

**Jason Farley, an ISEA Representative and teacher at Diocesan School for Girls, is a candidate for election in the secondary teacher sector to the Teaching Council of Aotearoa New Zealand Board.**

*ISEA considers that it would be good to have a voice from a teacher in an independent school on the Teaching Council Board.*

*Jason answered some questions for the PPTA News. Here is a reprint of that interview.*

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**What experience do you have that would make you a good fit for this role?**

My experience prior to coming into education, including audit, business management, recruitment and sales, gives me a broad range of skills to call upon and contribute. Having seen the challenges presented to teachers by NCEA, and alternative assessment systems, as well as the difficulties of classroom teachers and school middle management, I offer an encompassing perspective on the reality of day to day work in secondary schools.

**Are you a PPTA member, and if so, how have you been involved in PPTA?**

While I am not currently a PPTA member, I have previously been a PPTA branch officer. At this time I am a member of ISEA New Zealand and am acting as a branch officer and in school contract negotiator.

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Teaching council board candidate - Jason Farley

New Zealand, review standards for all teacher education programs with a particular focus on "in-school training" programs, clarify the role of Teachers as professionals, and return to a code of ethics.

**Tell us about your teaching career and why you are a secondary teacher**

I want to be able to look in the mirror at the end of the day, having done good in the world. Teaching was the best way, for me, to serve my community and give something back. My career has been shaped by the education of young women, and I have become more and more committed to elevating the status of women in our society through education.

**Is there anything else you would like to share?**

Teachers should feel proud of themselves, and feel that they are held in esteem by their communities. Students should aspire to teaching as a career which they will go into as a first choice. As professionals, we should be able to focus on teaching and supporting our students to become life long learners. My time on the teaching council will be dedicated to making these statements true.

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## ***Ken Bray - Founder and Visionary***

**IT IS WITH REGRET THAT WE RECORD THE DEATH OF KENNETH BRAY, JUST SHORT OF HIS 90TH BIRTHDAY, LIFE MEMBER, FIRST NATIONAL PRESIDENT AND ONE OF THE FOUNDERS OF ISATA (INDEPENDENT SCHOOLS ASSISTANT TEACHERS' ASSOCIATION) WHICH IS ISEA.**

Ken migrated to Auckland via Australia joining Saint Kentigern College in 1966. Whilst at Saint Kentigern Ken became involved in the newly formed (1967) Independent Schools Assistant Secondary Schools Teachers' Association, at that time only based in Auckland. It was not long before he became Chairman, and Ken was one who encouraged the dropping of the word 'secondary' from the title to embrace all independent school teachers.

Ken found himself at the centre of politics of education of the time. In the early 1970's it was clear that many Catholic schools were struggling financially. The Kirk Labour Government was not inclined to invest more money in private schools, but rather encouraged embracing the precedent set by St Stephen's Maori Boys' School, which became 'integrated' into the state system in 1969. It was a public/private partnership which guaranteed government funds for the teaching programme, whilst boarding and buildings were the responsibility of a Trust Board.

Ken Bray, with others, were concerned that the independent school teachers had no representation nationally. With the support of his committee, Ken approached teachers from other private schools around the country. A meeting was set up in Wellington in 1974 and in time working with: Neil Lambie (Scots College), Ash McRae (Lindisfarne College) and Peter Guernsey (Christ's College), ISATA was now a national body with Ken Bray as National President. The first National Conference was held in May 1975.



It was Ken's leadership and enthusiasm that saw ISATA grow in strength very rapidly. Though the Integration Bill became enacted in 1975, seeing all the Catholic schools become integrated, most of the other private schools, initially at least, remained independent. However ISATA began to become the voice of independent school teachers responding to the issues of the time.

Ken's approach was to be inclusive and all embracing. To him it was important to work in partnership with the two heads associations, AHISS and AHIPS. His was a collaborative approach which was to prove very successful. Following his time at St Kentigern College, Ken Bray was appointed Deputy Principal at Diocesan School for Girls, Auckland, a position he held from 1976 to 1979, before he took up a position at St Peter's College, Epsom, which he had until he retired. On leaving Diocesan School for St Peter's, an integrated school, Ken Bray was made a Life Member of ISATA and he has maintained a very strong interest in the affairs of the Association for the remainder of his retirement.

It would be fair to say that it was Ken Bray's initiative, with the support of others, that saw ISATA, now ISEA, become a national body. For that we are indebted to Ken. Above all it was his beloved family that was the focus of his whole life. His funeral on Boxing Day, at St Chad's Anglican Church, Remuera, Auckland, was very much focussed on his extended family, a constant joy and inspiration to Ken. Ken's wife Margaret died just over a year ago. In recent months he suffered a stroke that saw his quality of life deteriorate.

