hours - and money - management units and allowances.



Alvin Chand

Tēnā tātou katoa. Greetings to you all

Ko Bulabula te Maunga

Ko Ba te Awa

Ko Alvin Chand tōku ingoa.

Nō reira, tēnā koutou, tēnā koutou, tēnā tātou katoa

My whakapapa can be traced back to India. I am a fourth generation

Fijian Indian, born and raised in Fiji. I hail from a small town in Fiji called Ba, where my parents had a small sugarcane farm of about ten acres.

My ancestors were brought to Fiji through the indentured labour system to work on sugarcane fields in the late 1800s by the British Government. My family and I now reside in Aotearoa, New Zealand. It is estimated that there are 90,000 Fijian Indians living in New Zealand.

My service and contributions have been towards high school science teaching and leadership in the Auckland and Waikato regions for the last 17 years.

My desire for more Pasifika students to succeed in education inspired me to join the Komiti Pasifika and undertake PhD studies from the University of Waikato. My research aims to discover barriers and enablers for Fijian students (iTaukei and Fijian Indians) to get engaged in science learning.

It is envisaged that this study can contribute to teachers’ professional development in schools, add additional value to the current literature, and help administrators make an informed decision when it comes to making policies.

Komiti Pasifika is an important branch of PPTA that can provide specific advice concerning Pasifika students. One of the major achievements of the committee in recent years is the celebration of diversity within the Pasifika community.

Pasifika students come from many small island states such as Samoa, Cook Island, Tonga, Tokelau, Fiji, Kiribati, Nauru, Papua New, Rotuma, Tahiti, Solomon Islands and Tuvalu. They have unique identities, values, and belief systems and are not homogenous. We need more young Pasifika teachers to join the education sector so they can act as role models for our students.



Taupo-nui-a-Tia teachers treated

A thoughtful and timely gesture from the Board of Trustees at Taupo-nui-a-Tia College was greatly appreciated by staff

Imagine coming to school and receiving each day a message from your Board thanking you for what you do accompanied by delectable coffee, chocolate, icecream and other treats?

Well, that was the kind of week that staff at Taupo-nui-a-Tia College experienced earlier this year, as Omicron was breaking out all over the motu.

“We were treated to coffee on the first day, followed by a sea of blue Lindt chocolates in our pigeon holes on Tuesday, muffins and ice cream on Wednesday, a healthy fruit salad on Thursday and finally on Friday, a choice of a bottle of sav blanc, rosé or pinot gris – all beautifully

wrapped. What a week! It was like Xmas,” says Maria Heaslip, the staff representative on the Taupo-nui-a-Tia Board of Trustees (BoT).

“The staff particularly enjoyed, and some were brought to tears by, the kind words every morning posted to them. Staff truly appreciated the gifts and the acknowledgement.”

Acting principal Richard Murphy says the week was fantastic. “As a school, we are constantly reflecting upon our practice and striving to provide better outcomes for our students. At times, that constant desire for improvement can lead to the feeling of unfulfillment and it is incredibly important to celebrate the successes. After the challenges of 2021, with the lockdown coming at a time that was incredibly disruptive for NCEA outcomes, to have our Board initiate this week of gestures was a pleasant surprise and warmly received.”

The week was the brainchild of BoT member Kylie Leonard and fellow Board member

Karl Bishop created the messages that were sent to staff each morning.

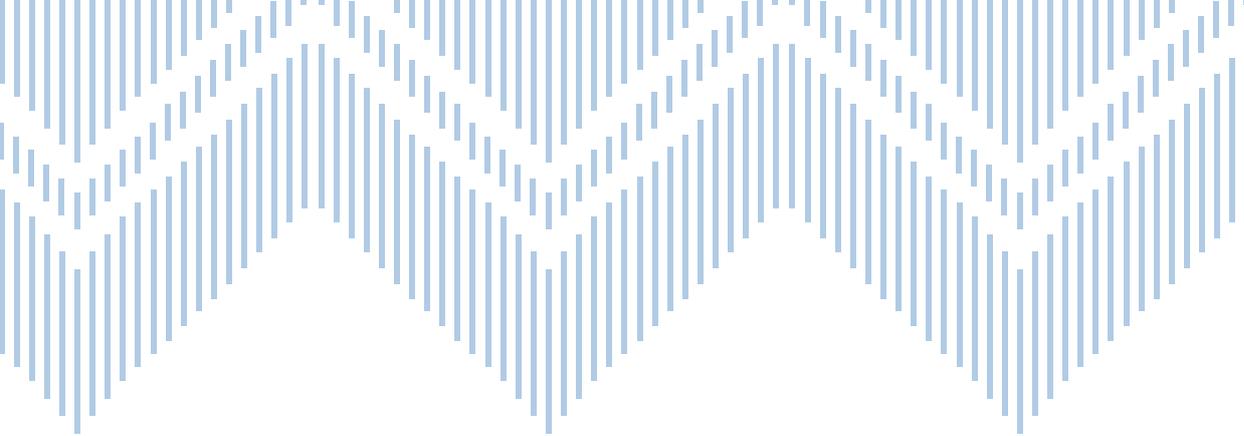
Richard Murphy says the messages recognised the work that staff often think is undervalued and not seen. “Such as that phone call to give positive feedback to the whānau of a priority learner.

