

PPTA NEWS

The magazine of New Zealand secondary teachers



Solidarity at
PPTA's 2019
annual conference
pg 11-13

PPTA News



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Having a say in what education should be

PPTA president Jack Boyle talks about the chance union membership provides to shape education for the better.



Jack Boyle | NZPPTA President

From time to time when I'm visiting a school I'll hear the question "what has the union ever done for me?"

When I first got elected I'd rattle off a list including guaranteed non-contact time, meal breaks, parental leave, pay increases, management units, legal representation and all the other benefits of a collective agreement.

That's all true but three years into the job I've come to see there's much more. What I have seen first-hand is that being in the union gives, as much as any of those other important things, the opportunity to have a say in what education should be.

Institutional history, local expertise and international connections

Our record shows that unions have the knowledge and processes to develop solid policy advice. From the NZ curriculum to the NCEA to the creation of specialist roles to on-going professional learning, unions have been able to influence and improve the educational offerings available to ākonga in New Zealand because they have created the space for teachers and principals to design and implement good policy.

In the same way, we've been able to draw upon the expertise of teachers and leaders to fend off bulk funding, charter schools and performance pay. Our institutional history, local expertise and international connections mean we remember where things have come from and why. Not from

reading overseas governments' policy documents or because we've been dazzled by international gurus but from talking to our overseas colleagues and interrogating the international evidence. We have listened and learned from the rich diversity of perspectives across the sector and truly understand the implications of 'off-the-shelf' policy proposals for children, communities, schools and teachers.

As a consequence, we know that it is sincere and open engagement with the profession that is the key when government wants to make our educational offerings better.

Union-led professional development

That's why the union led Professional Learning and Development for 2020 and beyond is so important. It is an opportunity for experts in the field to shape what we need as a profession – from NCEA changes to induction and mentoring to Health and Safety and wellbeing.

As well as funding attendance at subject association conferences from next year, we will also be inviting requests for proposals from teachers to present at our professional conferences and looking to share the work of our high flying members by funding publications and an online resource hub. Having ways for all teachers and principals who are part of our union to contribute to a better future is an opportunity we must seize with both hands.

Trusting us to know what's important

The current government seems to understand this key part of belonging to a union too. Our tripartite accord with the Ministry of Education and NZEI shows that the government trusts unions to know what's important. They trust us to engage with them and clearly set out issues, implications and solutions.

When we work together right from the start, the chance of us heading down the wrong path becomes much less likely.



Drawing on teacher expertise to fend off bulk funding.

New entitlement recognises benefits of representation

Union delegates are now entitled to paid time for undertaking union activities.

The importance of employees having a voice in the workplace has now been recognised in law.

Paid time for union delegates to undertake union activities was one of a number of 2018 amendments to the Employment Relations Act that are now in force.

Since May this year, union delegates have been entitled to spend reasonable paid time undertaking union activities. This is a major change in the way that union representation is viewed and resourced at the workplace level.

Proud to be 100% union

Ngā Puna o Waiōrea - Western Springs College branch chair Freddie Simpson is part of a branch that has for some time been accommodating union delegates with teacher release days for association business and hui.

“We believe that PPTA is important and essential to our profession,” the branch said in a statement.

Delegates give as much notice as possible, which is enabled by PPTA's calendar being released early. This gives them the opportunity to plan and employ consistent and suitable relievers for the relevant teacher's subject or curriculum area.

“This minimises the impact on students' learning, and we are rewarded with the knowledge and experience that the delegates bring back. We're very proud to be a 100% union school,” the branch said.

The details

The government expectations on employment relations in the state sector includes that “employees have a voice in their workplace, particularly through effective and productive relationships with unions.” That is the intention of the new provision in the law, which recognises union delegates as the channel of communication between the union and the employer in the workplace.

The employer must now provide appropriate paid time during normal working hours for elected branch officers or delegates to undertake their representational duties. These duties could include wider activities such as preparation for branch meetings, attending regional events as branch representative or individual member representation.

Time can only be refused if the activities would be unreasonably disruptive. This may mean adjustments for school timetables and/or relief budgets.

Making the provision work in schools

For more detailed information on who is considered a delegate, what duties are covered, how much time is appropriate, how time might be provided, delegate obligations and establishing the paid union delegate time process in your school, visit ppta.org.nz or email enquiries@ppta.org.nz



Paid time for delegates to undertake union activities, including individual member representation is now enshrined in law.

Paid union delegate time – what you need to know

A series of frequently asked questions about delegate release time.

Changes to the Employment Relations Act mean union delegates are now entitled to paid time to undertake union activities. Below are answers to some of the regular questions we receive.

Q. Has the school been given more time for this?

A. No, there is no extra staffing for this, but the new legislation requires the employer to accommodate this entitlement.

Q. Does it have to be given as timetabled non-contact?

A. No. It may be in whole or part provided this way but some of your delegated representational duties may not easily fit into timetabled slots. It is likely that some aspects of your representational role will require ad hoc release.

Q. How many delegates can we have?

A. The legislation does not prescribe how many delegates. PPTA's

constitution identifies the branch chair, secretary, women's officer and any other officers (delegates) it wants to appoint to support its members appropriately. This may be different in a small school and a very large school. Branches have a variety of structures and delegate committees that suit their members' needs.

Q. Does only one person get time?

A. Not necessarily. It is time for designated representatives of the branch. How the time is allocated will depend on the structure of your branch and the way in which representational duties are allocated.

Q. What if we have been doing this work in our non-contacts until now?

A. The entitlement is for the provision of paid time during the working day to release you from your other job obligations to undertake the representational duties. This includes the teaching-related work that is done

in your current non-contact time. The entitlement should be provided in addition to your 'normal' non-contact time, in the same way that your entitlement to a meal break is in addition to your non-contact time.

Q. When does this start?

A. The entitlement exists in law now. Structural changes to timetable allocations may need to be built in for next year but other ways of providing release time can be discussed for term 4, 2019.

Q. What if we have to perform representational duties outside of the normal school day?

A. There may be an agreement that a timetabled provision is sufficient to cover both in school and out of school day responsibilities. An alternative is for the provision of time in lieu if a decision of the employer requires representation of members outside normal hours.



