

STCA claims presentation May 2010

Attached are the two documents that were presented to the Ministry of Education and NZSTA representatives at National Office on 3 May 2010 as claims for the renewal of the STCA.

Karen Sewell, Secretary for Education had accepted our invitation to attend as she has the delegated authority from the State Services Commissioner to act as the employer party to the Secondary Teachers' Collective Agreement. On the morning of the presentation a message was received that she would not be coming. (And she also cancelled another meeting about some individual qualifications issues this week saying they are now matters for bargaining.)

As our claims are underpinned by a strong professional focus we had also suggested to the Ministry that they were free to invite others from sections of the Ministry that deals with teaching and learning – as that might be useful to them. They didn't and only brought staff from the Industrial Relations Unit.

This meant that we focussed more heavily and in more detail on the professional angles as you will see in the attached claims presentation. These papers were also sent to Karen Sewell just to be sure that she is fully informed about our claims.

PPTA claims 2010

Secondary Teachers' Collective Agreement

PPTA members voted overwhelmingly to support the claim that we put to you today.

Our consultation and approval processes with members have been extensive – almost exhaustively so as it began in the middle of last year and followed three phases:

1. Paid union meetings in term 3 last year – focussing on the changed economic environment and what that might mean for bargaining in 2010;
2. Paid union meetings in term 4 last year – canvassing the range of issues members wanted put forward as claims and prioritising them – this included asking them about salary and conditions, then
3. Paid union meetings last term – seeking approval for a claim package that Executive had shaped out of the massive amount of feedback from the term 4 PUMs.

Our members are putting forward these claims having seriously considered the economic environment – you can see that from the process I have just outlined. In going to members in term 3 last year and putting to them how significantly the global financial world was changing they have still put what they consider a justified value on their job – and put forward a range of other claims they know will improve not only their effectiveness but the status and shape of the whole secondary teaching profession.

The secondary teaching profession has significant differences from primary and early childhood - despite any simple mantra around a teacher is a teacher is a teacher and despite past governments' agreement to parity and the rigid entrenchment clauses in their collective agreements. Key among these differences are:

- The requirement for a high level of specialist subject knowledge and understanding;
- Secondary students are teenagers turning into young adults- with their incumbent challenges, and
- External qualifications are high-stakes and students are making some life choices.

We know this government has to be fiscally prudent and there is an opportunity here – and this is to target funding into secondary and not agree to entrenchment. Other teachers' bargaining should be completely independent of our process – whatever the legal technicalities around good faith and pass-on are. Our claims are our claims – we do not say we want this and what anybody gets!

The claims we lodge today are those our members see will make a difference to their working lives as secondary teachers – what will support them to do the best job they can. We all know that quality or is the word now effective teaching does make a difference to student outcomes. This is our common ground.

PPTA does have a clear vision about the future of secondary education – and these claims will take us towards that. And, yes, it will require investment by the government. We know, and you know that some countries are continuing to invest in education despite the global financial problems. This would be the sensible and prudent thing to do in NZ too – our economic future depends on this.

Please find attached the whole claim with a full explanation.

PPTA claim - 2010

Secondary Teachers' Collective Agreement

1 Professional support for teachers

Professional learning and development for teachers is a desirable and necessary component of maintaining good teacher practice and improving outcomes for students, and is also a requirement as described in the STCA and the RTC (registered teacher criteria).

Claim 1.1 Define principles of best practice regarding professional learning and development (PLD) and outline processes and consultation for establishing when, what and how PLD occurs in schools and link to other professional development clauses in STCA

Rationale:

- **Members have raised many issues in this area – PLD not meeting their needs**
- **There is a wealth of material on best evidence about PLD for teachers and leaders**
- **Both employers and employees already have responsibilities to ensure PLD is occurring**
- **Improved PLD in schools would build capacity and capability in the sector through developing careers, improving teaching practice and leadership skills**
- **It would ensure more effective use of the scarce PLD resources in schools**

Professional learning and development

PPTA welcomes coherent, thoughtful change and development in the education sector. In this spirit and in response to requests from our members, we are currently developing a PLD toolkit for use in schools. This document outlines a rationale, principles and practices that constitute good teacher professional learning and development, along with tools to support branches as they evaluate and contribute to school PLD. This has been in the making for some months now.

Best evidence and best practice

Our work is based on current research (much of it led by MOE), aligns with findings from the best evidence syntheses, addresses the teaching as inquiry model, and offers frameworks for thoughtful change which support improved classroom practice and better outcomes for students.

The teacher professional learning and development BES was “designed to be a catalyst for systemic improvement and sustainable development in education.”¹ PPTA’s professional claim for the collective agreement focuses on putting the mechanisms in place that will make the goals of systemic improvement and sustainable development a reality across NZ secondary schools.