“The week also brought the whole staff together, with all support staff included. I think the thought given to recognise our grounds staff, teaching assistants, office team, health services, and canteen staff made a real impact in building a positive school community.

“While a Board is only a small selection of parents, the positive role modelling to the students of how teachers are valued by a community permeated through the school. Greater appreciation was clearly evident. Perhaps, being able to purchase from Mr Whippy at Monday lunchtime after the staff received their ice creams was the most exciting thing for students.”

Richard Murphy said a significant number of staff and students had caught





Omicron and a large number were also forced to isolate. “Staff, in particular, were flexible and adapted to meet the needs of students through cover and adjusting courses.

“As in previous outbreaks, our standard practice for all courses was to have Google classrooms. All teachers were asked to post resources and instructions in Google classroom. They were then encouraged to use this as the primary resource in their physical classrooms to encourage efficiency and coherency for the students in school and at home. We chose not to use Zoom or similar tools as we wanted to keep things simple and encourage students to be in school as much as possible.”



Tony Nelson – outstanding branch activist

Waiuku College branch activist Tony Nelson's amazing union efforts have been recognised

Every PPTA Te Wehengarua branch needs a Tony Nelson.

Tony, a Mathematics and Commerce teacher, and branch chair and secretary at Waiuku College, was recently presented with the Guy Allan award for outstanding branch activism.

Speaking at the presentation ceremony, PPTA Te Wehengarua president Melanie Webber said that Tony, being a body builder, would appreciate the similarities between union and gym membership. "You can pay your dues, but if you don't show up and get actively involved, you won't get any stronger."

She commended him for his passion about health and wellbeing, and diversity in the secondary teaching profession. "Rangatahi need to see themselves in their teachers, so the more diverse our workforce, so much the better for our ākonga."

Colleague and nominator, Matthew Johnson, says Tony has been both branch chair and secretary for the last four years. "When new staff start, Tony conducts a membership drive, talking to them about the benefits of joining PPTA,

encouraging them in particular to sign up for the health care benefits.

"He checks in on new employees, making sure they are finding their way around the school. He's open and honest and digs deeper into the needs of staff members. When members have issues, he seems to understand intuitively how a situation might be resolved to avoid further conflict.

"He is able to navigate through problems, providing support, seeking advice and pulling levers to achieve an acceptable outcome and he will reach out beyond the school for advice and a unique perspective when necessary."

Matthew says Tony develops strong relationships with the Heads of Faculty and senior management to ensure he understands the mindset of those in leadership positions.

Tony says he was "stoked" to be presented with the award. "I was completely speechless when I was told I was getting the award, it's really nice to have my contribution recognised."

One of the most satisfying aspects of his activism is the perseverance and

resilience skills it has given him. "You ask yourself at times, 'why am I putting in all these hours and doing all this extra work?' But the alternative is to do nothing, and that's just not who I am. I feel like I am working to strengthen a community and a profession."

Tony's advice to any member who is considering taking on a branch activist role is to find themselves a mentor or a mate who can guide you through the challenges that you will face. "And listen to the voices to the people who you hear from often, and to others who you don't interact with often. Being active in the branch gives you a great insight into the human mind – and that's one of the most rewarding aspects."

PPTA established the Guy Allan award in 2005 to recognise outstanding branch activism in the Counties-Manukau and Auckland regions. The award commemorates the late Guy Allan – a former PPTA branch chair and an Auckland-based field officer who was renowned for his commitment to unionism and branch activism.



PPTA President Melanie Webber, Guy Allan award winner Tony Nelson, PPTA General Secretary Michael Stevenson and Māori Vice President Vincent Hapi at the award ceremony.

