



# PPTA News

## Uniting secondary teachers of Aotearoa



mīharo  
(marvellous/amazing)

ka pai  
(good)

Help young people facing cancer  
Support our fundraiser for CanTeen

Protect yourself and others against COVID-19



INVEST IN TEACHERS  
INVEST IN AOTEAROA

INVEST IN TEACHERS  
INVEST IN AOTEAROA

INVEST IN TEACHERS  
INVEST IN AOTEAROA

Invest in teachers.  
Invest in... Critical thinking

Invest in teachers.  
Invest in... Relationships & empowering Learning

Invest in teachers.  
Invest in... our mana.

Collective Agreement campaign launch

Māori Teachers' Conference

Pasifika Fono

## 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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# Time to take a breath

The pressures building in our schools are unsustainable and some breathing space is needed desperately, writes Melanie Webber.

In the recent Navigating Leadership Hui for School Leaders, Education Minister Chris Hipkins talked about how some days it feels like everything is on fire.

Speaking to teachers at our conferences over the term break, it sounded like the entire term had been on fire, and that the first person to start promoting “I survived Term 2, 2022” merch could make a fortune. High student and staff absence rates are far harder to manage than a previous model where everyone was in school or everyone was working from home, and the pressures on the system are huge.

We are also seeing huge variability in how schools are managing these pressures. Some schools are rostering home while others are pushing on through with a shortage of relievers, meaning staff are losing their non-contacts at a time when they most need them. While relief costs now being covered centrally is a relief to many school administrators, it's not terribly helpful when there are no relievers to be found.

Increasing the pressure is the weight of the ambitious programme of education reform that we are currently engaged in. We know that COVID didn't create the inequity we see in our schools, but it has certainly highlighted and exacerbated it. Reforms such as the curriculum refresh (increasingly looking like a rebuild) and the NCEA review are needed if we are going to be able to create a system that allows students and teachers to thrive, but we seem once again to have put the cart before the horse.

Having the curriculum refresh trailing the rewrite of the standards that make up NCEA carries huge risk in once again making the standards default become the curriculum in senior secondary.

We know teachers are in a state of 'overwhelm'. At our Educational Leadership conference, Sarb Johal spoke of those who are getting by in survival mode as 'languishing', and the risk of these people falling apart later. He also articulated the difficulty our brains have in managing truly creative strategic work whilst they are being driven by fear and uncertainty.

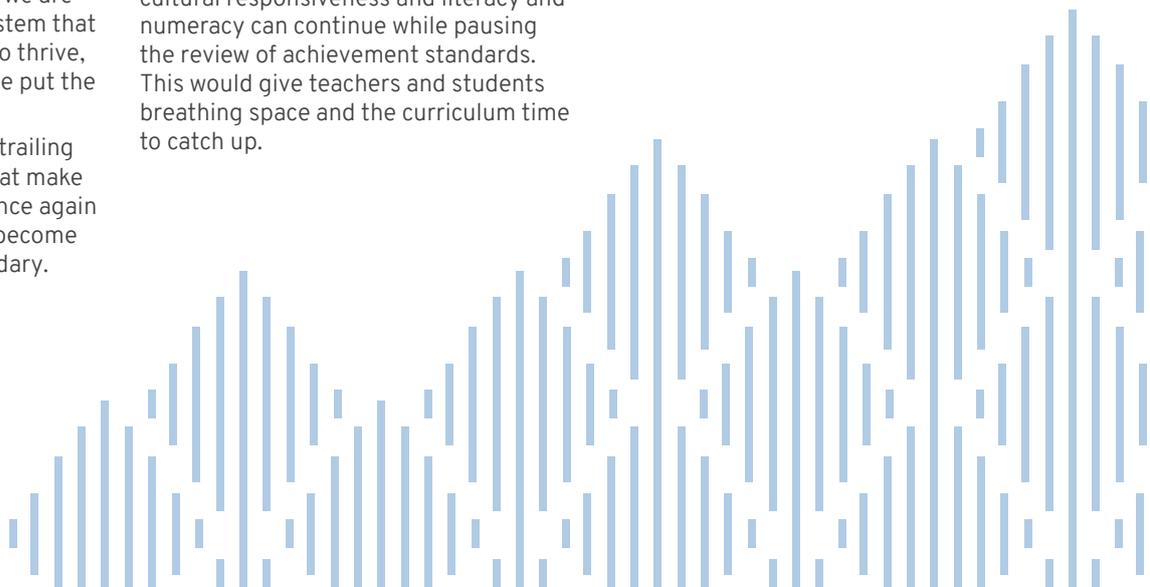
## That we are undertaking some of the largest changes in education in a generation in this state is of huge concern

That we are undertaking some of the largest changes in education in a generation in this state is of huge concern. Schools are continuing to sign up for and engage in the pilots, but as full implementation looms ever closer and COVID disruption shows little sign of abating, the fear is the system could crack under the pressure. A recent hui of our Secondary Principals' Council saw them counting up 31 separate pressures on the system.

We need to rationalise while not stopping the bus entirely. A focus on mana ōrite mō te mātauranga Māori, cultural responsiveness and literacy and numeracy can continue while pausing the review of achievement standards. This would give teachers and students breathing space and the curriculum time to catch up.

A paper encouraging discussion around this is just one of the Annual Conference papers that should now be in your branches. One of the strengths of our union is that it is member led – we all have a responsibility for the policies we advocate for. For this to happen it is critical that branches are discussing their views on these papers and feeding them into regional pre-Conference hui so we are able to have a debate at the October Conference that represents the voices of all teachers. If we are to be bold in being the disobedient teachers we aspire to being we must make sure that we agree where it is that we are heading.

The National Māori Teachers' Conference in the July term break was guided by the words of Sir James Hēnare - “Kua tawhiti kē tō haerenga mai kia kore e haere tonu. He nui rawa ō mahi kia kore e mahi tonu.”—you have come too far not to go further, you have done too much not to do more”. The Annual Conference will give us the opportunity to direct our waka so we are not simply blindly sailing on.



# 27th Māori Teachers' Conference

Teachers around the motu converged on Te Papa for two days of kōrero, waiata, manaakitanga and whanaungatanga

Wellington's Museum of New Zealand Te Papa Tongarewa was host for the first time to the PPTA Te Wehengarua Māori Teachers' Conference.

More than 200 teachers filled the museum, on Wellington's waterfront, for the 27th hui, appropriately themed 'Kua tawhiti kē tō haerenga māi, kia kore e haere tonu. You've come too far, not to go further.'

On the afternoon of the first day, participants were treated to an inspirational address from Dr Phyllis Callaghan (Ngāi Te Rākotō), a former English teacher and co-creator of award-winning video game Katuku Island. Katuku Island 2 is in production now.

She and her late husband, a kaiako whakairo, created the game to boost Māori students' literacy. Her key audience were the boys at school from gangs, dislocated from their own identity. "They only came to school for the whakairo, not for any other subject. They were visual.

"I wanted to change the social and cultural environment for indigenous people throughout the world. Our aim with Katuku Island is to get Māori and indigenous people awesome at literacy. People who are good with metaphors and similes can transport you to distant lands."