Onsite and ongoing

We recognise that quality PLD is no longer confined to what people learn at a conference, or are told on a course. Like all learning, PLD needs to be framed so that it is ongoing, offering multiple opportunities for teachers to trial, reflect on and embed new practice. This type of process requires regular opportunities to learn and relearn, to reflect and discuss, to observe and be observed.

Many schools already look for ways to bring these professional learning cycles into normal weekly business, through scheduled whole-staff PLD meetings, professional learning groups, and more open

¹ Timperley (2008) *Teacher professional learning and development*. Educational Practices Series (18), p. 3.

classroom arrangements, use tools such as 4-minute walkthroughs, and seek opportunities to enable colleagues to interact with and observe classes other than their own.

Alignment and coherence

Many of these things are not new to schools, but a critical difference is that they increasingly occur as a function of professional learning and development, rather than as a tool for appraisal. Yes, teachers are accountable for their work and schools have systems in place to monitor this. But, increasingly schools are working to create and foster alignment between strategic goals, what actually happens in classrooms, how teachers are supported in developing their practice, and with student learning outcomes.

The thing is – alignment is an easy word to say, but it's a complicated process to put in place. The tomorrow's schools model has promoted notions and practices of local autonomy that add to the complexity of creating alignment and coherence across schools, while the size of many secondary schools makes even the internal challenge of leading sustainable development both complex and demanding.

Structures and support

Teachers do not fear the complexities or the demands of meeting these types of challenges, but the larger challenge for PPTA and the Ministry is to find ways by which secondary schools can be supported in this important work. The new registered teacher criteria (RTC) require teachers to "demonstrate commitment to ongoing professional learning and development of personal professional practice,"² as do the professional standards for teachers in the STCA. The professional components of the PPTA claim acknowledge the commitment required of teachers, and addresses the need for PLD to be supported in schools, through a coherent framework that enables secondary leaders and their Boards to meet these obligations.

In NZ schools it can be truly observed that the only constant is change. Secondary schools are currently embedding the NZ curriculum, dealing with the NCEA standards realignment from 2011, seeking clarification around the new literacy and numeracy requirements, implementing new teacher registration criteria, managing the vagaries of the youth guarantee and trades academies trials, wondering what will result from the special education review, the truancy changes, the positive behaviour for learning action plan, and the ITE review, while girding themselves for the forthcoming review of UE.

While the policy and paperwork detailing these changes will be mostly sorted by the end of 2010 (probably), the reality of implementation will be ongoing in secondary schools for years to come. And there will be further changes popping up well before any of those already listed become business as usual. Meanwhile, the rate of technological shift – particularly in relation to managing inquiry learning (as opposed to teaching as inquiry which is another thing altogether) – requires further investigation by teachers (not to mention resourcing). Faster broadband, networks and loops, virtual learning communities, wireless access, moodle, myportfolio, mahara, mobile technologies – including phones, netbooks, social networks, tweets, youtube, teachersTV, I could go on – let alone investigations into cross-curricular learning compared with specialist subjects, action learning and community projects, and other types of collaborations that offer possibilities that so enrich the teaching and learning experience.

Complexity and sustainability

So, schools are complex and they operate in complex, rapidly-changing environments. Schools are sometimes isolated by geography – or by other factors that characterise tomorrow's schools. Leadership (as we know from the BES) is crucial. Senior and middle leaders in schools are tasked with developing and leading PLD. We know that quality PLD has to be contextualised, grounded in evidence, implemented, evaluated, discussed and embedded. School leaders need to be supported in these roles, ideally through existing networks such as the school support services, and on a regular basis. Effective PLD requires a mix of internal and external leadership and while some of these

² RTC 4 retrieved from <http://www.teacherscouncil.govt.nz/rtc/projects2.stm#h3>

factors cannot be enshrined in the collective agreement, others can – and the wider context must be acknowledged and understood so that coherent and thoughtful change can occur.

Summarised the principles of effective PLD based on the BES are that:

- PLD is ongoing
- PLD involves flexibility and timeliness
- PLD uses a mix of internal and external leadership
- PLD remains relevant and enables staff to move forward
- Individual PLD is complementary to other school PLD but is not necessarily sufficient
- PLD resourcing is a priority

The claim is to embed these principles in a new section of the STCA and to require that in schools teachers are involved in planning and decision making around PLD all of which are underpinned by these principles.

The claim is also to link this new section to existing employee and employer responsibilities concerning PLD in the STCA: in the professional standards for teachers (employee responsibility), in the good employer provisions of clause 3.1.1(b)(iv) and in the competency provisions of clause 3.3.1, both of which are employer responsibilities.