Familiar faces at the helm

Jack Boyle and Melanie Webber will represent PPTA once again as president and junior vice president in 2020.

Congratulations to the 2020 PPTA presidential team. President Jack Boyle was elected unopposed and Western Springs College teacher Melanie Webber was re-elected as junior vice president.

Jack has served three successive years as president since being elected in 2017. Prior to that he was teaching English and drama in Lower Hutt, running a performing arts business and part of PPTA's regional team for Hutt Valley/Awakairangi as a regional delegate, NETs rep and most recently as the executive member from 2013.

Jack says that a fourth year is exactly what he'd hoped for. "There's a different focus when you're in an industrial campaign, so being able to put a bit more attention into what we didn't achieve through bargaining and making that the priority via the accord and the PLD offerings for teachers that we'll be rolling out from next year will be a welcome change".



Melanie Webber, Jack Boyle and PPTA general secretary Michael Stevenson at PPTA annual conference.

Jack has relished the challenge and privilege of representing PPTA members during his presidential term and is looking forward to the challenges the future will bring.

"We've had a bit of success in the past couple of years, we've got a settled collective, our membership numbers are up, we're part of some pretty exciting consultation and policy work that will make a difference to education – and our teachers are engaged and

looking to be part of the solutions, so that's a good place to be."

Auckland born and bred, Melanie teaches Media Studies at Ngā Puna O Waiōrea Western Springs College. At Western Springs she went from branch secretary to chair and following that regional secretary.

Melanie believes the education system is in a huge state of flux and that PPTA must maintain a presence at the table.

"Changes are racing through with the NCEA review, the day after Tomorrow's Schools and attempts to resolve teacher supply issues... through all this PPTA must ensure the teacher voice, the professional voice, is heard loud and clear," she said.

"With the collective settled now is not the time to rest on our laurels...it is time to begin the vital work on the accord, turning it from words on a page to a reality that reduces workload and increases teacher and student wellbeing."

We look forward to another year with Jack and Melanie at the helm of PPTA.

A Force to be reckoned with

Introducing Auckland's newest PPTA field officer Kylee Houpapa.

The newest addition to Auckland's PPTA field office is a Star Wars loving, cross stitching, rock'n' roll grandma with a passion for looking out for members.

Kylee Houpapa joins the PPTA field service after teaching for almost 11 years and representing members on the association's executive.

Kylee came to teaching from a varied career background, including working as a chef, bartender and event manager. She taught English, media and social studies in two very different schools.

Kylee lives in Auckland's inner city with her fiancé and a black cat named Blixa. She has two daughters and two grandsons and is thoroughly enjoying the rock'n'roll grandma lifestyle. She enjoys record collecting, going to live bands, cross stitch, pottery and baking. "Star Wars is also



Kylee Houpapa is Auckland's newest PPTA field officer.

a pretty big part of my life. Big enough to build my honeymoon around the new Galaxy's Edge theme park," she said.

Once Kylee started teaching she became involved with PPTA almost instantly. "I started with a branch role and then took on a regional role (as ward chair in East Auckland and then Auckland women's representative) and then went on to executive for a few years.

"Through those roles I came into contact with the impressive Auckland field office team. Basically I wanted to be them. It was like meeting Darth Vader (or Han Solo, if you prefer.)"

Kylee is looking forward to ensuring that members get treated fairly. "I love that I'm still working in the realm of public education. My colleagues are a wonderful group of people – all around the country – and they have all been incredibly supportive and helpful. I can only hope to emulate them and the work they do," she said.

"I can only hope to do what the job says on the packet – to advance the cause of public education in Aotearoa New Zealand, represent and support members, and to affirm and advance Te Tiriti O Waitangi," she said.

Abridged – full version available at ppta.org.nz

Supporting teaching and learning by reducing admin

An update on the work of the joint taskforce for reducing compliance and administration burden on schools and kura.

The voice of the education sector has made it loud and clear that compliance and administration activities are increasingly taking teachers and principals away from their core roles of teaching and learning.

In response to this a joint taskforce for reducing compliance and administration was established in March 2018. Chaired by New Zealand Council for Educational Research chief executive Graham Cosslett, it is composed of principals who represent a broad range of education sector groups and PPTA and is supported by two dedicated Ministry of Education personnel.

PPTA involvement

In 2015 PPTA produced a report on secondary teacher workload which formed the basis of our submission to the 2016 Workload Working Group and its subsequent report. Some of the key workload factors identified in these two reports were NCEA, appraisal and the burden of unnecessary compliance.

As part of a work programme to address issues raised in the Workload Working Group report a programme was established, one component of which was the creation of a group to look at ways to reduce unnecessary compliance pressures in schools.

A midway point

The taskforce work is at a midway point. It has been working with several education agencies to find opportunities for reducing system level compliance and administration. Now, it's about to broaden the focus and start working with schools and kura to help identify ways to reduce the burden at the school, kura and board level.

The taskforce has created an A3 document which illustrates the approach, opportunities and work with schools, kura and boards, soon to be underway. This is available on the PPTA News section of ppta.org.nz

Regional input

The taskforce's approach has involved regional workshops with schools which helped identify the 14 most impactful opportunities for reducing compliance



The Joint Taskforce on Reducing Compliance aims to give teachers time to teach.

and administration at the system level, which they have termed Tier 1.

The agencies and business owners now have plans in place to reduce the burdens identified. Some of the improvement plans have been initiated by the agencies or business owners, and some have been co-constructed by working alongside taskforce members and the Ministry of Education using a lean, waste reduction approach. Using this approach, the taskforce has been able to identify, quantify and establish a baseline of time saving opportunities which if fully implemented has the potential to save up to 2200 FTE's.

Success and delays

Some examples to date of collective success include savings in areas of property administration, efficiencies in a new online registration and certification process for teachers and professional leaders, clarification about the documentation and requirements for teacher appraisal, improved EOTC planning templates and more. The taskforce plans to create a central repository to share more detail about this information, and future improvements.

The taskforce will be making contact with schools to seek interest in supporting the initial role based workshops as part of its Tier 2 work. This will help it identify common areas of compliance and administration that can sometimes be generated at the school, kura and board level.