One of the greatest things Māori have to offer the gaming industry is story telling, she said. "Technology is there for everyone and Māori can be part of this billion dollar industry. We just have to have a good idea and get some nice person to fund it."

Assistant Māori Commissioner for Children, Glenis Philip-Barbara, (Ngāti Porou and Ngāti Uepōhatu) spoke about the rise of the kōhanga and kura generation. "I went to secondary school in the 1980s and in my generation no-one spoke Māori, no one at all."

She commended the efforts of a brave group of people who demanded through a petition to Parliament in 1972, that te reo and tikanga Māori be included



Glenis Philip-Barbara and her daughter Khali

in the New Zealand school curriculum. "If it wasn't for those brave souls, none of us would be here. The kōhanga and kura generation have surged forward, exploring all aspects of mātauranga Māori with passion, confidence and vigour."

Glenis' daughter Khali, who is one of the kōhanga kura generation, is actively involved in efforts to build a taonga puoro orchestra. Taonga puoro are musical instruments, used traditionally by Māori for a call to arms, dawning of the new day, communications with the gods and the planting of crops. "There are around 50 (taonga puoro) players so we have the critical mass. The confidence that's growing among the next generation of players is something else. You can hear puoro being played in all settings, e.g. (Wellington-based band) Drax Project."

Khali said she felt privileged to have been raised among so many kaiako Māori. "From a young age I knew it was cool to be Māori. She told conference participants to "keep doing what you're

doing. The dream is coming about today because of the kōhanga and kura generation and you, the kaiako."

Mina Pomare-Peita, principal at Te Kura Taumata o Panguru, urged conference participants to be disruptive. "We are all leaders, we chose this profession to effect change. We are change makers, we must be and we have a responsibility to be. What are you waiting for? Be the change you want to see, be the disruptor."

She said her world had been influenced by an over abundance of negative images. "We are restoring and resetting these images into ones of wellbeing and flourishing. We don't just want to be well, we want to flourish."

Secondary teachers and schools needed to address unwellness and grief, in particular. "When my mother died 21 years ago I had to take the whole term off because there was nowhere to go to express my grief. Where can you go to grieve? I see it in our kids and my staff and our people and I worry about what we haven't done. It's part of our world."





# Invest in teachers, invest in Aotearoa

Members are urged to hold firm to their vision for education at the launch of the 2022 Secondary Teachers' Collective Agreement campaign

Despite being a 'super Pollyanna', PPTA Te Wehengarua President Melanie Webber says she is struggling in the face of the huge challenges facing secondary education at the moment.

Speaking at the launch in Tāmaki Makaurau of PPTA's Collective Agreement campaign, Invest in Teachers, Invest in Aotearoa, Melanie Webber said teachers' workloads are increasing. "Wellbeing is suffering and our pay is shrinking. Soon there may not be enough teachers for the numbers of students.

"These challenges can and will be solved if the Government agrees to our collective agreement claims that include

a cost of living-adjusted pay rise, more staffing for pastoral care, release time for self-directed professional development, new roles for Māori and Pasifika community liaison and recognition for teachers who are expert in Māori language and culture.

"Now, more than ever, it is crucial that the Government invests in teachers. We plant the seeds for rangatahi, communities and our country to grow.

"Our vision for education is of schools as places for all students to get ahead and for teachers to experience the surprise and delight of watching learning unfold. Teaching should be rich in experiences,

exciting and fun. Teaching must be seen as a first choice career that can last a lifetime – a career with a future."

Tina Peters, a kaiako Māori at Takapuna Grammar School, urged members to fight for what they wanted. "As kaiakao Māori we are used to fighting for things – in a nice way. If we don't do this for ourselves and our rangatahi, we are enabling the Ministry to keep piling stuff on top of us."

Big ups to PPTA Te Wehengarua members in Canterbury who, not to be outdone by their Tāmaki Makaurau colleagues, held their own campaign launch simultaneously.



# PPTA wins call back case

An Employment Court decision completely upholds PPTA's advice to members about hours of work.

A recent decision handed down in the Employment Court completely vindicates PPTA advice to members about their hours of work and when schools are not open for instruction.

The case relates to a dispute that arose in 2012 when the then PPTA Te Wehengarua branch chair at Rodney College claimed actual and reasonable costs for members who were required to attend school during term time for parent teacher meetings, prize-giving and open school evenings. This was in accordance with the then Secondary Teachers' Collective Employment Contract (STCEC) which stated that where teachers are required to attend school or elsewhere when the school is "not open for instruction" they shall be reimbursed for any actual and reasonable costs incurred.

When the Board of Trustees refused to pay the costs, the dispute, now involving the Ministry of Education, went to the Employment Relations Authority (ERA). The ERA found in the Board and Ministry's favour but PPTA Te Wehengarua challenged the finding, and the matter, now between PPTA and the Ministry of Education, went to the Employment Court.

At the heart of the case was interpretation of the words "not open for instruction", as they related to clauses that had been included in the STCEC in 1996 and 1999 respectively, providing for teachers to be 'called back' when the school was not open for instruction, for up to 10 days a year – five days professional development and five days administrative and other duties such as administration and reporting on individual students' progress.

At the time of the 1999 STCEC settlement, PPTA shared with the Ministry of Education its advice to members that report evenings, open nights etc. constituted out of the ordinary or extra involvement outside the period when the school was open for instruction. PPTA's advice to members was that to operate the call back clause sensibly, for all intents and purposes, the school day and teachers' normal hours of work



should be regarded as being from 8.30am to 4.30pm Monday – Friday during the school term. Times outside of this would fall into the category of times when the school was not open for instruction.

In her decision, Employment Court Judge Kathryn Beck said 'it appears that the Ministry and the union made the call to rely on collaborative relationships within the schools to work it out on a day to day basis... That approach was effective for at least 12 years.'

During the hearing the Secretary of Education argued that once the school was open for instruction on a day, that rendered the whole day as "open for instruction". Judge Beck found that the Secretary's view was not only "commercially absurd" but, more importantly, it was inconsistent with the provisions of the STCEC and subsequent Secondary Teachers' Collective Agreements in terms of the definition of overtime and the length of a school day. On the other hand, Judge Beck found that PPTA's interpretation of the times when the school is not open for instruction as being before 8.30am and after 4.30pm on days during the school term was "entirely consistent" with the purpose and context of the Collective Agreement.

"There is nothing to prevent a school scheduling courses or events and requiring attendance by the teacher at times during the school week when the school is not open for instruction. It simply means that the time should be credited towards either their professional

development or administration days and if reasonable costs were actually incurred as result, they be reimbursed."

This decision completely vindicates PPTA Te Wehengarua advice, i.e. schools that require staff to be on site before 8.30am or after 4.30pm on a weekday during term time, will have to:

- Operate the call back provisions (which we advise is limited to 25 hours per year for administration and 25 hours per year for professional development), or
- Agree time in lieu, or
- Agree alternative start and finish times with staff that do not exceed eight hours, or
- Cease requiring the attendance at those times.

Teachers can still choose to be on site outside the hours of 8.30am–4.30pm. If they are volunteering to take extracurricular sports teams etc., they would still be able to do that after 4.30 pm.