We would wish to work with you on where the section might best sit within the STCA – and the shape it would take as there are various options.

We can perhaps anticipate a response from you that might say that the STCA is not the right place for this sort of thing: it's a professional matter, not industrial; the document is already too long and prescriptive - which we have already heard from a number of quarters. We absolutely disagree - here is an opportunity, a golden opportunity – it's what teachers want, it's what you want to have happen we would have thought.

It would represent a major leap forward in terms of the actual implementation of a number of strategies that the ministry has and is designing for secondary schools. It would create a platform, entirely consistent with all your policy work – on which all secondary schools would be required to base their professional learning and development activities. It becomes a measure, if you like – and important measure based firmly on best evidence. Because this claim adds no financial cost to the government, nor boards, it would be hard to understand if the government were to reject this claim.

The following three claims, however, do have costs – relatively small costs overall - but each would demonstrate, in different ways, to teachers the importance attached to promoting and encouraging professional learning opportunities for secondary teachers.

Claim 1.2 Re-establish the senior/specialist subject advisors (SSAs)

Rationale:

- **Very strong membership support form 2009 Conference and claims consultation.**
- **Offers timely, specific curriculum support as standards are being re-aligned.**
- **Encourages valuable across-school exchange of best practice and support.**
- **It is targeted professional learning and development for secondary teachers.**
- **Contributes to an external pool of expertise that the BES PLD findings identify as an essential component of PLD for teachers.**

SSAs existed for one year only but the evaluation of them was extremely positive in spite of there only being 24 advisors who could not cover all curriculum / subject areas. We know that your response to this claim will include comment to say that we didn't want them last time. Well, we still have a firm

belief that the provision of external professional specialist support should not be a cost against teachers' salaries but our members valued this type of support so strongly that this particular claim had the support of the 2009 Conference – and had further very strong support through our claims development processes.

Re-establishing SSAs would be a very timely move as they would provide valuable curriculum support while standards are being re-aligned with the NZ Curriculum – and at a time also when most of the school support services efforts have been redirected away from the specialist nature of secondary curriculum and towards literacy and numeracy.

The claim is to re-establish specialist subject advisors in the same way as before which had the intention of phasing in more SSAs over future years to cover all curriculum areas. This would mean that SSAs would be teachers in seconded positions. One suggestion from the evaluation was that they should be seconded for a longer period eg 2 years to allow more embedding of work having taken some time to get it established – we would agree with that. Re-establishing SSAs would be consistent with the findings of the teacher PLD BES which describes an external source of expertise as an essential component of best practice PLD for teachers.

Claim 1.3 Increase sabbaticals for teachers by 40

Rationale:

- **Very strong support from members as the current few sabbaticals are highly sought after**
- **Highly regarded in the way they meet their purpose: professional leaning and rest**
- **Seen as an important employment benefit which encourages enthusiasm and retention in the sector**

The introduction of sabbaticals in 2005 was seen as a very important step when the Ministerial Taskforce made the original recommendation. It was envisaged that a more extensive scheme would eventuate so that all teachers overtime would a chance of being able to take a paid sabbatical during their career of perhaps 30-40 years in schools. The current 40 sabbaticals remains a miniscule number for 21,000 secondary teachers. This claim would double the current number but it would still remain a very small number for 21,000 secondary teachers.

While the primary purpose of sabbaticals is two-fold: that of providing a sustained period of time for a planned professional learning activity and as well for a period of rest and rejuvenation – sabbaticals were also intended to have a direct impact on improving overall retention rates in the sector, improving knowledge, skills and practice as well as enhancing teacher enthusiasm.

Those who have been lucky enough to be awarded a sabbatical report absolute relief at being able to have this break and be single-minded being able to see a particular project through to its completion. Sabbaticals are much valued and needed in the secondary sector where burn-out is always imminent – the demands and pace of change are relentless. Forty sabbaticals is only the cost of 10 additional FTTEs per year – not a high cost to send very positive signals to the sector.

Claim 1.4 Introduce 10 sabbaticals specifically for senior managers

Rationale:

- **A targeted (and popular) initiative which would support the development of professional leadership across schools**

Having a number of sabbaticals dedicated for use by senior managers is seen as a particularly important move right now as their roles take on new perspectives and dimensions – as shaped by the Educational Leadership BES and subsequent visionary documents (KLP, and draft Kiwi leadership for middle and senior leaders).

Targeted support

Despite an increasing reliance on AP/DPs for leadership of staff learning, there are no targeted study awards, sabbaticals or other professional support for AP/DPs. We do note, however, that on the Educational leaders website that under the heading of current initiatives supporting school leaders are listed sabbaticals and study awards. There is a need to create specific, supported professional learning opportunities for senior managers which enables senior staff to take the time to develop their knowledge and skills around adult learning, leading change, curriculum design and implementation, and develop programmes that align with strategic goals, support improved outcomes for students, and enhance the climate and culture of the school – both as a workplace and as a community of learners.