Originally the taskforce planned to have this completed half way through 2020 so that schools and kura could use the

resources to start making changes to unnecessary and otherwise wasteful work in their own sites. Unfortunately a recent ministry budgeting decision means that the rollout will not happen until the second half of 2020 which means individual schools will be unlikely to be able to take advantage of the resource until the beginning of 2021.

Joint Taskforce on Reducing Compliance

Christine Allen

NZ Secondary Principals' Council

Graeme Cosslett (chair)

New Zealand Council for Educational Research

Helen Varney

Auckland Primary Principals' Assn

James Thomas

Secondary Principals' Assn of NZ

Karl Vasau

NZ Pasifika Principals' Association

Kevin Shore

Assn of Proprietors of Integrated Schools, Catholic Education Office

Malcolm Milner

New Zealand Principals' Federation

Meralyn Te Hira

Te Akatea Principals' Association
Rawiri Wright Te Runanga Nui o Ngā
Kura Kaupapa Māori o Aotearoa

Rob Willetts

NZ Post Primary Teachers' Association / Te Wehengarua

Stephanie Madden - NZ

Educational Institute Te Riu Roa

Fixed-term agreements huge issue for Pacific teachers

PPTA general secretary Michael Stevenson shares his experiences at the Council of Pacific Education conference.

Affiliates from across the Pacific gathered in Nadi, Fiji from 15-19 October for the 2019 Triennial Council of Pacific Education (COPE) conference.

COPE president Correna Haythorpe opened the meeting with a speech that focussed on a lack of progress towards reaching Sustainable Development Goal 4 – High Quality Public Education for All (SDG4). Correna referred to Education International’s report entitled “Off track” which highlights the fact that many nations are failing to spend 6% of their GDP and 20% of their national budget on public education.

Commercial activity in Pacific education

Queensland University researcher Anna Hogan and Education International (EI) head of global response Angelo Gavrielatos launched the Commercial

Activity in Pacific Education report. The report is part of the work EI is pursuing to push back against the commercialisation and privatisation of the Pacific.

The report found that while the challenges of each Pacific nation are unique, some common threads did emerge, including: large class sizes, difficulty in accessing PLD, inadequate pay, difficulties communicating with parents and challenging student behaviour. Consultation with teachers around education policy was also raised as an issue in all nations, with the exception of Samoa.

Fixed-term agreements in Fiji

Fiji’s education minister and former secondary teacher Hon. Rosy Akbar addressed delegates. Akbar recognised the challenges faced by educators in Fiji, especially difficulties staying on-track for SDG4 and large class sizes. Gavrielatos was, however, critical of

parts of Akbar’s speech, especially in light of the research finding an unprecedented number of one year fixed-term teacher employment agreements in Fiji.

Representing women and establishing teachers

Prior to the COPE triennial meeting, Canterbury executive member Bernie Lee represented PPTA and New Zealand at the women’s network meeting. Establishing teachers Kijiana Pene (Manawatu/ Whanganui) and Paul Stevens (Tāmaki Makaurau Auckland) attended a two day youth training workshop.

First Ni-Vanuatu COPE president

And very good news – Neselinda Garae, president of the Vanuatu Teachers’ Union was elected president of COPE for 2020 to 2022. This is the first time in council history the presidency will be held outside of Australia or New Zealand.



PPTA general secretary Michael Stevenson with newly elected COPE president Neselinda Garae.

Ngā Manu Kōrero – 54 years of PPTA support

Following a stunning final of the national Ngā Manu Kōrero speech competitions we look at PPTA’s history with the competition.

PPTA has a long and proud association with the Ngā Whakataetae Mō Ngā Manu Kōrero speech competitions that has spanned over 50 years.

“There is a strong sense of urgency within hāpori Māori to protect our indigenous Māori language in order that it be spoken and heard and understood by the current and future generations of Aotearoa New Zealanders,” PPTA Āpiha Māori Te Mākaio Bowkett says.

Ngā Manu Kōrero’s resilience and continuity is due in no small part to the actions of union members who have fought for and achieved teacher entitlements and relief days to sustain the kaupapa, she said.

A kaupapa enabler

Over the years committed teachers in schools have enabled student participants who in turn have benefited from the opportunity to speak their mind, to enjoy manaaki tangata and whakawhanaungatanga and to learn from one another within a Māori culturally defined space, Te Mākaio said.

“Ngā Manu Kōrero is a kaupapa enabler where its drivers are committed to the survival of Māori as a living, spoken and dynamic language. It is integral to Māori identity, pride, self-respect and integrity - it is what sustains Māori connections and identity to a Māori world.”

The richest gift children can receive is the gift of their own language.

Through it they can draw on the heritage of their people, stand tall in the presence of their fellows and reach out to share with people of other cultures.

Waikato, 1991

Te taonga tino rangatira hei koha ki te taimaiti, ko tōna reo anō.

Mā tōna reo anō, ka taea e ia te nanao atu ngā taonga a ōna mātua tīpuna, kia taunga ai tana tū i mua i tana iwi, kia matau ai ia ki ngā taonga a te iwi whenua o tēnei ao, me ā rātau tikanga hoki.



Ngā Manu Kōrero Waikato regional winner Ariana Stewart speaks at the 2019 PPTA annual conference.

A spring tide of eloquent young Māori
A spring tide of eloquent young educated Māori secondary school students descended upon Palmerston North for the national Ngā Manu Kōrero speech competitions, PPTA Te Huarahi Manawatū Horowhenua representative and member of the event’s organising committee Zeb Nicklin said.

“No fleeting consideration that Te Reo Māori was on the so called edge of extinction would flirt in anyone’s mind! Rangatahi speakers from around the shores, to the amazons of Tūhoe all spoke with distinction in English and Te Reo Rangatira on relevant, current and historical topics of concern. The vast majority of speeches being emotive from grievances of old and new alike. An affirmative cloud of activism sunk down upon the crowds for the duration – goose bumps carved like mountains on the thick aboriginal skins. To be one of many other Māori in attendance was a moment of euphoric overwhelming pride. We are tangata

whenua and these are our kids,” he said.
“For so long Māori have been immersed in a world foreign to their own in New Zealand mainstream society. I think it’s time now for our treaty partners and tauwi to reciprocate this idea. Haramai, welcome! Anytime! If we want this language to not only survive but to thrive we must all play a part. The opportunity is here, now.”