PPTA has also advised schools that pending the outcome of our hours of work claim in the current STCA round we will not disturb existing arrangements where the staff and the principal have agreed to different open for instruction start and finish times provided these do not exceed eight hours.

Nothing in the court findings requires that teachers must be on site for eight hours and current practice in attendance should continue, subject to the limitation.



# Developing a discerning population

Secondary teachers have a vital role to play in steering students away from violent extremism

**Critical thinking is a crucial element towards reducing violent extremism and secondary teachers' role is vital, Rebecca Kitteridge, Director of the New Zealand Security Intelligence Service (SIS) told participants at the recent PPTA Te Wehengarua National Leadership Summit.**

“Having a discerning population will make Aotearoa New Zealand a safer place and the contribution from the education sector will be formational in addressing disinformation.”

Ms Kitteridge said violent extremists were getting younger. “The SIS is aware of school-aged children who are accessing violent extremist information online. Teenagers still represent a small minority in our surveillance but I am concerned about the trend.”

The SIS has produced a guide, Know the Signs, to help people identify signs that someone might be planning a terrorist attack. “We need help to identify serious aspiring terrorists and we want to work with schools, in particular. People hide their identities and share information about violent extremism widely through

gaming and young people are a massive audience.”

Saunoamaali'i Dr Karanina Sumeo, Equal Employment Opportunities Commissioner for the Human Rights Commission, told the summit she was concerned about the number of young people whom schools had lost due to COVID-19. “Hardship has really hit some of our communities and young people have had to leave school and go to work out of necessity.” She said her office was working with agencies such as the Ministry of Business Innovation and Employment, encouraging employers to look out for these young people and try to help them continue with their education and qualifications.

Ngai Tahu leader Sir Mark Solomon implored summit participants to ‘lift our game in the way that we upskill our children. We need to lift their aspirations. Education is the weapon of today – it is the weapon of love you give your children and your family.’

Hana O'Regan, tumu whakarae (chief executive) of CORE education consultancy told the summit that as a country we need to know and understand our story of inequity. “Discussing equity and identifying inequity is hard because it takes us into uncomfortable spaces. We need to more deeply understand the historical experiences of iwi and whānau in our local communities. Do you know what it is like to be Māori in your school,

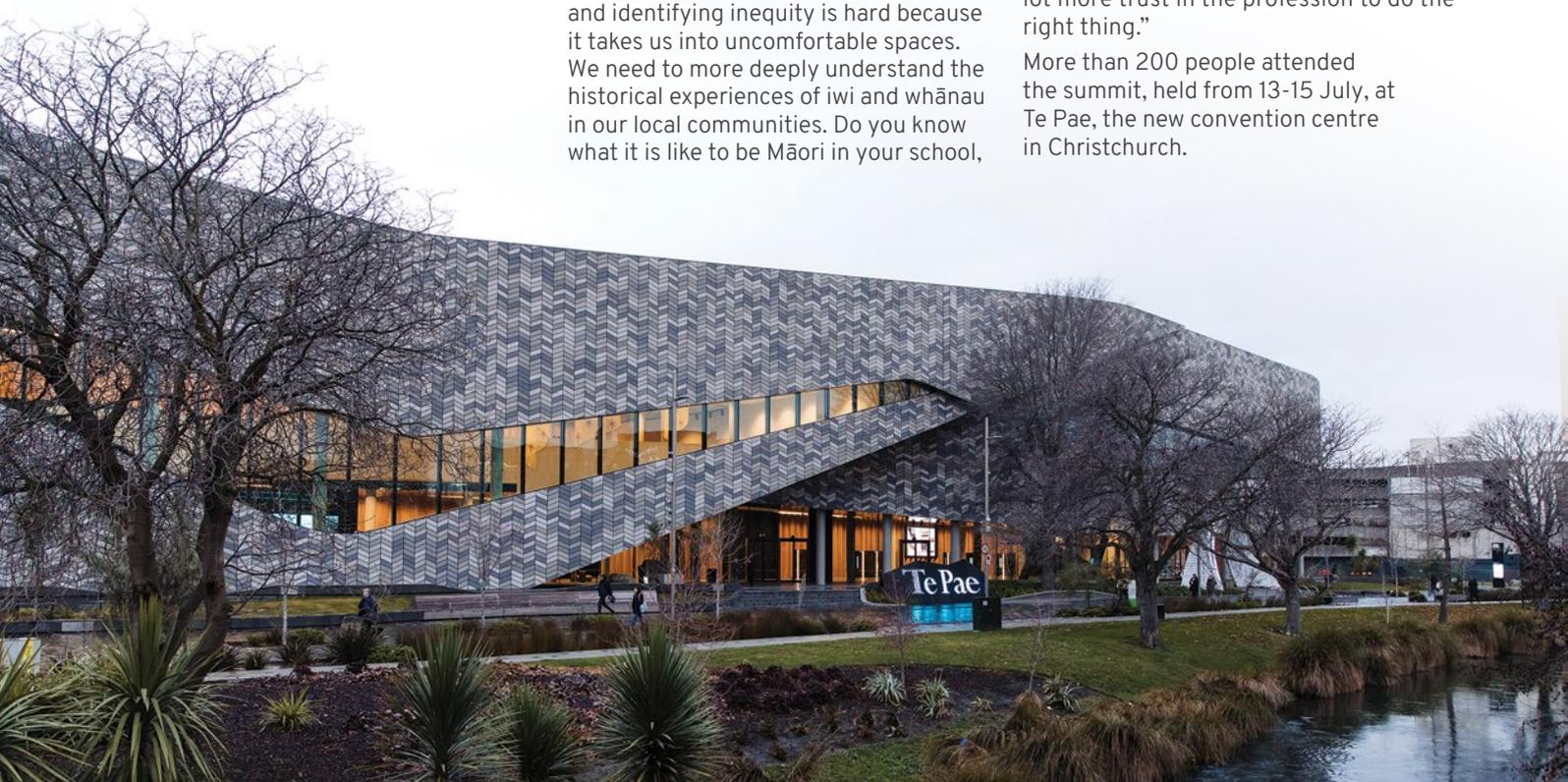
community, neighbourhood, local dairy, local swimming pool?”

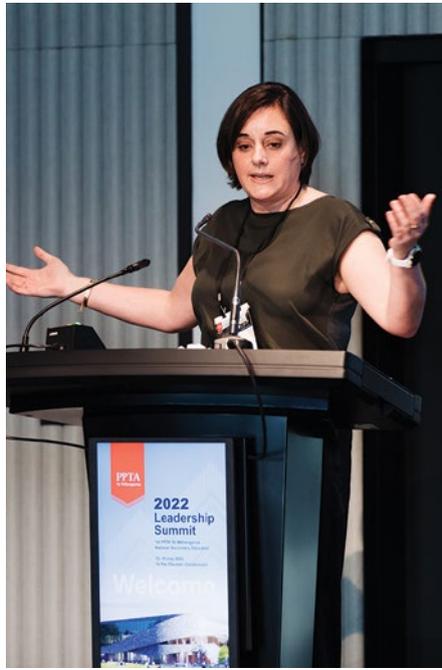
The historic inequities in the education sector are deliberate and are there by design, she said. “All early Māori academics came from one school because the headmaster, John Thornton, knew what the boys needed to study in order to go to university. However, he was ousted because the government wanted him to abandon his academic curriculum and teach agriculture instead.”