We would suggest that criteria for these 10 sabbaticals could reflect the new focus of senior managers developing their role as professional leaders in schools, and very importantly, encourage across-school professional learning and interchange of ideas and inquiry.

While these sabbaticals would be relevant immediately to only a small portion of members, they are widely supported because it is seen as significant for the whole secondary profession – again it would be a strong signal reinforcing that leadership plays a critical role in each school in improving student outcomes. This is a low cost claim which would, over some years, add great value to the system.

And next:

The next group of claims also have the underlying purpose of building capacity and capability in the secondary teaching workforce. (We would perhaps all wish that the media could focus on this aspect of our claims!) As above they are all about taking real steps to support changing practice in schools to focus on best practice.

2 Mentoring for teachers

Claim 2.1 Establish a work group on mentoring for teachers

As many of us know from our experiences in the classroom: one size does not fit all! That's one of the reasons for the drive to ensure differentiated learning (and assessment) programmes are used at every level in schools.

Similarly, our members tell us that they value opportunities to work on a one-to-one basis with more experienced and knowledgeable colleagues, but also that different career-stage teachers have different needs.

Current provision

PRTs already have a mentoring entitlement during their first two years service (called a programme of advice and guidance and also supported by a minimal – though welcome – time allowance for HODs); and senior leaders involved in the NAPP, FTP and EPPs are offered coaching and mentoring, because they recognise this as an integral part of PLD. The development of the SCT, while not mentoring in its strictest sense, has evolved in many schools as a powerful role, which builds trust and supports teachers in developing their practice. These examples add weight to the validity of our members' call for mentoring to be made available to all teachers – which what they determined at Conference 2009.

Internal and external provision

There is no doubt that provision of mentoring requires careful thought, and consideration given to the development of a range of possible delivery models. It is clear that although some mentoring support can be developed within existing in-school frameworks, there will always be some need for external support. Again, the limited support from SSS, through existing contracts is highly valued in schools

(where it is available). One way to build on this existing service may be to develop a range of seconded positions, for example.

Career progression

Another side to the issue of mentoring is the desirability of developing these types of roles as part of a teacher's career progression. The enthusiasm with which schools have reported on the development of the SCT role is evidence that there is considerable scope for recognising that experienced teachers have the potential to fulfil further, as yet undeveloped, roles within schools.

Next steps

PPTA recognises that there is considerable work still to be done in this area and therefore proposes that a 12-month working group be formed, with the task of developing a mentoring model (or models) with a view to implementation through future collective agreements.

Claim 2.2 Professional support /supervision/ mentoring for senior managers and leaders

Rationale:

➤ Sustainability and growth of school-wide professional leadership

This claim is for a small time allowance that all senior managers can use for specific personal support, supervision or mentoring purposes that they identify. As described above for sabbaticals senior managers are carrying increasing responsibilities – balancing the pressures from teaching staff and students, and those of school wide planning and leadership.

This claim is for additional relief staffing to be provided to secondary schools to support this - the number of days provided per school to be calculated by the same formula that generates SMAs.

As with our claim for dedicated sabbaticals for 10 senior managers this claim is also timely in that it would afford all senior managers some small additional time where they are able to focus on what support they individually need to sustain their efforts in professional leadership.

The experiences of establishing this form of professional support could also help inform the work group on mentoring.

Claim 2.3 Beginning teacher support: HOD time allowance is extended to support PRT's in their second year

Rationale:

➤ Reinforces the need for, and enables, on-going curriculum support through to registration

There is widespread support for extending the current 1 hr/week additional time for HODs to work in curriculum areas with year one PRTs - to year two PRTs. Curriculum leaders face heavy demands on their time and this is only going to grow with as standards are re-aligned. It is commonly reported that beginning teachers can be reluctant to 'bother' their HOD as they are such busy people.

Moreover, Teachers Council Induction and Mentoring pilots that are due to finish this year have already identified that a beginning teacher continues to need dedicated support in their second year as it is then that a beginning teacher is more likely to be able to be more reflective of their practice.

We would see an extension of this provision operating in the same way as it currently does for year one PRTs.

Lodged 3 May 2010

We would also want to see in the wording a reinforcement that the time may be used flexibly ie in ½ day or 1 day chunks as appropriate and as agreed with the beginning teacher so that it does work to support their individual needs of advice and guidance.

3 Teacher and student learning conditions

Claims in this section all have very high levels of membership support. They are all based upon issues that members raise constantly about needing to be able to provide the best learning opportunities for their students – and what happens or can happen in an overcrowded practical class.