“Kai taku pāpā, nōhea rawa koe e warewaretia otiia, ka ora ake i te ngākau a tō iwi ngā kaiako Māori.
“Finally our kids. They are the stars in our eyes, they are our rangatira, now and for tomorrow. Our reo needs them and so do we. Without our reo we will not be Māori. Kia kaha tou mai rā i roto i tō tātau reo, kawea ki tua, kawea ki tai, kawea ki ōna koko katoa o tea o otiia, kōrerohia ake i kāinga tou!” he said.

Congratulations to all Ngā Manu Kōrero who stood to represent their whānau, hapū, iwi, kura and rohe. E kī ana te kōrero, ‘mā iti, mā rahi, ka rapa te whai’.

A passion for professional development

Introducing our PLD fund national coordinator Kirsty Farrant.

A familiar face with a passion for professional learning and development will be overseeing the multi-million dollar PLD fund negotiated as part of the Secondary Teachers Collective Agreement settlement.

Kirsty Farrant has been appointed national coordinator for the fund, which will see grants provided to access subject specialist PLD, a national programme of te reo and tikanga courses and brand new conferences.

Kirsty was a classroom teacher for 18 years, the last 11 of that spent as head of science at Wellington’s Newlands College. After growing frustrated with the professional development on offer she decided to take things into her own hands, completing a doctorate in education.

She will be familiar to many members through her work as a PPTA advisory officer, a position she has held for the past three and a half years.

“I have really valued being able to advocate for the profession and support teachers with their industrial issues,” she said.

Kirsty describes herself as “passionate about PLD.”

“I have been increasingly concerned about the state of PLD in New Zealand and see this as an opportunity to actually develop PLD that’s useful for teachers.

“I would like us to end up with PLD that meets the needs of teachers and isn’t administration heavy. PLD that doesn’t require massive amounts of preparation to actually access,” she said.

The memorandum of agreement for the new PLD fund was signed on 28 August 2019 by PPTA general secretary Michael Stevenson and Secretary for Education Iona Holsted. Once up and running next year the \$5 million per annum fund will offer exciting opportunities for members run for them by PPTA and overseen by Kirsty.

New concepts include \$700 grants to allow members to attend subject association conferences. At its peak the new fund will offer up to 4000 annual grants to a maximum value of \$700 each to enable members to access subject specialist PLD.

Kirsty is particularly excited about supporting subject associations in their work. “It’s for teachers by teachers and there is a real want and need for that model of PLD,” she said.

She is also looking forward to the opportunity to support early career teachers and their mentors. “It is a way we can support people staying in the profession for longer,” she said.

A new PLD newsletter will be launched next year for those interested in keeping an eye on what is available through the fund and sharing their feedback. Keep an eye on the ‘Newsletters’ section of ppta.org.nz and the Collective News emails for more details.



PPTA PLD fund national coordinator Kirsty Farrant.

Advancing the dream of public education

President Jack Boyle launched the PPTA Education Conference 2020 at this year's PPTA annual conference.

"Of all the civil rights for which the world has struggled and fought for, the right to learn is undoubtedly the most fundamental" - civil rights activist and educator W.E.B DuBois.

Next year teachers will be talking about this right at the PPTA Education Conference 2020 - Advancing the dream of public education.

PPTA president Jack Boyle launched the conference at the association's annual conference last month.

"It has been nine long years since our last education conference and the time is right," he said.

"Yes, we've had the Education Conversations connected with the Tomorrow's Schools and NCEA reviews, but it's time for kōrero where PPTA sets the agenda, not responds to the agenda of others. We have the knowledge, mātauranga, the experience and values



President Jack Boyle launched the PPTA Education Conference 2020 at this year's PPTA annual conference.

to move education forward."

The conference will be teachers talking to one another about the fundamental right of public education, about teaching and learning, Jack said.

"Teachers do the mahi, we are the experts in the room. Sure we'll be hearing from Pasi Sahlberg about world trends in education and their risks, and have Rawiri Toia leading a discussion on culturally sustainable pedagogies, but there will be plenty of opportunities for teachers to share with and learn from each other."

"Such is PPTA's standing in the NZ education sector, Victoria University of Wellington has come on board as a partner to support this education conference," he said.

"We want to hear and learn from each other, so look out early in Term 4 for expressions of interest to present workshops and share your research.

"But most importantly, join me in April 2020 at the Pipitea Campus of Victoria University of Wellington to listen, learn, share and be heard."

To express your interest, visit ppta.org.nz

PPTA
NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TE WHĒHĒNGARIA

PPTA EDUCATION CONFERENCE
Advancing the dream of public education

TE WHARE WĀNANGA O TE ŪPOKORO O TE IRA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

22 - 24 April 2020
Rutherford House
Wellington

A Tiriti relationship and PPTA

PPTA Canterbury executive member Bernie Lee's moving speech for the Tiriti relationship and PPTA 2019 annual conference paper.

What is a treaty?

It's an agreement between two parties – often born out of dispute.

It's a great pleasure for me to stand here and talk about the progress made on the long journey to biculturalism. On the road to whakakotahi (harmony) PPTA Te Wehengarua has established more than a partnership; we have established and continue to grow a strong relationship with Māori members.

What better two people could we have chosen to highlight and showcase our relationship on the front cover of this report (inset), but one of our very own past PPTA presidents, Kate Gainsford and of course our precious Whaea Gazala, both, captured here in astute awareness – possibly listening with intent to promote change.

It's a picture that encapsulates a positive glimpse of biculturalism and a kaupapa driven relationship based on mutual respect.

Embracing the balance of cultural awareness

How exciting it was to hear that Aotearoa New Zealand's history will be a compulsory component in our national curriculum in 2022. This resets the national framework -we will all be aware now of key aspects of our history and how those aspects have influenced and shaped the nation. The arrival of Māori to Aotearoa New Zealand, early colonial history and Te Tiriti o Waitangi.