27th PPTA Te Wehengarua National Māori Teachers' Conference 2022

Rātapu 10 - Rāhina 11 Hongongi 2022

Sunday 10 - Monday 11 July 2022

Te Papa Tongarewa, Te Whanganui ā Tara Wellington

Kua tawhiti kē tō haerenga mai, kia kore e haere tonu
You've come too far, not to go further

Hosted by Te Huarahi Māori Motuhake



#huiatau22

Welcome to the 27th PPTA Te Wehengarua National Māori Teachers' Conference 2022

**"Kua tawhiti kē tō haerenga mai,kia kore e haere tonu."
(You've come too far,not to go further)**

Talks and workshops will focus on empowering Māori teachers and learners, and ensuring we continue to take time to focus on wellbeing.

As well as a great line-up of keynote speakers sharing their knowledge and vision, the conference will also incorporate practical hands-on focus with workshops sessions and panel discussions.

Registration is free this year thanks to the PPTA PLD Fund. Delegates will, however, need to seek funding from their Kura or PPTA region for travel and accommodation.

Te Huarahi Māori Motuhake and the wider PPTA Te Wehengarua whānau look forward to seeing you in Te Whanganui-ā-Tara July 2022.

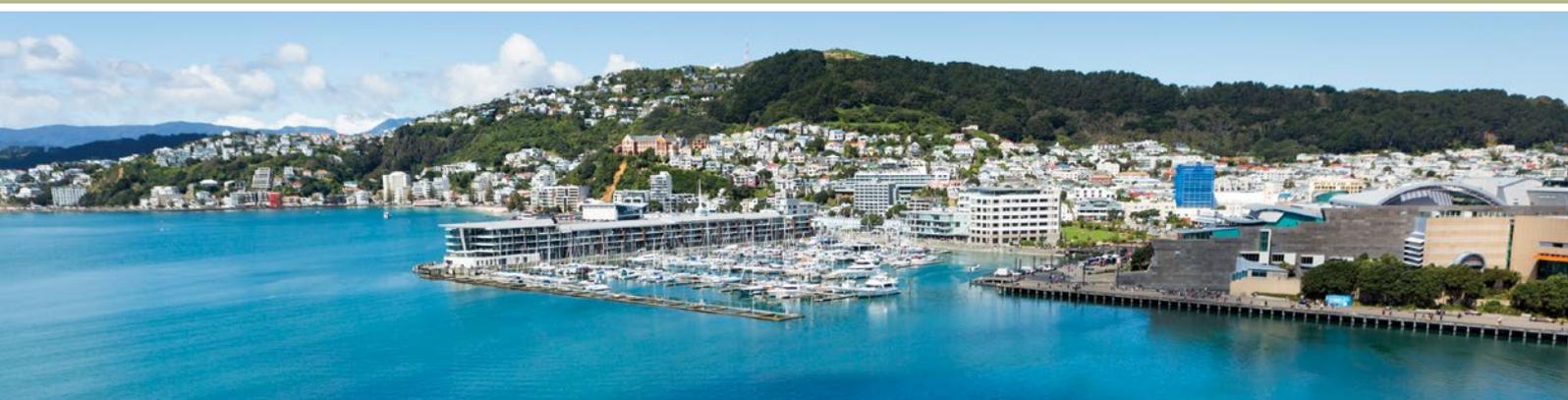
Ngā mihi

Miriama Barton / Angela O'Donnell-King, Kaihautū Māori



REGISTRATION AND PROGRAMME OUTLINE AVAILABLE AT THE CONFERENCE WEBSITE

VISIT: confer.eventsair.com/ppta-maori-teachers-conference-2022



For enquiries on the Māori Teachers' Conference 2022 please contact:
Conferences and Events Ltd | mtc@confer.co.nz | Phone: 04 384 1511



He mihi poroporoaki ki a Te Moana Nui a Kiwa Jackson

Tihi Puanaki and Te Mākao Bowkett pay tribute to Dr Moana Jackson, (Ngāti Kahungunu, Ngāti Porou, Rongomaiwahine), a mentor and friend to PPTA members

Tiwha tiwha te pō, kakarauri ana te pō i o Aotearoa, i roto hoki i te poho o te iwi o Ngāti Kahungunu. I au ai te pō uriuri, te pō tangotango, tū ana te pō, tū ana te ao!

Ngāruerue ana te whenua! Ngāteriteri ana te ao Māori i tō rironga atu, e te rangatira, e te hoa pūmau o te ao mātauranga, e Te Moana nui a Kiwa Jackson e!

