

## Interview - President of SPANZ

Earlier in the month Oasistalk interviewed Mike Williams, Principal of Pakuranga College and current President of SPANZ, Secondary Principals Association New Zealand. Mike was open and generous with his time and responded to a number of Oasis' questions as follows:

Oasis – Thanks for your time today Mike, can you please tell us what SPANZ does?

MW – “SPANZ is an organization that advocates for Secondary School Principals and secondary school education. We represent a cooperative yet independent voice that communicates with organisations such as ERO, the MOE, PPTA NZEI. We consciously take a collaborative approach working 'inside the Waka' as opposed to outside it to achieve results for the secondary sector.”

Oasis – As a specialist education recruiter; along with an acute shortage of primary school teachers, Oasis are experiencing constant ongoing demand for STEM (Science Engineering Technology and Maths) teachers in secondary schools, is this demand real?

MW – “Absolutely, it is a real concern. The STEM shortage is a historical problem that was critical during the economic boom years leading to the Global Financial Crisis, was manageable in its aftermath, and is now critical again as graduates are attracted by high paying opportunities in the business and private sector. A shortage in workshop teachers has seen many schools curtail, or even close wood and metal programmes, and the shortage in Physics, Maths and ICT Computing teachers and (in particular ICT) is extremely worrying. As well as providing students with the technical skills they will need to compete in the modern workplace ICT is a key component in modern learning and the profession cannot compete with the high salaries skilled graduates can command in industry.”

Oasis – So how do you attract these graduates?

MW – “Putting money to one side we need people who have an aptitude and are attracted to teaching, the teach first model provides graduates with a salary as soon as they commence their in-school training and while there are limitations on the number that this programme can accept each year, it does provide a blueprint that could be expanded and the chance to earn while training (and pay off the student debt) would be attractive to most



graduates. An increase in the ability to allocate more Management Units would also assist in the retention of STEM staff, once they have entered the profession and reward staff who are taking on extra responsibility”

Oasis – We are hearing from some of our schools that Communities of Learning, while seen as a great initiative, are proving a strain on staffing is this true?

MW – “Communities of Learning are a great development but yes they will represent an added strain on teacher supply. Created with the objective of promoting collaboration and sharing excellence within and between schools, typically a COL cluster will be made up of several schools from ECE, Primary, Secondary and potentially even to tertiary levels, covering the entire learning pathway. In terms of release time the COL leader (usually a principal) gets 0.4 release time and across COL teachers get fifty percent of their work load covered while the in-school COL teachers also get some release time. All of this release time that has to be 'back filled' represents additional staffing. Perhaps as many as the equivalent of six or seven teachers are required across the COL cluster. So yes, given that we are already experiencing a general shortage of staff the COLs can only exacerbate this problem.”

Oasis – while you were on sabbatical in the UK you visited many the PPP (public private partnership) Academies that are increasingly becoming a feature of the educational landscape there, what were your impressions?

MW – “The 'Academy' phenomenon seems to represent central government in the UK divesting responsibility and risk onto Academies ( Like our Charter schools) or

groups such as Multi Academy Trusts. With the facilities provided through PPP's ( Public Private Partnerships) These new entities which seem to be replacing the traditional Local Education Authorities and They receive all of their funding directly from the state. The Multi Academy Trust are becoming like mini Local area Authorities but it's the schools who carry all the risk and responsibility, as opposed to the old LEA model where the State carried the risk. The early Academies spoke of high funding levels in the beginning but now as the number of academies has increased government funding is becoming significantly less. Interestingly I found a number of schools whose PPP contracts are well advanced are now having trouble getting their commercial backers to invest in new facilities or technology, so new school buildings or upgrades in school computers etc, becomes much more difficult because there is a commercial rationale and the investors must show a profit to their shareholders.”

## THANKS

As we embark on the 'wild ride' that is term three, we wanted to convey a team message of thanks.

### • To our much-valued team of TEACHERS:

Once again you have all been positively amazing in how you have represented Oasis out there in education land. You consistently turn up to a day of the 'unknown', and you take care of business day in day out. You are our biggest asset. We know it. And we thank you.

PS: If you know any good teachers wanting relief work, please send them our way!