Balancing and harmonizing our relationships so we can look at the beauty and intelligence of our treaty. It's not an imposition, It's not a duty – It's simply embracing the balance of cultural awareness and it's a strengthening of relationships.

A korowai that embraces us

It's hard to believe the first pōwhiri at PPTA's annual conference was in 1984 – And now 35 years later, it would be most unusual and very disappointing if we are not immersed in a pōwhiri. It's like a korowai that embraces us and brings us together.



Bernie Lee.

Unions are about change, and PPTA is clearly no exception. There are always opportunities to polish our pounamu. And we have been walking the talk, making good headway through strong leadership. We have made some firm advances in Te Tiriti awareness, building capacity while at the same time strengthening relationships.

*He aha te kai o te rangatira?
He kōrero, he kōrero, he kōrero.*

*What is the food of the leader?
It is knowledge. It is talking. It is communication.*

Small but incremental steps

PPTA started out with small but welcome incremental steps towards whakakotahi. There have been significant and important changes that have occurred along the way, acknowledging and recognising various kaupapa.

One of which was the PPTA region of Aorangi changing its name to Aoraki, because it was "the correct southern dialect." Another, simply, the affirmation that Te Tiriti is a cornerstone for educational policies in New Zealand. Significant milestones include kaupapa such as effective and accountable involvement of Māori at governance and management level which continues to grow. Te Huarahi, Te Roopu, Te Reo ā Rohe, Mahi Tika, our Kaumātua, our Whaea, the Mataroa and our Āpiha, Dr Te Mākao Bowkett.

All of these initiatives and more have grown from small beginnings.

We can and will go further

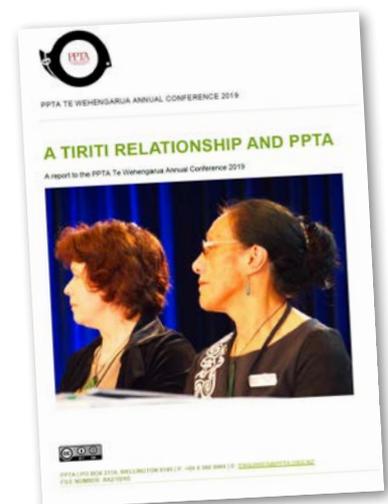
As a union we started our Tiriti journey hesitantly at first, gradually growing in confidence.

Our fluency and familiarity in Te Reo and Tikanga Māori has increased strengthening our national identity and cultural plurality. AND yes, we can go further – AND we will.

But for now – look how far we've come – our willingness to embed Tiriti ideals in our relationships and teaching can only manifest in wondrous changes.

Strengthening mana-enhancing relationships

Let's polish the pounamu and draw out wairua that will continue to strengthen those mana-enhancing relationships. Is this not the core of solidarity?



This report has won my admiration and touched a spot in my heart. Perhaps you may have felt the same sense of pride in our achievements.

*He taonga rongonui te aroha
ki te tangata.*

*Good will towards others is a
precious treasure.*

Nō reira tēna koutou katoa.

*Abridged – full version (including video)
and conference paper available at
ppta.org.nz*

PPTA Annual Conference 2019

Photos from PPTA's annual conference held in Wellington from October 1 to 3.

A particularly poignant moment at the 2019 PPTA annual conference was when PPTA's Kaumātua Te Whare Turuwhenua and Kaitautoko Gazala Maihi were honoured with lifetime memberships.

Teacher mental health and wellbeing, A Tiriti relationship and PPTA, improving PPTA's commitment to the environment, supporting our school guidance counsellor colleagues, career structures for subject experts and the Tomorrow's Schools review were all hot topics this year.

Conference papers and video of keynote speakers and more photos are available at ppta.org.nz



It really feels like a team effort

As part of our series focusing on beginning teachers we talk to two members about making it through their first year in the classroom. First up is Lana Page.

Tell us a bit about yourself

Kia ora, ko Lana toku ingoa. I grew up in Wellington. I studied a Bachelor of Health Science majoring in Sport and Exercise at Massey in Palmerston North. I spent a few years doing different roles before studying the graduate diploma in teaching through Victoria University of Wellington. I was lucky enough to get a permanent job at one of the schools I was placed at. I'm teaching physical education and health at a high school in suburban Wellington. I am so grateful for the years in between my undergraduate degree and going to teachers college, everything I did in those years has helped me with what I am doing now.

Why did you decide to go into teaching?

I love my subjects and am convinced they have so much value beyond the classroom. I believe physical education should be accessible and enjoyable for all students (especially the ones that hate it haha). I want to help them to learn how to enjoy movement and set them up to be active for life. For health, there is unlimited potential for them to learn about wellbeing – both theirs personally and society as a whole.

What have been the biggest challenges?

Coming into teaching the biggest challenge has been the amount you need to learn initially. Along with an induction program there is planning and teaching topics for the first time, learning student management systems and school processes, start of year activities, professional development days. You have to quickly learn how to be flexible and how to prioritize what's most important.

What have been the best moments?

I really enjoyed handing back my first marked senior assessment, this felt like a milestone I could tick off! Smaller moments include seeing students engaging in a lesson you planned, seeing a student persevere then achieve success, getting to know kids and other staff in different contexts such as school camps or watching their games or attending school productions/ events.



First year PE and health teacher
Lana Page.

Expectations vs reality – is being in a classroom what you thought it would be like?

Some days are better, some days are worse. I think there comes a time in your first year where you need to reevaluate and put things in perspective. We all go in with the best intentions but you have to accept things don't always go to plan. One piece of advice I got that helped me was to let the kids see who you are as a teacher. Ask yourself, am I trying too hard? Am I prioritizing the curriculum over relationship/ student wellbeing? At any point (even during a lesson) it's OK to step back and reevaluate. Ask the kids for some helpful ideas (though be prepared that not every idea you get back will be constructive).

How has being involved with PPTA been for you?