Turuturu ā uta, turuturu ā tai! Puahirihi katoa te moana e Moana e! Takahurihuri āmiomio nei te āwhā i roto, ā ngākau, ā tangata.

E tika ana kia mihi motuhake a Te Huarahi Māori Motuhake, ara ā Te Wehengarua PPTA, ki te rangatira nei ki a Te Moana nui a Kiwa Jackson nō ēnei wiki tata ake nei ka riro atu ki te pō. He nui, nui rawa āna mahi me mātou ngā kaiako o ngā kura tuarua o Aotearoa, e hia kē nei ngā tau, me tō mātou Āpiha Māori ā Te Mākao Bowkett.

Nā āna mahi rangahau, āna mahi tīkarokaro i ngā āhuatanga i roto i a Te Wehengarua, ka huri kōaroaro katoa ngā hangatanga me ngā kaupapa here i roto i a ia. Ana, ko Te Tiriti o Waitangi

tēnā me ana whakamahingā i roto i a Te Wehengarua me te mea anō hoki ka ohorere katoa ngā kaiwhakahaere o Te Wehengarua i ana tūtohinga e pā ana ki aua mahi hurahura, ana, ko te nuingā o te rangapū whakahaere kāhore i whakaae.

Heoi anō, nānā, me ēra o ana tīkarokarotanga ka timata a Te Wehengarua whānui ki te whakaaro nui mō te Tiriti o Waitangi me āna nekeneke i roto i a Te Wehengarua.

Nā reira, e te rangatira, e te hoa e Moana e, e kore rawa e mutu te mihi nui atu me te whakawhētai ki a koe. Noho mai rā e te

hoa i te taha o ngā tūpuna ka roa e tatari atu ana ki a koe. Me pēhea rā te iwi Māori ināiane e hoa e?

Haere rā e te hoa, e te rangatira!

Mauri tū! Mauri ora!

Nā o hoa mai i ngā kura tuarua o Aotearoa

Kaituhi,

Tihi Puanaki

Whaea Kaitautoko PPTA



Image credit: Waatea News

Kia ora my friend

I recently read the letter you wrote to me after Jim's passing in 2007, tōku hoa Rangatira, you had been away on some "terrorism" mahi and you regretted that you could not be with me and my whānau at such a pouri time. You said it would be a difficult period and that you could only imagine my heartache. You hoped that your genuine expression of aroha would be of some solace to me. And it was.

E hika! Kua ngaro koe ki te pō. How are we to get through this, if ever? You, and your whānau have been woven into the intricacies of our Te Huarahi whakapapa. I remember back in time seeing you at the urupā standing over Syd's grave after the crowds had left and ka tangi hotuhotu ana.

Whaea Gazala Maihi said quietly, let him farewell his brother. Memories. Overwhelming. Too powerful now. But despite the pain of memories, it's those memories that keep our loved ones alive in our hearts and minds, nē rā. E tangi, tukua o tātou roimata.

I have since realised that when you came to Te Arawa for the Māori Teachers' Conference in 2019, you were preparing us for a time in our Treaty journey when we would take the next steps. With your gentle persuasion and humour, we laughed and cherished your every word and never doubted our destiny with you always alongside.

You reminded us that the formation of Te Huarahi Māori Motuhake had its roots in the vision, sacrifice and stance of the heroic warrior men and women of the time.

Aroha nui rā e Moana e! Thank you for your inspiration, for your encouragement, for your belief in us, for your help and understanding, for being a role model for us! You can never be replaced. You "done well!!" e te hoa xx, nā Whaea Tihi mā.

We understood that you had a way of letting us know it was okay to have a holiday but not for too long. Over the decades, we had our private joke about getting together for our annual Christmas lunch. We always knew that mahi and kaupapa would inevitably take priority. So, we filled our kete to the brim every time we gathered just in case the next time was a long time coming.

Thank you for giving us time to be with you, Moana. You cared so much for our people, our union members, every one of them and you so loved our Māori secondary teachers, the whakatipuranga of our young students who needed to be nurtured and our gift of te reo Rangatira.

You supported the action to establish a caucus, a place where Māori teachers came together, could feel safe with each other, share common concerns, celebrate shared victories and just be us!

You called out the PPTA for failing to understand the sacrifices and vision and stance of Māori and for not recognising Te Huarahi as tangata whenua and for not recognising a Treaty relationship. You mourned PPTA's lack of imagination and courage. Yet your generosity of spirit and kindness recognised PPTA's first brave steps and how these have inspired other organisations.