Schools needed to do three things to achieve equitable education outcomes: have more culturally responsive teachers; have more Māori representation in the curriculum; and end streaming.

The Minister of Education, Hon. Chris Hipkins, thanked the sector for rising to meet the phenomenal challenge of the pandemic over the last two and a half years. “COVID continues to pose challenges and the degree of unity we had early on doesn't exist any more. We have left some aspects of the COVID response to the leadership of schools to decide for themselves. As a government we have decided to place a lot more trust in the profession to do the right thing.”

More than 200 people attended the summit, held from 13-15 July, at Te Pae, the new convention centre in Christchurch.





Minister of Education Hon. Chris Hipkins at the leadership summit

# The personal price of school cyber security measures

Keeping schools cyber-resilient and secure increasingly involves blurring the line between teachers' work and home lives.

**I completely understand the reluctance to use your personal device for school purposes .... however, I heard all about cyber-attacks in schools and that feels like even more of a risk. - Melanie Webber, PPTA president**

Cybercrime does not know boundaries and cyber criminals do not look for victims, they look for opportunities.<sup>1</sup> In a world that is experiencing an increase in cyber-attacks, we need to ensure our schools are cyber-resilient and secure. The changing digital landscape and adoption of cloud technologies provides an opportunity to achieve and promote cyber resilience.<sup>2</sup> It also seems to blur the line between work and home.

Melanie's comments above were in response to member concerns of the increasing encroachment of our work lives into our personal spaces, privacy concerns and the stress caused for schools and teachers who have been victims of a cyber-attack. This set the professional team to research the concerns as well as advice offered.

New Zealand is recognised as a country vulnerable to cyber-attacks<sup>3</sup> and cyber-attacks affect NZ schools frequently. Attacks are becoming more sophisticated all the time – and less discerning about their targets. Sjouwerman (2021) states that “the majority of successful cyber-attacks start with a person intentionally or unintentionally fooled into clicking somewhere they shouldn't”<sup>4</sup> and he highlights that people have a bad habit of reusing the same passwords in multiple places!

Hutt Valley High School was the victim of an attack in early 2020 and has been proactive about communicating with other schools about minimising the chance of a hack, including backing up

systems, outsourcing network support to a company who has experience running complicated networks, and having cyber-insurance.<sup>5</sup>

The Ministry of Education (MOE) advise that some of the simplest ways to ensure good protection for school accounts is to enforce strong, unique passwords and set up two-factor authentication (2FA) on key accounts.<sup>6</sup> The MOE Digital Security team believe that using any method of 2FA (sometimes called multi-factor authentication) increases your defence against the most common online attacks, in fact Microsoft and Google state it can prevent up to 99% of untargeted attacks from happening.<sup>7</sup>

**Obviously, we're provided with laptops to be able to use in school. Is it an encroachment to expect staff to use their personal devices for school purposes?**

**- Member question**

It is difficult to carry out the job of teaching and learning without using a computer and improving cyber security in schools is a team effort. Requiring authentication can protect from having your identity “stolen” and then unlawful and/or damaging activity being carried out using this stolen identity. It does not seem unreasonable for the schools to be asking members to use their cell phone for authentication to provide safety and security.

**I'm concerned about having to install a work-related app on a private phone**

**- Member comment**

The apps you use on your personal device is a personal choice however, the Microsoft or Google Authenticator

is highly recommended for teachers for their own personal emails or personal social media (like Facebook) as well as school. Authenticator uses no bandwidth and grants no access to the school, where school email may involve using data to download email or require school IT policies to be enforced on the device.

**“There should be agreed policy for ‘how this data will be used’, what about privacy”**

**- Member concern**

Schools should communicate with staff about any software it suggests using. Schools are required to be open about what data is collected as part of any service and the purposes that data can be used for. This may be done per service or under a common ICT Policy/school wide Privacy Policy.<sup>8</sup>

If a school has set up the Authenticator App with the default settings, you should only need to authenticate once at school (and once if using the laptop at home). The password generation key is held on the device (secure enclave) and Google or Microsoft do not have access to that.

**“I am much less happy about having an app that is collecting GPS information...”**

**- Member concern**

Authenticator apps do not require or generally use GPS tracking to work. You do not need to have any other apps (e.g., Outlook) on your phone to use an authenticator app. The school can set a policy that states you must be in New Zealand to access school data.

If you are using the App just as a passcode generator, you should not have to grant GPS access for the application.

<sup>1</sup> <https://securitybrief.co.nz/story/new-zealand-named-amongst-most-vulnerable-countries-at-risk-of-cyber-attack>

<sup>2</sup> <https://www.education.govt.nz/school/digital-technology/your-schools-ict-network/te-mana-tuhono/>

<sup>3</sup> <https://securitybrief.co.nz/story/new-zealand-one-cyber-five-apac-countries-most-risk-cyber-attacks>

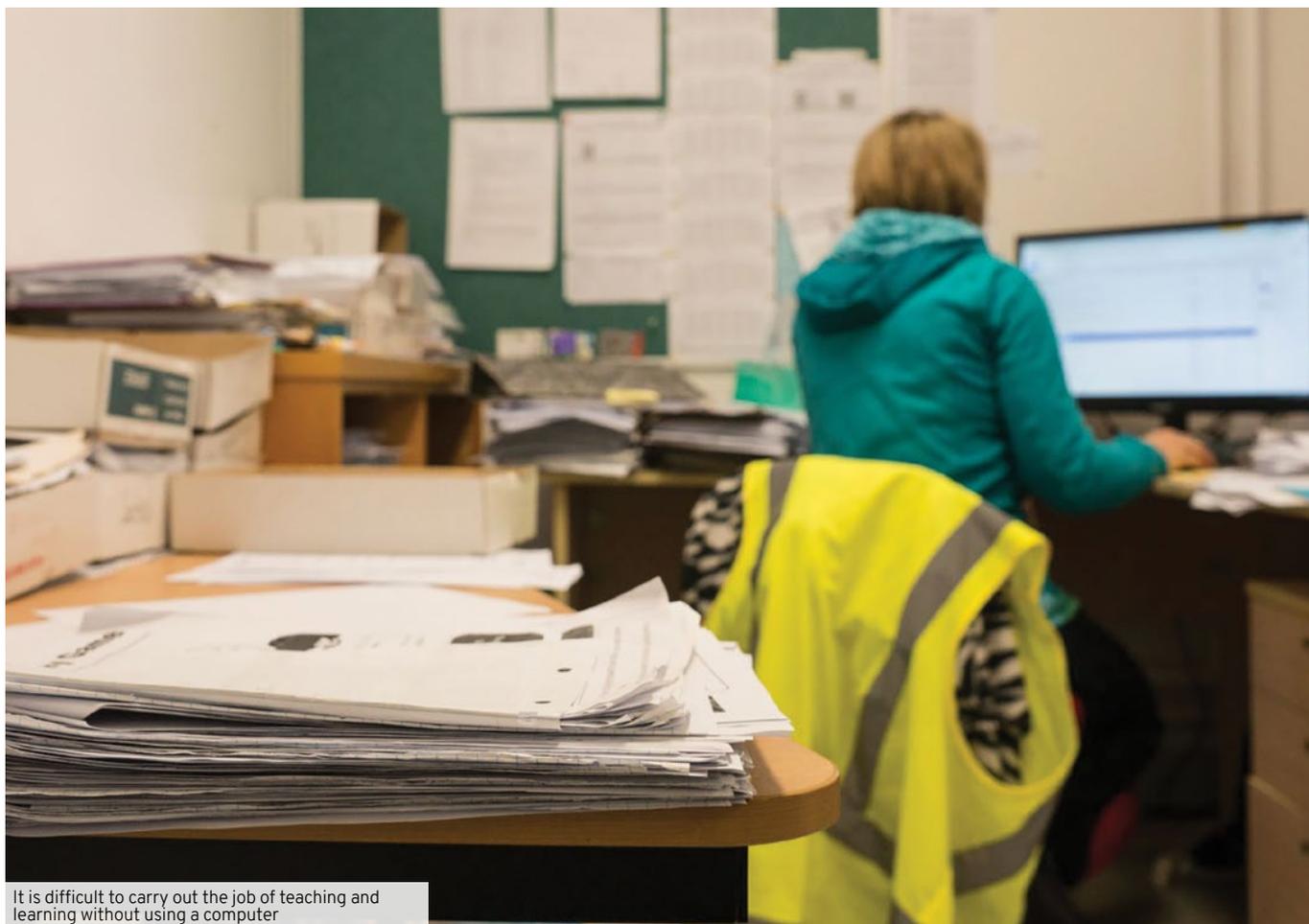
<sup>4</sup> <https://www.forbes.com/sites/forbestechcouncil/2019/12/23/seven-reasons-for-cybercrimes-meteoric-growth/>