PPTA has been great! We have an awesome rep at our kura who lets us know which opportunities are available (conferences, branch meetings etc). She has also built a great team around her, empowering the other roles within our branch. It really feels like a team effort. Our regional rep has been to visit multiple times this year. It has been nice to touch base with her. Definitely grateful for the pay increase we won thanks to PPTA too!

What sort of level of involvement have you had?

I went to the NETs (Network of Establishing Teachers) conference this year where it was awesome to meet people from all over the country. I find our branch meetings a great opportunity to touch base with other teachers and it's really helpful as a beginning teacher to hear and contribute to the discussions. I was elected NETs rep for our kura. This has helped me get to know the other NETs at my school better.

What sort of support do you think is most important for first year teachers? What would you like to see more of?

There are three key relationships every NET needs. Firstly, a mentor, which should be provided to you by your school. This is someone who you can debrief with and help make sense of everything. You need to prioritise time with your mentor and fight for it if it doesn't happen. Secondly, relationships with the wider staff (including administration and facility staff). Don't get stuck in a subject silo. These hallway conversations remind me I am part of a bigger team and there is always support out there. Thirdly, the other NETS in your school. Don't underestimate the value of having people at the same stage as you, both to debrief about life and teaching and to problem solve with. Beware of feeling like you have to do it all on your own. I think when people isolate themselves, that's when things can go wrong.

Do you think you will continue teaching?

Yes for the foreseeable future. I love this job! I would love to be a dean one day.

Is there anything else you would like to add?

Take personal responsibility for being informed. Join your PPTA branch, find out what the collective agreement says, prioritise your school's PCT (provisionally certificated teachers) program. Ask questions when you are unsure! If you are a teacher in New Zealand, find ways to include te ao Māori into your learning environment. This is our responsibility.

Abridged – full version at ppta.org.nz

I've worked through the challenges and I'm smiling

As part of our series focusing on beginning teachers we talk with second year drama teacher Adele Tunnickliff.

Tell us a bit about yourself

My name is Adele Tunnickliff and I am a drama teacher at Northcote College in Auckland. I started teaching in July 2018 and am currently in my second year of the job. I grew up in sunny Nelson and had such awesome teachers. I studied my BA in theatre and media at Victoria University of Wellington, and my Masters in teaching at the University of Auckland.

Why did you decide to go into teaching?

In all honesty, it was a last minute decision. I was working a job I hated and I wanted to do something that gave me purpose. A friend of mine had recently been accepted into a Masters of Teaching course and I thought that sounded like a great opportunity.

I love directing and all things to do with drama and the arts. I applied two days before the cut off, and low and behold I got in! I never wanted to be a teacher, so it really was a snap-decision.

What have been the biggest challenges?

Behaviour management, hands down. I teach in a co-ed school and I happen to teach every single year 9 that comes to our school. As we all know, year 9 can be hard work! I also started teaching halfway through the year (July) because my Masters degree finished in July. This meant my induction felt a bit rushed and I really felt like I had been chucked in the deep end. I isolated myself for a while and started to blame the job for all of my personal issues...a dangerous headspace to be in! I had days where I would just come home and cry. I worked through these challenges and have come out on top smiling and loving everything about this job.

What have been the best moments?

Doing class productions with my year 12 students. I have gotten very close with my year 12 class this year, to the point where they all call me "Mum". Their appreciation and gratitude is very uplifting and reminds me that my job has purpose. For my birthday this week my year 12 class baked me two cakes



Drama teacher Adele Tunnickliff.

and brought a shared lunch. They also made me cards and gave me gifts. I was so overwhelmed by their love!

Expectations vs reality – is being in a classroom what you thought it would be like?

Hard to say, I had no expectations going into the classroom. The reality of being in the classroom is that YOU are the responsible adult in the room and that can be quite daunting at times. After a while you get the hang of it!

How has being involved with PPTA been for you?

To be honest I'm feeling like a needle in a haystack when it comes to PPTA. I don't quite feel like I know how to express my concerns with the profession just yet. I guess you could say I'm finding my feet there.

What sort of level of involvement have you had?

I've been to branch meetings, joined the Facebook groups (and learned quickly to avoid those comment sections!) and participated in strike action. In future I want to be more active but I also need to remember I'm still in my first two years of teaching!

What sort of support do you think is most important for first year teachers? What would you like to see more of?

The most important support is having a mentor that you can trust. This person serves as your go-to on all of your problems. Another support is having an HoD that trusts you and answers all of your questions. To survive, you need teacher friends. These are colleagues you can banter with and grab a coffee with. Especially people outside of your subject area so you don't get stuck talking about work all the time!

What advice do you have for beginning teachers?

Ask for help! Don't be afraid of asking dumb questions. Your colleagues are there to support you and you need to let them help you. Don't give up when the going gets tough. I also highly recommend getting EAP counselling as a way of dealing with all the emotions you will inevitably have being a beginning teacher.

Treat your students with respect and kindness, and they'll return the favour. Never, ever, ever, yell at kids. It doesn't work. Find ways to get to know your students and show that you are interested in their learning. Your professional learning never stops, keep seeking learning experiences. Make teacher friends who are positive and keep you laughing. They're your biggest support.

Do you think you will continue teaching?

Absolutely, I love it. I've found myself falling more and more in love with the job.

Is there anything else you would like to add?

I'm really lucky in my school and I have the best HoD in the world who lets me do what I want. That's been a real treat. I never thought I would love being a teacher this much but I truly do!

Keep an eye on ppta.org.nz for more NET profiles

Fixed-term positions – time to review

Fixed-term positions drive secondary teachers from the classroom and are often illegal. Now is the time to review them.

Starting employment in fixed-term roles (including as relievers) has been a common experience for beginning teachers.

The 2016 Working Group on Secondary Teacher Supply Report (from the PPTA, the Ministry of Education, the School Trustees Association and the (then) Education Council) states that:

‘Most new appointments are of experienced teachers rather than new teachers, and new secondary teaching graduates are more likely to be employed in fixed-term or relieving roles than in permanent full-time positions. This contributes to high attrition rates of new teachers. Recruitment practices and the processes used by individual schools to induct new teachers into the profession have an impact on the supply of new teachers who come into the sector as a whole.’