Claim 3.1 Class size:

- **Average class size to be no more than 26**
- **Maximum for a class to be 30 students except for classes where there are hazardous processes, equipment and/or materials then they will be no more than 24**

Rationale:

- **Enable teacher / student relationships to be enhanced so that student learning outcomes improve**
- **Enable teachers to continue to differentiate learning and meet diverse students needs as further modifications are made to programmes and assessment for NCEA**
- **Improve the safety of students and teachers in their learning environments and maximise student participation in practical applications of the curriculum**

Average class size

The first part of this claim is to remove the word 'endeavour' from the current clause about average class size. We note that nationally the average class size is 22.7 and that when the 'endeavour to meet an average class size of 26' was implemented three years ago many schools found they already met that measure in large part and many more have had no trouble since. It certainly can take a bit of juggling to ensure this happens but most schools had already accepted that it is educationally sound practice to have teachers working with more manageable groups.

Maximum class size

The second part of this claim to limit class sizes to 30 sits exactly the same way – sound practice and most schools are doing it this anyway. Thirty is actually higher than members generally considered appropriate for quality teaching and learning environments, but this figure reflects what they believe to be reasonable and achievable in a one year term. We note that our surveying shows that only 6.6% of all classes exceed 30 but that larger classes are common in years 9 and 10.

No new staffing

We know that limiting class size always requires staffing improvements. And we note in particular that your new fact sheets on your website show very clearly that over the last 4 years staffing to primary schools has improved by 1900 FTEs, and secondary schools have had no improvements to staffing.

There was a plan: The Ministerial Staffing Review Group report (2000) advised that, after implementation of the first 10 steps of the SRG recommendations for further staffing, improvements should be made to the management and guidance staffing components and a reduction of 2 in the curriculum staffing dividers at each year level (for example, year 11 would be resourced in curriculum staffing at 1 teacher per 21 students instead of 1 per 23). During 2002-2006 the first 10 steps were implemented and that added about 1800 teachers into secondary schools beyond staffing generated from roll-growth. This provided additional staffing which furnished the five non-contacts but the remaining recommendations were never implemented. This must be revisited.

Health and safety

The third part to this class size claim is a health and safety issue. Our claim is for there to be a maximum of 24 in a class where there are hazardous processes, equipment and/or materials. This is higher than members generally considered a safe level, but – again, this reflects a step towards those levels which may be achieved in a one year agreement.

Importantly – not only teachers want manageable class sizes but parents do too!

Claim 3.2 Further clarification of non-contact:

- Any scheduled time with students greater than 15 minutes is timetabled time
- Compensatory payments/mechanisms are identified for when other agreements are not able to be made when non-contact and class size entitlements are not provided

Rationale:

- Very high levels of membership support as it helps teachers manage additional demands made of them.
- Recognises that schools are expanding their guidance and support programmes for students.
- Clarifies existing conditions and helps address varying practices across schools which may disadvantage some

Time scheduled with students

In many schools the traditional administrative form time is being expanded to incorporate broader curriculum and pastoral activities in scheduled time slots which are not traditional subject teaching periods – form times have become tutor teacher sessions. Schools make conscious decisions to do this in order to enhance individual student engagement and this places additional tasks on a teacher at times when they are not free to carry out other teaching-related duties that they would be engaged in their non-contact time.

This means that teachers are being scheduled with students beyond the 20 hours maximum contact time during which the teacher is acting as a teacher, not as an administrator. The first part of this claim is for any scheduled time with students greater than 15 min to be counted as contact to address this issue.

Compensatory mechanisms

All schools are obliged to have agreed compensatory mechanisms when for genuine reason a teacher must be asked to forgo a non-contact entitlement or exceed an average class size of 26. While there is wide interest from members in continuing to have locally agreed mechanisms they do want to have default compensations included in the agreement for instances where no alternative agreement can be reached.

The second part of this claims is to include two types of default mechanisms:

- a rate of payment and
- a time in lieu mechanism.

Claim 3.3 Duty Clauses:

- Identify and limit teachers' duty in at-risk areas and times
- Provide equipment for duty
- Pay duty (\$21 per hour) and at-risk allowances (\$50 per hour)

Rationale:

- Strong membership support from Conference decisions in 2009 after extensive deliberations
- Would allow boards to move from using teachers for policing duties which would allow teachers to focus on building positive relationships with students
- Enhance the safety of teachers in their working life

Claims for duty clauses have been in the making for several years through a Duties Taskforce that finally reported to 2009 Conference. Fundamental to the approach the Taskforce took are the points made above: health and safety, and questions about, 'what's the best use of teachers' time?'