<sup>5</sup> <https://www.stuff.co.nz/national/education/125676970/cybersecurity-threats-against-schools-on-the-rise-report-finds>

<sup>6</sup> <https://www.education.govt.nz/school/digital-technology/>

<sup>7</sup> <https://www.microsoft.com/security/blog/2019/08/20/one-simple-action-you-can-take-to-prevent-99-9-percent-of-account-attacks/>

<sup>8</sup> <https://privacy.org.nz/privacy-act-2020/privacy-principles/3/>



It is difficult to carry out the job of teaching and learning without using a computer

Both Google Workspace and Microsoft Office365 allow you to use either Google or Microsoft Authenticator to generate the one-time codes for basic authentication so a user should be able to choose which application to generate one-time passwords.

**“I did ask the IT guy if there was an alternative to the app...”**

**– Member comment**

You can request that the authentication is via a text message however Google Authenticator is more secure therefore is preferred over text based one-time passwords. Text message based 2FA uses similar security protocol, but the text message (SMS) is generated by the server and sent to the phone. The text message that is sent can be intercepted or compromised (SIM-jacking), which is why most modern security standards do not suggest or offer it. Using SMS based one-time passwords is however better than having no 2FA at all.

**“What if you don’t have a phone?”**

**– Member question**

Hardware tokens (such as Yubikey) or a school provided phone can provide a solution for those reluctant to have the authenticator app on their personal phones, but with added cost and complexity. One reason that TOTP (Time-Based One Time Password) Apps are more popular is that they are “free”

on the phone, whilst hardware tokens incur the challenges of procurement and replacement if lost. TOTP or authenticator apps do not need data to work and don’t access any other parts of your phone.

If a member does not have access to a cell phone, then the school should provide one which has minimal credit – sufficient to receive a txt each time authentication is required. This can, however, be a considerable inconvenience – you need to keep the phone charged and with you for the infrequent times authentication is required.

**“We certainly need to be looking carefully at any further encroachment of our work lives into our personal spaces.”**

**– Member opinion**

We have to reach a balance between our personal and professional lives. We also need to find a balance between the practicality of making sure the data we hold about our schools and students is safe and this balance will always be a challenge. Given authentication apps do not track location, use data, or give access to other apps or information on a phone, it is a convenient way to maintain security, using a tool that is already available to our members with no additional cost. For more information about 2FA visit [education.govt.nz](http://education.govt.nz) → digital technology

If you have concerns about using an app on your mobile phone, talk to your principal about using text-based 2FA or getting some security keys (such as YubiKeys) to use instead.

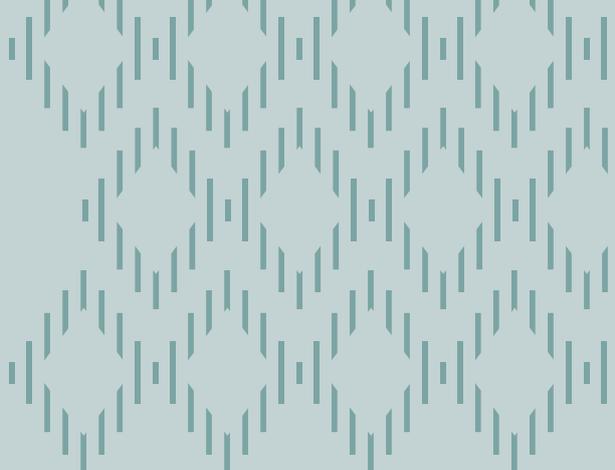
The MOE Digital Security team is running a pilot using Yubikeys and how to use them for 2FA. They want to get feedback on how well their support / instructions work. If you are interested in participating in the trial or have any concerns or questions about securing systems or managing IT in general, email the team at [cyber.security@education.govt.nz](mailto:cyber.security@education.govt.nz).

**“My school was the victim of a cyber attack in 2020 and we lost EVERYTHING, it was an actual nightmare.”**

**– Member comment**

Strong unique passwords and using 2FA to log in are the best things you can do to protect your systems. For other advice on responding to an online incident, the Ministry has advice online at [www.education.govt.nz/ict-incidents](http://www.education.govt.nz/ict-incidents)

Teachers and students use the internet to connect with each other, share information, and learn, and we want that to be as safe a space as possible. The PPTA does not endorse any particular ‘authentication’ system and maintains the right of teachers to decline to use personal devices for such processes.



# Tū Toa as warriors

Stand strong was the theme of the recent PPTA Te Wehengarua Pasifika Fono

**“As a matai I have a clear vision of what I want our children to achieve. I’m calling on you to Tū Toa, stand strong as warriors and learn from your ancestors to help you navigate the challenges you face.”**

That was the message from Hon. Aupito William Sio, Minister for Pacific Peoples and Associate Minister of Education to participants at PPTA Te Wehengarua Pasifika Fono, held in Wellington in July. He encouraged participants to think constantly about the transition of leadership. “Like Māori, our world view is for the next generation, those are the people we need to keep thinking about. Generation 6Bs – brown, beautiful, bold, bilingual, brainy and brave – these are the people that will shape the future of Aotearoa New Zealand.”