Nearly 80% of beginning secondary teachers enter workforce fixed-term

The report highlighted that between 2010 and 2015 about 80% of beginning secondary teachers entered the teaching workforce in fixed-term positions, which had implications for their ability to access the induction and mentoring expected to support them to achieve the standards of practice required for full teacher certification.

Principals confirmed they often employed beginning teachers in fixed-term positions and identified a range of reasons, most of which were about reducing financial risks to the school. And it is not just beginning teachers that find themselves in rolling fixed-term appointments.

Driving teachers away and breaking the law

There are three problems with this approach. Firstly, local employment practices impact cumulatively at the national level. Repeated appointment to fixed-term positions is linked to migration out of the profession. There is a high likelihood that a teacher appointed to a third fixed-term position will leave the system. Individual school decisions therefore impact on the total pool of teachers available to all schools nationally.



New Zealand Secondary Principals Council Chair James Morris's school, Darfield High School, has signed up to the Promise to New Teachers to end temporary contracts.

Secondly, the effect of these practices is to transfer employment risks from the employer to the employees and, almost by definition, to the most vulnerable employees.

Thirdly, the practice is against the law – the ERA establishes permanence as the default position when making appointments and requires the exception to be proven against a limited range of valid reasons.

Employer Court decision questions fixed-term validity

Subsequent efforts to work with School Trustees Association and the Ministry of Education to provide greater enforcement of ERA requirements and prevent the misuse of fixed-term agreements, have met with limited support from both employer organisations.

A new factor to bring focus to the status of current fixed-term positions is recent Employment Court decision (Morgan v Transit Coachlines Wairarapa Ltd [2019]). This has confirmed that:

“Financial uncertainty is something all businesses face to a greater or lesser degree. There mere fact of financial uncertainty cannot, of itself, suffice in terms of the requirements of s 66 (2) (a), especially when there are redundancy provisions in the collective agreement to

deal with such circumstances.”

This will raise questions about all current (and future) fixed-term appointments which are made because the employer has identified uncertainty of resourcing (whether operations grant, foreign student fees or future school rolls).

Current fixed-term positions should be reviewed

Positions which are currently identified as fixed-term should be reviewed and those which are not legitimately fixed-term regraded as permanent positions. PPTA field officers can provide further advice.

PPTA has prepared advice on what does and does not constitute genuine reason for fixed-term appointment and clarified for principals and teachers the circumstances in which the association is likely to enforce permanence of appointment. This advice applies to all teachers who are offered fixed-term positions, not just new teachers.

Principals and teaching members who are in fixed-term positions can review this guidance to confirm whether any fixed-term position is consistent with the requirements of the act.

The advice can be found on the ‘Appointments to teaching positions in secondary schools’ page of the PPTA website.

Promise to New Teachers

In addition to providing advice and industrial support to ensure fixed-term appointments are used correctly the association has also worked to support members in this area though ongoing support from field officers for individual members and the Promise to New Teachers campaign. The Promise to New Teachers is a way for schools to commit to end the use of temporary contracts and many boards have already signed up.

If your board is not yet a signatory, the current secondary teacher shortage makes this an opportune time to discuss with them the advantage of being able to show prospective staff that your school is committed to being a teacher-friendly place to work.

More information on the promise can be found at ppta.org.nz

Community based projects with a global focus

Hastings' St John's College Social Enterprise scheme has students working with community and commercial partners on projects to improve our world.

A solar powered steriliser for medical equipment, concrete made with recycled plastics, and seeds that require less irrigation are just some of the contributions Hastings' St John's College students are making to the world.

The projects are part of the school's Social Enterprise scheme - an independent, community based project with a focus on the marginalised and the environment. St John's College staff and local commercial partners work closely with the students to make their ideas a reality.

From sun and steam to germ-killing heat

St John's College physics teacher Michael Pohlenz said the most fulfilling part of the project was working with students on real world problems.

Michael worked with a group of student directors to develop KEAR, a solar and steam powered sterilisation system for medical equipment designed to operate in locations where electricity is hard to obtain. The system converts as much as 80% of the energy in sunlight into germ-killing heat.

"In typical physics classes, we mostly work on theoretical problems centred on a certain topic. The classroom topics are not integrated as they would be in the real world. Trying to get them to see and work out the combination of requirements was rewarding," he said.

The students were inspired by a significant sterilisation crisis at their local DHB. "We thought - if such a situation could occur in a first world environment, what could occur in a less resourced country?," they said.

Supported by Royston Hospital in Hastings and with a fledging relationship with Red Cross the KEAR directors see a primary benefit in the South Pacific and testing is planned in two sites in Samoa.

Environmentally friendly concrete

4000 plastic water bottles form part of St John's College's latest piece of outdoor furniture. Commissioned by



Kupe Pohe mixing seed priming solution.

another group of Social Enterprise directors the plastic-concrete mix has been branded Environ-Crete.

The recycled materials included in Environ-Crete are plastic from drink bottles for the New Zealand market and a combination of recycled plastic and coconut husk for the Pacific market.

Environ-Crete is cheaper, sustainable and more durable than other products available in the marketplace. It locks in CO2 emitting materials.

The students have already developed, produced and sold outdoor furniture for the domestic market and are currently developing a more highly designed range. They have received community support from Worley Parsons, Lattey Group, Bridgeman Concrete, Alto Packaging Ltd and Hawkes Bay Machinery Movers.

Protecting the food chain with a Māori world view

Te Tuitui Mātauranga is an enterprise that has researched and developed a process to reduce irrigation requirements in pea and bean seeds, producing promising results for agricultural industry in climactically challenging environments.

Working with Plant and Food and Wrightson Seeds, the students began their journey by embracing Te Ao Māori worldview of Kiatiakitanga (guardianship) of the natural freshwater resources of Aotearoa.

"Wai (water) is the essence of all life and the world's most precious resource.

It's of high importance to Māori, and it is the life giver of all things, a precious taonga (treasure), part of our whakapapa (genealogy), part of our identity," the directors said.

Horticulture teacher Belinda Raskin supported the students through the project. She said the confidence they developed collaborating with others outside the school environment was particularly fulfilling.