Effective teaching and learning is increasingly associated with positive student/teacher relationships. The intent is to move teachers away from having to do 'grounds duty' tasks which have a coercive / policing function - to concentrate more on developing the relationships which enhance their teaching, learning and pastoral work with students.

The aim is not to prevent teachers from volunteering for duties or choosing to spend time with students during breaks as this non-confrontational interaction helps to build relationships.

The claim is for duty clauses to limit duty to 'school grounds' and 'normal school hours' except in identified exceptional circumstances. Both the 'school grounds' and the 'normal school hours' would be identified in each school through a consultation process and incorporated into the school timetable policy under an expanded heading on 'duty'.

The claim is also that 'at risk areas' for staff would be identified and that there would always be a minimum of two staff on duty at any time, with appropriate equipment – communications equipment and for the weather – rain, hail or shine.

In the UK the annual limit of 38 hours on the amount of duty that can be carried out by teachers is currently being removed, and instead, only rarely will teachers will be required to be on duty. There are currently schools in NZ that do not use teaching staff for supervision duties, or that use them to a very limited degree for the reasons outlined here.

This claim also proposes a funding mechanism for the duty allowances that would enable all schools to pay non-teaching staff to do 'policing' duties – to address that question about what is the best use of teachers' time?

The proposal would see new money in the Ops grant based on 40 hours per FTTE per annum paid at \$21 per FTTEh. A school could use the funds to pay non-teachers to do 'ground duty' etc. If there are no suitable non-teaching staff the funding would be used to compensate the teachers used instead.

An at-risk allowance of \$50 p/hour would be paid for duty outside school grounds, outside school hours or in an area or at a time deemed high risk.

Teachers who were allocated duty would be paid \$21 gross per hour for standard supervisory/grounds duty and \$50 gross per hour for duties in at-risk areas or times (i.e. a combined payment of the \$21 duty allowance plus a \$29 'at risk ' component).

4 Targeted support for Maori and Pasifika students

Polyfest and Kapa Haka competitions put an inordinate workload pressure on many Maori and Pasifika teachers both in organising the competitions, co-ordinating with parents, staff and festival organisers, and choreographing, coaching and rehearsing of students. While schools value and support these activities, pressure on their resourcing may mean that they are unable to adequately recognise teachers contributions and enable them to fully support their students at the main interschool events.

Both Maori and Pasifika members have identified similar issues. These are;

- i. Workload and stress associated with preparing students for Polyfest and Kapa Haka each year, and;
- ii. Inability of many teachers to accompany and support their students to the competitions due to the variable provision of relief between schools.

This claim is for recognition and reward for the teachers who are most heavily involved in Kapa Haka and Polyfest preparations – and that they would be able to encourage and support their students at these events.

Claim 4.1 Target some of the extra units and MMAs specifically for teachers who work with students preparing them for Kapa Haka and Polyfest.

Permanent units carry a time component so if more were available for teachers with these responsibilities, it would be one way of ensuring at least some time for this work.

While MMAs don't carry a time component, they would at least provide some recognition of the extra workload and commitment where it is not possible or appropriate for a unit to be given.

Claim 4.2 Provide 100 days of relief teaching so teachers can attend with their students: for Kapa Haka competitions (70 days pa) and for Polyfest (30 days pa).

The allocation of these days could be administered by PPTA as is currently the case with the Nga Manu Korero allocation. This would ensure they will go to the people with the strongest case for them and will also enable the union to monitor whether the allocation is sufficient. (We note that the current provision of relief staffing for Kapa Haka is for the organisation of the national competition, not working with students in schools.)

5 Remuneration – base rates

Claim 5.1 Base scale increase of 4% for 1 year term to Jun 2011

Rationale for 4%:

- **This is the value members put on their job**
- **NZ needs secondary teaching to be regarded as a first choice career**
- **NZ competes on the global market for specialist teachers**
- **The secondary sector needs stability**

The 4% increase to the base pay rates has very wide and strong membership support as the value of a secondary teacher's job. More than ½ of secondary teachers (12,000), the vast majority of whom have two graduate qualifications from 4 years of tertiary education, earn less than \$69,000.

Global market

New Zealand has to compete strongly for teachers in a global market – NZ teachers are sought after and 4% is representative of international increases this year. For example:

- ❑ Alberta Canada - 6% this year
- ❑ Queensland, Australia - 12.5% over 3 years
- ❑ South Australia - 15.75 over 4 years from August 2009
- ❑ USA – recent local settlements by State and District have a range of increases of US\$1,000 and US\$3,000 p.a. – funded by Federal education spending boost as part of economic recovery package.

The OECD's *Education at a Glance* report 2009 shows that New Zealand teachers have one of the lowest starting salaries in the developed world but work some of the longest hours.