Minister Sio told Fono participants that it was their support and passion for learners that was often the key to their success. “Our Pacific learners and their families can often experience hardship and this has been exacerbated by COVID-19. We must never lose sight of our children and families’ needs and their aspirations for educational success.”

## Culturally safe spaces are just as important for staff as they are for kids

Aspirations and leadership were also the themes of a panel discussion featuring a range of Fono participants who were deputy and assistant principals.

Katalina Ma, Assistant Principal at Mangere College, thought senior leadership would take her away from her happy place in the classroom. “However, when I got on to the senior leadership team I found it was an opportunity to serve in a different way. Being a Maths teacher I can see it’s about problem solving and it’s about the now. I’m thoroughly enjoying senior management and I have a couple of community projects that keep me in touch with the South Auckland community.”

“I have come to this point because I have been exposed to good leadership and I have been mentored by many people.”

Hannibal Ikahihifo, Deputy Principal at Ashburton College, was also encouraged by mentors to apply for various leadership roles.

“My career started in Cheviot. I was housed on a farm in a cottage, it was a very uncomfortable start. There were only three Samoan boys at the school - their parents were shearers.

“I moved to Waimate High School for six months. Then I went to Te Kuiti High School. I knew the school, a predominantly Māori school, would give me something I didn’t have in terms of getting to be a leader. Te Kuiti was a culture shock to the max. I was DP there for two years.

“I chose my current role at Ashburton because it’s given me the ability to enhance my skill set and build connections, particularly between the school and the community. As a senior leader, you need to build connections and networks. It’s been hard and enjoyable.”

Sinapi Taeao had only been in the role of Deputy Principal at Sacred Heart College, Lower Hutt for a month when she spoke at the Fono. “I’m still coming to grips with calling myself a DP. I am a Maths teacher and the first non-Palangi in the school’s senior leadership team. It’s a massive responsibility and such an honour.”

After teaching for five years in Japan, Sinapi returned to New Zealand and started teaching at Sacred Heart, where 15% of the roll were Pacific Island students. After working there for eight years, she was encouraged by a friend to apply for a role at Naenae College. “Having grown up in the Hutt Valley, I thought ‘Naenae, that’s pretty rough’.

“However, I found that staff reflected the school population and for the first time I felt really safe. Because of that I was my true authentic self and I thrived. Culturally safe spaces are just as important for staff as they are for kids.”

Then the Deputy Principal role at Sacred Heart College came up. “It wasn’t until the girls got up and sang to me at my pōwhiri that I knew I was coming home for my girls.

“People say if you’re not at the table, you’ll find yourself on the menu. It was time for me to get off the menu and put on my big girls’ pants and sit at the table and do it for my girls.”



Hon. Aupito William Sio at the Pasifika Fono



# Charting the course of feminist history

A new book on the history of the New Zealand Working Women's Charter is reviewed from two perspectives - by Maryan Street who was actively involved in its adoption by PPTA, and Jacinta Grice and Bernie Lee who are now carrying the torch.

## WOMEN WILL RISE! – Recalling the Working Women's Charter

Eds. Gay Simpkin and Marie Russell 2022 (Steel Roberts Aotearoa)

As I watched a large march heading towards the American Embassy in Wellington at the beginning of July, protesting at the US Supreme Court's overturning of the right to legal abortion, enshrined for the last 50 years in *Roe v. Wade*, I thought how apposite this book is in its reminder of the struggles which have gone before and the victories which are only maintained by constant vigilance, activism and protest.

If I were to sum this historical work up in a catch phrase it would be "much has been achieved but there is still much to do". Even as I was writing this review, the government was releasing a 70-page report on how to close the gender pay gap and address the range of inequalities which exist for women in paid and unpaid work.

This welcome book is not so much a record of an artefact, the Working Women's Charter, as an analysis of a movement and a period of feminist history in Aotearoa/New Zealand. It is difficult to stay detached from it when the period covered was an integral part of my own developing feminism and it is contributed to by women who were then, and some still are now, close colleagues and friends. The whole telling of this time is redolent with personal memories of battles fought and won, and a sense of social progress for women against conservative movements, male chauvinism and entrenched institutional sexism and racism. I wish my dear friend Gay Simpkin had lived to see it published.

As the Working Women's Charter was making its way through trade unions, feminist circles and women's organisations in the late 1970s and the 1980s, I was a young teacher at Westlake Girls' High School in Auckland and for some of that time, the Chairperson of the Auckland Region of the PPTA. Readers of this review will be drawn I am sure to Helen Pearce's chapter on the PPTA's

response to the 16-clause Charter which ranged from the fundamental right to work for all, to the elimination of all forms of discrimination, equal pay for work of equal value, equal educational opportunity for all, improved working conditions, childcare and paid parental leave, through to sex education and birth control advice being freely available, including access to safe contraception, sterilisation and abortion without impediments.

## The Charter is... an ongoing measure of the progress of women towards equality

I well remember the PPTA meetings which Helen recounts in her chapter, as we organised, educated women members and agitated to win over branches and then the region, despite fiercely vociferous opposition from conservative and fundamentalist male PPTA members, largely to the clause on access to abortion. Through Feminist Teachers and union meetings, we had learned the value of meeting procedure and used what had previously been a male domain to advance the Charter at meetings. Once we started playing by the rules they relied on, it became difficult for them to put up vexatious procedural objections.

As a result, we were not subjected to the trickery which our NZEI colleagues had to endure when it came to their Annual Conference when the Charter was up for discussion: after a tea break, when the Charter was to be discussed and voted on, the (male) President and Chairperson quickly brought the conference to order and moved a procedural motion that they move to the next business. It was seconded, the vote was put and declared carried within moments and while everyone was still wondering what was happening, the Charter was dropped from the agenda and the conference moved on to the next item of business. The women were furious but powerless

to have it restored to the agenda. Their success had to wait for another year.

We also did things like sprinkle ourselves around the meeting room (usually a tiered lecture theatre at Teachers' College in Epsom), so that it made it seem that the twenty of us who were organised came from all over the region. We deliberately did not sit together to give the impression of being greater in number than we were and it worked!