### • To our much-valued network of SCHOOLS:

For whatever reason, we have already hit the ground running in 2017. We know it isn't always easy, but we do enjoy your chipper voices on the other end of the phone. Last year our numbers increased dramatically and this year has seen the same trend again. Rest assured we have ongoing strategies to attract as many new teachers that we can, that meet the criteria of being a teacher with Oasis. We appreciate your loyalty and we want to thank you for continuing to support us to support you!



# A Hidden gem 'Out n about' in Auckland . . .

By Sheryll Hoskin

Monte Cecilia Park & Pah Homestead is a relative unknown. Some know of it, but lots don't. While the homestead is a great place to investigate regardless of weather, it is definitely at its best on a clear sunny day.

The site was a fortified Maori pa during the 17th and 18th centuries, although it was probably abandoned during the latter part of the 18th century. In 1844 William Hart was able to purchase the property from Ngati Whatua. Hart built a Regency styled villa on the site in 1847. Hart increased the size of the farm to 250 acres by purchasing the adjacent properties on which he raised cattle for beef and dairy purposes as well as cultivating wheat and barley. As well as wind break trees, orchards and other agricultural plantings, Hart planted a number of exotic specimen trees on the site including what is now the largest hoop pine in New Zealand, and several Morton Bay figs, including the largest example in New Zealand.

In 1866 the farm was sold to Thomas Russell for £12,725. Russell was an active member of the Auckland Horticultural Society

In 1877 James Williamson purchased the property for £10,000 which was substantially less than what Russell had paid for it ten years earlier; Russell had returned to Britain three years earlier. Williamson retained the name "The Pah" and demolished the thirty-year-old house to make way for one of the most expensive houses ever built in the colony.

The homestead was built between 1877 and 1879 as Auckland businessman James Williamson's 'gentleman's residence', and



was one of the largest and finest homes in Auckland at that time. The tree-lined drive to Pah Road remains largely intact, although parts of it now run through private properties adjoining the park. The grounds include some of the finest exotic trees in Auckland, and there are views across the Manukau Harbour and to One Tree Hill.

Williamson had dreamed of creating a family dynasty with this estate as its symbol, however following the stock market crash in 1886 Williamson was forced to sell this property, which was subsequently divided up for development. After Williamson's death in 1888, the lavish establishment was taken over by the Bank of New Zealand and leased to the Anglican church, and was purchased by the Sisters of Mercy in 1913 as a novitiate. More recently, Monte Cecilia House was used as a temporary residence for the homeless and new immigrants, but this operation relocated to premises in Mangere.

On 1 September 1983, the building was registered by the New Zealand Historic Places Trust as a Category I heritage structure.

In September 2002 Pah Homestead was

purchased by the Auckland City Council as part of council plans to develop the surrounding estate into a premier park for the city, Monte Cecilia Park.

The Council extensively restored and adapted the Homestead, prior to its opening as the home of the TSB Bank Wallace Arts Centre in August 2010.

The Arts Gallery hosts a changing programme of exhibitions curated from the James Wallace Arts Trust collection as well as regional touring art exhibitions.

We highly recommend visiting the stunning Pah Homestead – relax, indulge in the cafe and feast your eyes on ten rooms full of New Zealand contemporary art and outdoor artworks and sculptures that adorn the magnificent grounds.

## Housekeeping

Not to sound too much like a broken record (if you even know what that is!), but this 'housekeeping' section is in here as constructive feedback for teachers regarding the most common repetitive points of issue that cross our desks here at Oasis. Here are two 'classics' . . .

### • Oasis Education cannot be a referee.

Oasis is not your employer. The school that you are working for on any given day is in fact your employer for that specific day. We do not see you teach, so we are unable to answer the questions prospective employers ask. We are however, happy to provide you with a statement of service that details where and when you have worked throughout your tenure with us.

### • Please please please do not answer your phone in class.

Oasis do sometimes call you during class time to let you know we have you booked for future work. We fully expect to be able to leave you a message and have you return our call later in the day when you have a break!

*We would greatly appreciate if you could be mindful of these two recurring sceanrios as we move in to Term three of 2017.*





# Istanbul Int'l School



Oasis Education  
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2017

**By Martin Strang – Manager.  
Oasis Education.**

As our readers may know, Oasis has been steadily building an outbound service for NZ teachers who are at that point in their career where they decide they would like a change often mid-career for professional revitalization, or upon retirement in search of an educational adventure overseas. As well as the well-trodden track to London, we send teachers to such diverse destinations as the UAE, Saudi Arabia, Thailand, Laos, and Pitcairn Island. Adding to this in an exciting new development, we have now established ties with a remarkable new client school that is based on the shores of the Bosphorus in one of the world's most attractive travel destinations, Turkey's jewel of the orient, Istanbul.