- Of 29 countries in the survey New Zealand had the fourth worst starting salary.
- After 15 years' experience New Zealand secondary teachers have a cost of living/exchange rate-adjusted (PPP) salary which is 17% lower than the OECD average.

	NZ	OECD average	Australia	US	England	Scotland	Ireland
PPP adjusted rate	\$37,213	\$44,782	\$44,942	\$43,966	\$44,507	\$48,436	\$52,972
Relative NZ rate	100.0%	83.1%	82.8%	84.6%	83.6%	76.8%	70.3%
Increase required to equal rate	0.0%	20.3%	20.8%	18.1%	19.6%	30.2%	42.3%

From OECD *Education at a Glance 2009*. Figures apply to 2007.

Starting salary

A 4% increase would improve the starting salary for a newly trained and qualified secondary teacher with 4 years of tertiary qualification (ie 2 graduate qualifications) by about \$1800 to \$47,479 - an important factor for a new graduate who is yet to make that decision about a further year's tertiary study – and to take on the cost the teaching diploma. Step 7 is still not seen as having a sufficient differential from primary teachers' starting at step 6 with a 3-year degree for the cost of the additional year's study with no income. There's an immediate loss from that point of about \$40,000 – which would take 20 years teaching to catch up (13 years at step 14).

A 4% increase at the top of the scale, which is reached after first meeting Teachers Council Registration requirements plus professional standards annually for 7 years, would increase step 14 from just under \$69,000 to over \$71,000 – which still has a deficit of at least \$10,000 on the pay scales for similar teachers in Australia.

The Taskforce way

Moreover, the claim continues the Ministerial Taskforce (MTF 2003) recommended process of re-establishing the value of the teaching job over the longer term with annual increases while enabling other improvements to be made – their plan for this different way of working was for a decade which is not over until 2013. The annual increases under this plan tracked the median Labour Cost Index in each settlement. For those workers who received a pay rise in the year September 2008-September 2009, the **median increase was 4.0%** and the **average increase was 4.8%**.

And over a much longer timeframe which is well within the working life of a majority of current secondary teachers their purchasing power relativity has not kept pace. The CPI from 25 years ago, December 1985 to December 2009 increased by **121%** while the top of basic scale rates for teachers increased by **102%**. An **8.8%** increase in the top of scale rate in December 2009 would have restored purchasing power relativity with 25 years ago. So the taskforce approach was working. 'Yes' teachers have had decent increases over the Taskforce's 7 years as you have made clear in your new fact sheets but in the context intended there is still a way to go.

Importantly the MTF recommendations also proposed a new way forward for 10 years to ensure industrial calm in the sector –and this was in the aftermath of the 18 month dispute of 2001 -2002. With some reluctance, teachers adopted this new way in 2003/4. In particular, to them this really meant not overstating their salary claims - they had no experience in a long time of any other improvements coming through bargaining – just claw-backs – so could they trust the new way?

A reality check

Now they have certainly seen important improvements and initiatives happening through the 'new way' in the last 6 years – again as your fact sheets show. (We would have to take issue with one statement you have made there though and - that most of the recommendations have been implemented - we think not. Many were started in a small way, some didn't even get that far.)

Members would rather not return to the 'old ways' of past decades where improvements to the secondary sector only come after they have made the serious decision to embark on industrial action – as that was the only way of achieving a settlement that was remotely acceptable. If members feel strongly enough about the undervaluing of their work or attacks on what they hold dear, we have no reason to believe that they would not do this again. This is just a reality - and it is their right.

Teacher supply and the economy

Secondary teacher recruitment and retention is counter-cyclic relative to the economy. When the economy is down teacher recruitment and retention rises, but when the economy improves teacher loss rates and recruitment rates deteriorate swiftly unless salaries are made more competitive. Allowing salary rates to fall during a recession positions the sector for major supply problems as the economy rebounds. Waiting to increase salary rates after loss rates go up creates a lag in supply which will leave schools short of teachers – and the students suffer even more in the hardest-to-staff schools.

The demographics of the secondary teaching workforce is an added factor - the aging workforce also means a period of many more retirements when the economic situation stabilises – and the economy is predicted to be improve. They are staying now until there appears to be more security – and their retirement savings recover a bit!

Pressures in teacher supply can be masked because schools just do not leave positions vacant and classes unattended and so appointments are made. MoE data (March 2010) showed nearly 1000 untrained teachers- half of these untrained and unqualified - are employed in secondary schools – this means that nearly 1 in 20 teachers is untrained! This is a pretty startling figure and even if a portion of those are ones who have not had their qualifications verified yet this year it wouldn't be hundreds.