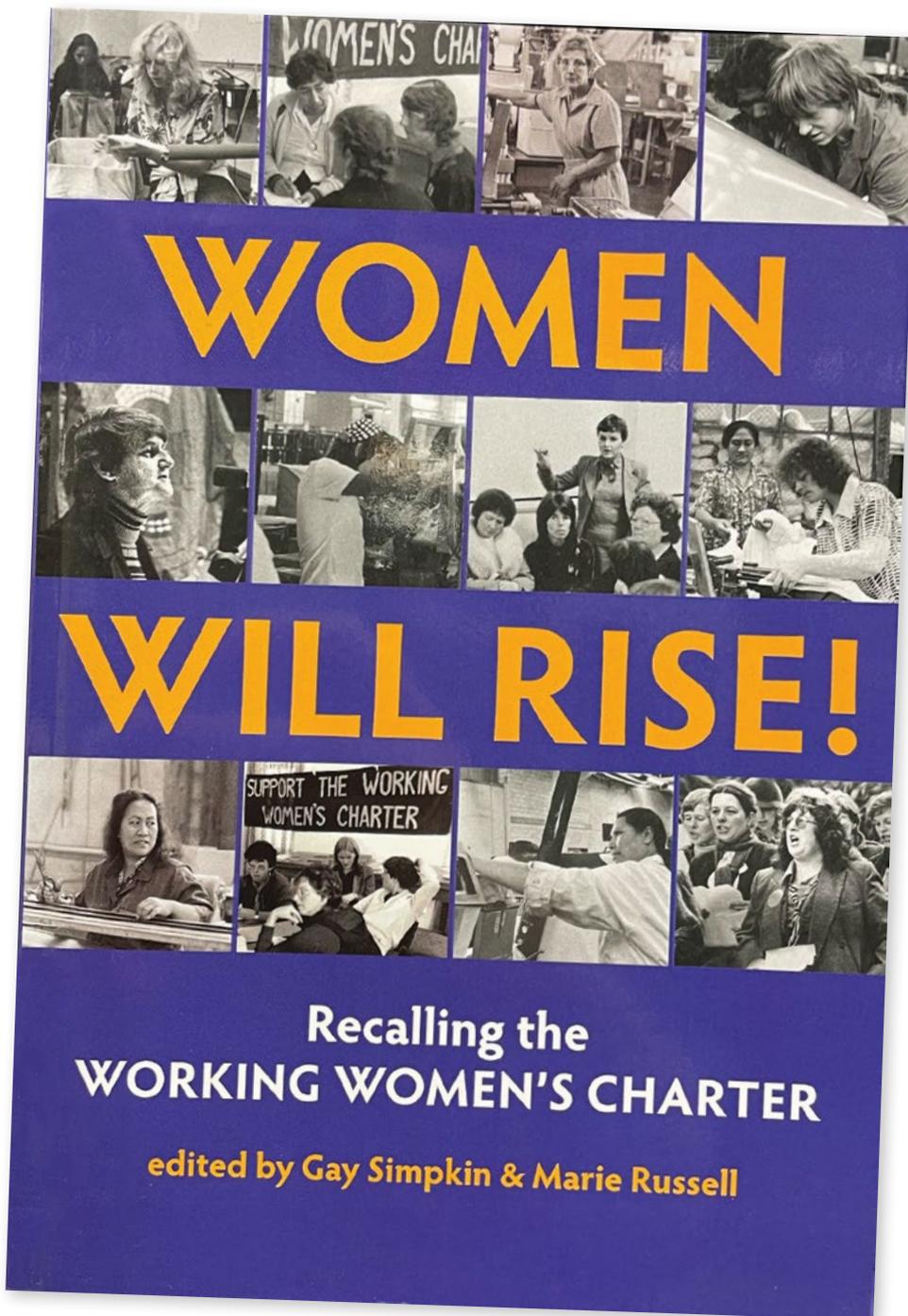
It was the activism of Māori, Pasifika and pākehā union women across the public and private sectors, together with that of political party activists which, over time, saw the Working Women's Charter written into union positions, government policy and legislation.

Each chapter is written by eminently well qualified contributors covering a range of skills and experience: lawyers, former MPs, including a former Cabinet Minister and Speaker of the House, union officials both paid and honorary, academics, historians, political party influencers, public servants – and all of them activists. As Grace Millar says in her Afterword, this is a "participant history" and the result is a stunning first person account of a period of social change and feminist development in Aotearoa/New Zealand.

There is no doubt that the Charter established a political agenda for women, as Sue Kedgley says. It shaped the very substantial women's policy of the incoming Labour Government in 1984. It is not simply an historical artefact – it is an ongoing measure of the progress of women towards equality.

As the protest march headed to the US Embassy, I was delighted that I recognised almost nobody on it. While that means that the torch has now been passed to others, it is essential that they gain from learning about past efforts and tactics. This book would be a great place for them to start.

- Maryan Street. Maryan is a unionist, former secondary teacher and former Cabinet Minister.



*Women Will Rise!* is a book honouring the past, defining the present and looking to the future. It was created out of two women's seminars, the Working Women's Charter Seminar in 2009 organised by the Auckland Labour History Group and the Working Women's Charter Seminar organised by the Wellington Labour History Project in 2010.

Gay Simpkin (1942-2016), a previous PPTA deputy general secretary and field officer, organised some speakers and others to write a chapter for the book.

This book has been long in the making but has been well worth waiting for. It gives the history of the second wave of feminism and how the Working Women's Charter with its 16 clauses was the basis of the campaigns that women took on. Interestingly, it is still as relevant today

as it was during the 70s and 80s. The charter is based on equal rights at work and women's rights over their own bodies. It was written at a time when unions were dominated by men and in the words of Gay Simpkin "it is a tribute to socialist women who worked to get the clauses accepted by the union movement".

The historical perspective gives us an understanding of where we came from in terms of the charter. There was a charter in the 1930s and 1940s that the people in the 1970s were unaware of. Acknowledging the fight that has been undertaken, the successes that can be celebrated and achieving equality in the workplace is paramount. Sonja Davies, an iconic feminist, proudly drove the adoption of the Working Women's

Charter claiming it was the most significant campaign of her career.

Helen Pearce, in her chapter, recalls the history of PPTA adopting the Working Women's Charter at Conference in 1981. Her account makes us proud that we are PPTA members. We also need to acknowledge it was a well orchestrated strategy which included branches, regions and national executive being organised by the Auckland Feminist Teachers, which included the work of Helen, Gay Simpkin and Shona Hearn to name a few of our PPTA wāhine toa.

Marie Russell's chapter evaluates each clause to see what changes have been made since the 1980s and the adoption of the Working Women's Charter. It is worth noting her conclusion that while we have made huge progress in some areas, there have been "positive changes including protective laws such as human rights legislation, and policies which at least laid a baseline against discrimination. Part-time and flexible work hours became more available, and childcare became generally available although variable in quality. Paid parental leave was introduced, initially for a very limited period. Issues around sexual harassment at work, which came into the open only after the Charter, were recognised in law and policy. Abortion law reform was achieved."

Neoliberalism did the women workers no favours. In the words of the late Helen Kelly, "Union membership is very important and effective for women workers. Women now constitute over 50% of New Zealand's union membership. But unionism is still concentrated in traditionally organised sectors like nursing and teaching. Unionism has to grow and we have to ensure that all workers can be protected and empowered by union membership."

This book is definitely worth reading. In the words of Sue Moroney, we are proud to represent PPTA, a union that delivered those aims of the Working Women's Charter such as paid parental leave. We still have much work to do. Striving for equal pay, for work of equal value is about achieving a basic human right - the right to be treated fairly, irrespective of gender or race.

This book is a taonga for this generation and generations to come.

- Jacinta Grice and Bernie Lee. Jacinta and Bernie are PPTA Te Wehengarua Executive members.



# Kicking off your career in COVID

**Haley Corney is a second year Design and Visual Communication teacher at Pāpāmoa College in the Western Bay of Plenty region. Hayley has spent her teaching career in and out of lockdowns and battling the Omicron wave.**

At the Provisionally Certificated Teachers' Conference, held in Wellington in July, Haley sat down with PPTA Te Wehengarua advisory officer Susan Haugh and talked to her about her experiences, and how she was finding the conference.