You faithfully conscientised a movement of Māori secondary teachers and much more. This is what we are entitled to, and this is our tūrangawaewae and this is where we will stand.

Through your diligence we were constantly informed of the trends in international Treaty law, Treaty settlements and the trauma that Māori endured and the changing nature of Treaty language.

Te Huarahi Māori Motuhake are compelled to continue the Treaty journey in PPTA, that not only recognises "Māori rights to managing something but in governing that something. Motuhake is a governing matter. Mana Motuhake is a constitutional statement of where our people belong."

Nō reira e te Pāpā, moe mai. Takoto mai, takoto e haere i runga i te waka pouri o ngā tīpuna. Haere, haere, haere atu rā. Kāti ake.

Dr Te Mākao Bowkett, Āpiha Māori

Ngāti Rangiwewehi, Te Arawa, Ngāti Parewhero, Te Rarawa

Special mental wellbeing offer

Get up to 3 fully funded therapy sessions



It's good to belong

HealthCarePlus believes mental health and wellbeing need special focus and is committed to providing practical ways to help those struggling with anxiety, depression, and stress. One in four Kiwis will struggle with a mental health challenge and as a country, we've faced a tough two years since COVID-19 reached our shores.

So, HealthCarePlus are delighted that their insurance partner - UniMed - has extended and renewed their fully-funded mental health and wellbeing sessions with Clearhead through to 31 December 2022 for all HealthCarePlus Members who have a UniMed underwritten policy. This means members are able to access a further three sessions between April 1st 2022 and December 31st 2022.

Clearhead is a digital mental wellbeing service that provides 24-7 support with over 250 therapists across the country that can be accessed either online or in person. They provide a vital role in fast-tracking access to professional support for the mental wellbeing of our community.

With ramifications of the pandemic set to continue through 2022, we urge any of your members who are feeling anxious or stressed, want to sleep better or just manage their mood to please take advantage of this offer

From now until 31st December 2022, UniMed will fund up to three sessions to the value of \$215 per session for a psychologist and \$120 per session for a counsellor. You can choose to have your session online or in person, professionally designed to reduce stress, handle anxieties, manage your moods, sleep better, and live a happier life.

Depending on the availability of your preferred therapist, an online session can significantly reduce wait times and allow you to choose a time in the privacy of your own home. If you have family on your policy, they can access this service too.

How to apply

As a HealthCarePlus Plan policy holder - i.e. you have a Primary Care, Primary Care Extra, #Care4u or Hospital Select Plan - all you have to do is visit www.unimed.clearhead.org.nz to get more information about the offer and book your sessions. Please make sure you have your HealthCarePlus membership number handy as you will need that to complete the booking, you can find that on your policy documents.

Don't worry if you are not a HealthCarePlus Plan policyholder

If you don't have a HealthCarePlus Plan, don't worry, sign up for one of their three 'Day to Day' Healthcare Plans now and you'll be able to take advantage of this offer. You can compare their Plans and sign up at www.info.healthcareplus.org.nz → [mental-health-offer-ppta-members](#)



Six tips for good ventilation in winter

Good ventilation helps us slow the spread of COVID-19. Keep classrooms comfortable on cold, wet and windy days by balancing fresh air flow and temperature.

To do this you can:



Partially open windows

When it's cold outside and warm inside

Cold outside air flows into warm rooms more efficiently, so partially open windows (5cm) can create good air flow.

Heat the room

Before the start of the school day

Keep heating throughout the day as needed to stay warm with windows partially open.



Keep bad weather out

By closing any windows you need to

Leave the others open to create air flow.

Open lots of windows a little

Rather than opening a few windows a lot

Open high windows first and wider than lower windows to reduce cold draughts.



Take refresh breaks

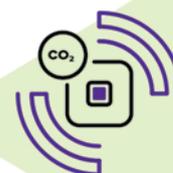
For 3-5 minutes each hour

By fully opening all windows and doors to let fresh air in, and ideally having everyone exit the room.

Use your CO₂ monitors

To check if the ventilation is working effectively

Then adjust your approach as needed or contact us for more support.



Fully open windows and doors to allow air flow anytime you can, and follow other health measures including good hygiene, physical distancing and the use of face coverings.

If you have questions about ventilation contact:
ventilation.mailbox@education.govt.nz



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 whānau, 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 your details by selecting the 'view profile' tab.

If you have any difficulty logging in, just email us at 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

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