"It is exciting to see the immediate benefits of students enthusiastically engaged in learning relatively complex biological and chemistry concepts quickly, so that they could apply them for product development and then communicate the outcomes confidently."

Challenges and support

Social Enterprise director, St John's College head of commerce David Ivory said the work took place outside of the school curriculum, meaning work happens in students' own time with staff across the curriculum supporting them in their efforts.

"Forty percent of the student population live in Napier and many others are from rural communities around the Hawkes Bay. A fleet of buses arrives at the start of the school day and at 3pm - it certainly makes meetings more focused," he said. Technology had also provided opportunities for connectivity between students and their commercial/community partners, he said.

David would like to see government support for this model of learning. "Research from abroad shows high level project work will define education and differentiate schools in the future - a replication of current workplace environments. However our current hierarchical and structured school environments reflect a different age of Victorian industrial era.

"My view is that government should support new ways and processes to deliver the existing rich curriculum but pivoted towards quality project work," he said.

Abridged: For full version and more photos, visit ppta.org.nz

Taking stock of your rights at the end of the year

Advice from PPTA's intrepid field officers on timetabling, units and allowances, appraisal and paid delegate time.

As the end of the year nears many of you will be taking stock and making changes – and not just course changes. Other areas needing consultation between the employer and the members include: the timetabling policy, use of units and allowances, changes to appraisal processes and paid delegate time. Below are examples of how you might approach these issues.

Timetabling

Schools must consult with members in developing timetable policies and any proposed changes to those policies. There have been recent changes to the legislation on rest and meal breaks which you can read about on the Employment New Zealand website (employment.govt.nz).

In our first example, the Crater High School branch requested a review of the number and length of duties to allow everyone time for a break and lunch each day.

The branch discussed how the duty roster might change. Suggestions included altering the size of zones teachers patrolled, roving teachers across more than one zone, using additional non-teaching staff and summer and winter rosters reflecting open and closed areas of the school grounds. Teachers with longer but fewer duties and others with duties of shorter duration but occurring more frequently were also suggested. Ideas were presented to the senior leadership team ahead of a staff meeting. The result was a new duty roster including several ideas to ensure students were supervised but all staff got rest and meal breaks.

Management units and allowances

The recent STCA settlement and your annual staffing allocation mean your school may have changes in units and management allowances for next year. Schools must consult with members on the use of these. There may be fresh ideas on the use of fixed-term units and allowances or perhaps an opportunity to make the allocation more equitable



Time to talk – consultation is key when it comes to employment changes.

across departments/faculties or between curriculum, management and pastoral responsibilities.

At Rocky Road College the principal informed teachers by displaying the role or responsibility with the number of units and allowances on the staff notice board, where the management units (MUs) and middle management allowances (MMAs) were currently allocated and whether they were fixed-term. If MUs or MMAs became available teachers who were doing other additional roles might attract this remuneration. The branch felt they were not being consulted and not all teachers' contributions recognised.

Two branch delegates met with the principal to discuss a more transparent process. They shared the PPTA resources on consultation and unit allocation. The principal and teachers collaborated to identify where additional work was required to meet the strategic and annual plans of the school. The senior leadership team then prioritised this work. Teachers could apply for these roles and responsibilities and an appointment process would be carried out. MUs and MMAs that were fixed term had a genuine reason written in the letter of appointment and this reason was shared along with the other information on the notice board.

Appraisal process reviews

The previous edition of the PPTA News details changes to the performance management requirements that will assist in reducing teachers' workload. Teacher input into the review of appraisal systems is critical to developing a high

trust, high confidence model. We know of conversations happening between branches and principals on proposed changes. If this has not yet happened in your school now is the time to raise it with the principal/teachers.

Paid delegate time

Schools are now required by the Employment Relations Act to provide time during the school day for PPTA delegates to undertake their union representational duties (see pg 4-5).

At Pebble Cove Area School, with 32 members, the branch chair meets with the principal once a fortnight for 20 to 30 minutes. This always takes place in the branch chair's non-contact time as the branch chair prefers this to having to set work for their classes. The branch chair and principal discussed the new entitlement to paid delegate time. Together they looked at how the school could meet its obligation to provide this to the branch chair and other elected representatives on the branch committee. They agreed that an additional hour per week non-contact was reasonable for the branch chair to carry out their duties. The branch chair requested they did not have a form class to avoid split classes on the timetable. As this equates to more than one hour per week the branch chair could also relieve the form class of other committee members when needed.

At Peninsula Point High, with 68 members, the principal and branch chair are not sure how much time is required for branch representatives to carry out their duties. The principal has agreed the branch committee of five representatives will keep a time log of what they do in their elected roles and when a half or whole day is reached they will apply for leave in lieu. Union leave for events such as branch officer training and regional meetings that are known in advance can be applied for in the usual way at the school. A first review point will be held at the end of term one.

If you want more information or support on how to progress these issues in your school visit the 'hours of work' section on the PPTA website or contact your regional chair or field officer.

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PPTA membership alert Have your details changed?

New job? Changed schools? Let us know!

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

New email address?

PPTA may occasionally contact you via email and there are a number of e-newsletters you can sign up for, so if your email address has changed, or you are not sure that we have it, please contact webmaster@ppta.org.nz or update your details via the member dashboard of ppta.org.nz

Starting teaching?

Teacher trainees – if you've been appointed to a teaching position for 2020, please remember to fill out an application to join us as a full member of PPTA. Look for the Join PPTA section of ppta.org.nz

Leaving teaching?

If you are resigning from teaching please let us know so we can remove you from our membership records. Honorary PPTA membership is available. For more information email membership@ppta.org.nz





Kaimahi
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“Getting teachers home safe and healthy”

PPTA Regional Wellbeing Workshops

Creating Positive Workplaces

(Preventing and Responding to Workplace Bullying)

The aims of the wellbeing workshops:

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

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

STARTING TERM 1 2020

Kaimahi Mātauranga Workers' Education Trust

WorksafeReps is owned and operated by the Workers' Education Trust, established by the PPTA and other unions to provide education courses in health and safety at work.

For more information contact peter.scanlan@worksafereps.ac.nz

www.worksafereps.co.nz

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