Fears of terrorism in Europe and the Middle East are legitimate and as an agency we have always made the safety and fair treatment of our teachers an absolute priority when considering overseas partners. Hence, we did not seriously consider Istanbul as a destination, until the opportunity came up this year to visit the school to 'check out' the educational environment and investigate the experiences of their overseas teachers.

Arriving at the school which is located a brief taxi ride from the penultimate stop of an immaculate eastbound municipal metro service, first impressions were immediately favourable. The school caters for all year levels from kindergarten to final year high school and is comprised of several modern, spacious, three story buildings situated on an attractive, green campus. Funded by wealthy Turkish philanthropists the parent organisation is

non-for-profit and is vigorously non-religious in character. The student population is almost exclusively sourced from less affluent Turkish families who see a global, international perspective on life as an increasingly vital component in their children's educations. The local staff and students we met were happy and welcoming and the children's art work displayed liberally throughout the school was a revelation; a million miles from our preconceived ideas of what creativity in a conservative, largely Islamic country might look like and at a skill level that many a professional artist might envy.

Working conditions for the many overseas staff are equally inspiring. We met teachers from the antipodes, the Americas and the UK and they were unanimous in their praise for their employer and for their comfortable modern and convenient accommodation and most importantly they were all loving their teaching practice.

The British trained Principal who, in cooperation with his local counterpart, runs the school and oversees the delivery of the CIE Cambridge International curriculum has nothing but praise for Kiwi teachers and wishes he could attract more of them. When questioned around the question of safety he highlighted the reality that random acts of violence can and do occur all over the world now but he feels that Turkey is a very safe stimulating destination for overseas teachers. He added that regardless of a move by the current regime to a more fundamentalist form of government, the average Turkish citizen values the hard-won civic freedoms that come with a secular society and are resisting hard-line reactionary change. Demonstrably proud of his school, at the end of a very thorough guided tour, he pointed to the founding tenets of the school printed on the wall above his desk. "Education for all without prejudicial reference to religion, race or gender" and without exception the school is able to maintain these principles.

At the end of our visit, getting off at our metro stop on the city end of the bridge that spans the famous 'golden horn,' the minarets and cupolas sparkled in the late afternoon sun and we both experienced a moment's envy at the thought of the lucky teachers that were going to be able to experience this cultural and historical magnificence, for more than just a brief few days.



## INVITATION TO 2017 OASIS PROFESSIONAL DEVELOPMENT COURSE

- Date:** Thursday 20th July  
9:30 am – 2:00 pm
- Venue:** 599 New North Road, Kingsland
- Parking:** Limited to surrounding side streets,  
but Morningside station is only 5 minutes walk away
- Cost:** \$30.00 per person payable to:  
Oasis Account Number: ASB 12-3057-0214302-50  
Particulars OasisPD  
Reference (Your surname)
- The non-refundable fee covers lunch and presenter costs.

- Registration:** All day course - Limited to 40 Oasis registered teachers  
(attendance confirmed on fee payment)  
• Registration session ONLY Limited to 70 (\$15 per person)  
Open to non-Oasis teachers.
- RSVP by 30 June 2017 to [info@oasis-edu.co.nz](mailto:info@oasis-edu.co.nz) or phone 09 815 8152

## COURSE OUTLINE

- 9:30 - 10:00 am Welcome & Housekeeping - Oasis  
10:00 - 11:00 am TEACHING MATHS Y 1-7  
11:00 - 12:00pm BEHAVIOUR MANAGEMENT  
Managing 'Difficult and extreme' behaviour in the classroom. How to avoid and/or resolve it.  
12:00 - 12:30 pm LUNCH supplied  
1:00 - 2:00 pm TEACHER REGISTRATION (Provisional / Subject to Confirmation / Full)  
A Senior Education Council representative will talk about registration criteria,  
and will answer any questions you have around this subject.
- Closing / feedback
- \*Subject to change without notice

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