I applied for the job at Pāpāmoa College that I'm in now, it was the only job I applied for. I said to myself, I'm not going to apply for a job unless it's exactly the role that I wanted. I didn't want to live in Auckland, because I want to buy a house eventually. It [the Pāpāmoa College position] was the only job that came up that met my ideal criteria and I got it. I was super stoked.

### Is it a permanent position?

Yep, that was part of my criteria. I wanted full-time, permanent, I wanted to make sure I was getting those two years under my belt as seamlessly as possible.

### What kind of experiences have you had being a beginning teacher in the Covid times? Have you had to teach online?

Yep, and hybrid. So having to teach the kids who are in front of me, but also having all of those lessons online for those who are learning from home. That's been a real challenge, and I know it's happening to everyone all at once, so it's not like there were any real experts in it, but it would have been nice to have a bit more PD around that throughout that time. Technology is a tool and we need to be taught how to use it in the best ways.

### Why did you join the union?

They came and talked to us during my training. A couple of reps [field officers] came in and told us all about it, and I had been part of a union before when I was working at a supermarket. I just like the idea, particularly because it's a really atypical job, a lot of things aren't standard and there's so much to navigate, it's just nice knowing that there's people there that have your back and have your best interests at heart, and know how the system works so that you don't have to



Haley Corney

fully understand all the complex parts of it. I remember when I was thinking of becoming a teacher, and looking at the salary scales, and that led to looking at the collective agreement. Just having it all laid out like that, I thought this is obviously people who are putting a lot of effort into making this easy to understand. And I thought that was really cool.

### Do you have other PCTs at Papamoia College?

Yes. Last year I was the only first year teacher. The other PCTs who were there all had been teaching for quite some time. They were part timers, or people who'd taken maternity leave. They all seemed more experienced than me, and it felt like I was the only PCT. But now this year the school employed quite a few first year teachers, so that's been really nice having a bit more of a community, although we don't meet often enough and it would be nicer to do a bit more of that. Because it's just so good to have people who fully understand what you're going through. There's nothing quite like it.

### How did you hear about the PCT conference? Did you go last year?

No, and I don't know how I missed it last year ... maybe I was overwhelmed last year? But I'm really really glad that I saw it this year, because it's been amazing.

### What has been a highlight for you?

Spending time with people who get it, it's been really cool. All the presenters were

amazing, and all of that information was really valuable, but even better than the speakers and workshops is just hanging out with people, getting to reconnect with some people who I studied with. Just hearing everyone's stories. The question session at the end [the Establishing Teachers Committee panel] that was really cool, really valuable.

I think teachers don't have enough opportunities to talk to other teachers from other schools, just in terms of understanding different ways of doing things.

### Which workshops did you go to?

I went to the resilience one, he's such a good presenter. And then I did the "knowing your entitlements" session.

### Did you learn anything new? Did you get removal costs when you moved?

Yes, I did that, it was good. I'm pretty engaged with all that stuff, so there really wasn't too much that I didn't already know. It was just nice hearing other people's concerns.

### What's one takeaway that you'll go home with from the conference?

When I feel like I have the capacity, that I want to get more involved in PPTA stuff. It's just made me feel like it's such a worthwhile thing ... just hearing that if things annoy you, you need to do something about it, there's no point in just complaining about it. Coming here has really inspired me to get more involved, because all the people who are involved in trying to make change and do the best for our learners, seeing them all doing that here and having a great time, and all the friendships you can see in the PPTA, it's really cool.

### Would you encourage other PCTs to come to PCT conference next year?

100 percent yes.





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# It's time to make a change for good.

HealthCarePlus 'Grants for Good' are now available to help fund individual training and professional development – or help support research and initiatives that can improve workplaces and health and wellbeing, all across New Zealand.

**Our 2023 Funding is now open. Applications for Individual Grants are open 25th July– 23rd September 2022.**

We're looking to support great ideas – wherever they come from. So if you have one, find out more and apply now.



HealthCare+  
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## Employment woes – renewing your practising certificate

Shoddy employment practices seem to be making it difficult for increasing numbers of teachers to qualify for a full practising certificate.

PPTA is aware that there are possibly large numbers of teachers who have difficulty gaining access to a full practising certificate because they cannot meet the requirement for recent satisfactory teaching experience.

Recent satisfactory teaching experience is defined in the Teaching Council registration policy as being “at least two years uninterrupted teaching in the last five years before making the application to renew”.

One of the main reasons teachers are not able to meet this requirement is because they are employed on short term assignments, often day relieving and with frequent gaps in service. Sometimes they are employed as short term relievers [including day relieving] when they should be employed as long term relievers. For the position to count towards “recent satisfactory teaching experience” it also needs to be at least 0.5 FTE.

The people who most frequently fall foul of this requirement tend to be

either beginning teachers or immigrant teachers. In the case of immigrant teachers there is much anecdotal evidence to suggest that they feel discriminated against because their job applications are not seriously considered.

Teachers who have Tōmua/Provisional practising certificates have five years in which to graduate to a Tūturu/Full practising certificate. If they have not done so they need to do a Teacher Education Refresh [TER] programme in order to renew their Tōmua certificate. If they have not been able to accumulate the two years’ uninterrupted teaching experience they will have had no opportunity to graduate to a Tūturu certificate.

The TER programmes vary in length, starting from 12 weeks, and are mainly done online. There is a fast track option which allows the teacher to do the programme while they continue to teach, but only if they are in a full-time position.

There are teachers who find themselves in the position where they have taught

quite regularly for at least 10 years but have never been able to meet the “recent satisfactory teaching experience” requirement. This may not be their fault at all; examination of their employment history will frequently reveal shoddy employment practices.

These people are required to repeat the TER programme, which is not necessarily relevant to their needs at all. There is a review process under which teachers can request an exemption from the TER requirement but it is rigorous [naturally] and does not appear to be designed with these people in mind.

PPTA is wishing to gauge the extent of this problem. We know that many of these people do not contact us. If you feel that your employment history matches up to what is described above we would like to hear from you. Please write to [tregissues@ppta.org.nz](mailto:tregissues@ppta.org.nz) giving an account of your circumstances, and what has happened so far.



Those who most frequently fall foul of this requirement tend to be either beginning teachers or immigrant teachers



**PPTA**  
**Membership Alert**

## Have your details changed?

Changed schools? New email address? New phone number? Let us know!

We have important information to share but can only get it to you if we know how to find you. If your contact details have changed, please let us know.

### You can update your details online!

All you need to do is visit [ppta.org.nz](http://ppta.org.nz), and look for the log-in button at the top right of the page. Once logged in, you will be taken to the membership dashboard where you can update your details by selecting the 'view profile' tab.

If you have any difficulty logging in, just email [webmaster@ppta.org.nz](mailto:webmaster@ppta.org.nz).

### Have any PPTA membership questions?

If you would like 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](mailto: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](http://ppta.org.nz) and search 'leaving teaching'.

If you have any questions about the survey please contact Rob Willetts - [rwilletts@ppta.org.nz](mailto:rwilletts@ppta.org.nz)