To the wider Bray family, we extend our sincere sympathy, and in doing so we acknowledge a person who had a vision.

Mairi Ferguson (Former ISEA Membership Advocate), Malcolm Walker (ISEA Past President) and Bruce Owen (ISEA Past President)

# Supporting new colleagues at work: Invite them to join ISEA

Early in the new school year, it's important for ISEA members to check that their letters of employment are up to date and their working conditions are fair and reasonable. This includes making sure that salary increments due have been paid and that job descriptions reflect the work expected and being done.

It is a good time to hold a meeting for members collectively to compare notes so they can identify areas needing improvement and consider what needs to be done. To achieve positive change, increasing the strength of ISEA's voice in the workplace is key. So ask your new colleagues to join ISEA to strengthen that voice. Welcoming them into the Union will support them as individuals, as well as benefitting all members in the workplace.

## Recruiting members

There are a variety of ways to recruit new members. You can invite new colleagues to attend an ISEA meeting and include a presentation about joining the Union as part of it. Or you can approach individuals and have a conversation about joining.

Our ISEA Reps recruit members as part of their role, but they need your help in approaching new colleagues personally to ask them to join ISEA. Members are our best recruiters. You know your school and how it functions and what needs to be improved. You can explain the benefits of joining ISEA, which include:

- experienced negotiators to negotiate collective agreements to improve members' pay and conditions
- specialist support and training in enforcing collective agreements and individual employment agreements where there is no collective agreement
- representation/advocacy when employment issues arise, including legal support, as appropriate
- being supported collegially at work by ISEA colleagues
- being part of ISEA's collective voice in making submissions on professional and other relevant issues to education and other agencies
- access to discounts through the Member Advantage programme, for instance in health insurance, car rentals, travel, tyres and eye glasses.

One way you can offer tangible support to new colleagues is to check that they have an appropriate letter of offer of employment and confirmation of appointment, which should contain:



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- the nature of the job, including units and responsibilities
- tenure: permanent or fixed-term
  - if fixed-term, a genuine reason why it's not permanent (permanent employment is the norm), and an end date
- status: full-time or part-time. If part-time, the proportion and/or number of hours of work per week.

If you believe that changes are needed, refer the potential member to the Rep or an ISEA Organiser.

The school management or human resources personnel must make each new employee aware of any collective agreement that covers employees at the school and give each one a copy of it, including information about how to contact the union. You should check with new employees to be sure this has happened. If it hasn't happened, refer the potential member to the Rep.

**JOINING ISEA IS EASY. YOU CAN JOIN ONLINE AT [HTTPS://WWW.ISEA.ORG.NZ/JOIN-ISEA](https://www.isea.org.nz/join-isea) OR GIVE A PAPER APPLICATION FORM TO THE REP OR POST IT TO ISEA. HELP YOUR NEW COLLEAGUES BECOME PART OF US!**

Barbara Hill, Organiser, ISEA

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As we celebrate International Women's Day on 8 March, a look at century-old teaching ideals for New Zealand women teachers is timely.

## Teaching Ideals

### OPINION - 100 YEARS AGO

"The first aim of our association is to advance the cause of education, and we must not forget that it is our duty to use every available means of making ourselves fit for the highest service of the State."

So, said Miss Chaplin (Canterbury), president of the Women Teachers' Association, at the annual conference of that body which opened in Wellington on Monday.

"The very fact of our presence here goes to show that we have the interests of our work at heart, and that we are striving to reach the high ideals which must ever be before the mind of the earnest teacher. There can be no question as to the need of women workers in the field of education - wherever children are to be trained, these women of the right type are pre-eminently necessary for the highest welfare of the State. And we must do our part in the task of urging that young women of fine physique, high principles, and good mental ability take up the work. No boy or girl must expect to find the teaching profession one which offers an easy or lucrative billet."

*Note: The NZ Women Teachers' Association was formed in 1914, advocating for equal pay, promotion of women and inclusion of women in school inspector teams.*

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## ISEA Directory

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### Need advice or assistance?

- ISEA has a Freephone number **0800 300 073**. You can leave a message for ISEA on our freephone number 0800 300 073.
- We endeavour to respond to queries within 24 hours on weekdays or the Monday following the weekend.
- (Our normal office hours are Monday-Friday 9am-5pm. We are closed on all Public Holidays and Auckland Anniversary Day).

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