Claim 5.2 An additional 1% employer contribution to Kiwisaver
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Rationale:

- **Members have long wanted retirement savings improved**
- **This would restore a previous employment benefit to all secondary teachers**
- **It would act as an additional recruitment and retention**
- **Encourages savings generally (a govt goal) and retirement savings in particular**

The significant issue here is that by limiting the compulsory employer contribution to Kiwisaver at the 2% level this reduced a previous benefit that was available to all teachers ie the 3% of the teachers' scheme.

History of retirement savings for teachers

- Not counting the 1347 (6.5%) of teachers who are still in the GSF with its 6.5% employer contribution which closed about 20 years ago, there remains an inequity for a significant proportion (potentially 53%) of secondary teachers in regards to the employer contribution that is applicable to retirement savings.
- 7102 teachers (about 40% of secondary teachers) chose to join the previous State or Teachers' Retirement Savings Schemes in the early 2000s. It offered (and still offers) a 3% employer subsidy to those who chose to enter those schemes but it was closed when the Kiwisaver scheme was scheduled to move to a higher 4% employer subsidy.
- This government, however, capped the compulsory employer contribution at only 2% thus disadvantaging a large group of secondary teachers who do not have access to the previous 3% subsidised scheme.

Claim 5.3 Salary credits to be counted when employed as a trained teacher and the 'appropriate' qualification from when they may be counted is that which is applicable to that vocation – including when it is L4.

Rationale:

- **All relevant previous work experience should be counted fairly and equitably so that teachers with similar qualifications upon entry to teaching end up on the same salary step.**

Because currently salary credits are counted when one is first employed in the teaching service (trained or untrained), two teachers, one of whom was first employed as a LAT, may end up on different salary steps once they are employed as trained teachers. Ironically, it is the teacher who has had more experience in the classroom as a LAT who is disadvantaged.

An "appropriate" qualification as a qualifier for recognition of past experience when working as a skilled professional in another field prior to teaching may include qualifications at varying levels on the NQF. Imposing an arbitrary L5 disadvantages career-change teachers such as those who come from hospitality and trades areas where typically their highest 'professional' qualification may be level 4.

6 Career pathways for teachers – leadership and management in secondary schools

Claim 6 Improve payments for management and leadership within schools:

- **Increase the value of a unit by \$500 to \$4500**
- **Increase the number of units by 2500**
- **Increase the number of SMAs by 1000**
- **Increase the number of MMAs by 5000**

Rationale:

- **Improvements in this area have very strong membership support – this is the only way that teachers' career pathways are built (classroom teacher to deputy principal)**
- **Schools would have increased flexibility to recognise and reward both traditional and new middle and senior management and leadership roles in modern secondary schools**
- **Recruitment and retention would improve and schools would be able to select from larger pools of applicants.**

A key issue here is that there are insufficient units and management allowances for schools to properly recognise and adequately reward, or in some cases not reward at all, additional responsibilities that teachers take on – let alone creating new positions or roles..

Recruitment

In particular, the on-going refinements and demands of assessment and moderation of the 'high stakes' NCEA fall to heads of departments – middle managers – and now there is the re-alignment of standards as the curriculum is embedded. There will be huge work in this and these positions are already seen as onerous and over-burdened with paperwork. Recruitment into middle management is difficult with small fields of applicants or none – and other very experienced teachers relinquish these leadership roles as they are not seen to be worth the effort.

Across schools there are also significant numbers of TICs, teachers-in-charge, of whole curriculum areas and three levels of NCEA assessment and moderation where the school cannot allocate a unit

or even an MMA as they have no more. A significant proportion of schools fund board payments for such roles which puts further pressure on the already stretched Ops Grant.

New focus on professional leadership

For middle and senior leaders the Professional Leadership Plan has a goal of “embedding teaching practices that are culturally responsive and based upon the evidence of what improves outcomes for diverse students”. For most schools it’s not a case of not wanting to focus on working with teachers and their practice – rather how to manage it and make it happen – as well as continuing to meet the existing traditional requirements of leadership, management and administration in complex, 21st century, secondary schools.

Many schools have already moved along this path (see the section of PLD), often supported by the introduction of the Specialist Classroom Teacher, but also because of the changed practices stemming from NCEA led curriculum and assessment imperatives for students and also just from the greater knowledge and understanding there is in the teaching community about what makes a difference in learning outcomes for students.

How to do more?

A common dilemma for schools - the principal and senior leaders - is, to put it simply, how to ask more of their staff? There’s not a lot secondary schools can just drop off! Some have reorganised and/or redistributed work, others have created new positions, some have tried to spread the load further – all with the risk of overburdening folk in every school.

The ACER workload report of 2003 noted that the most serious issue was that in middle management where unless something changed, there was a serious risk that their work would be impaired – and their work includes for most, teaching 4 classes – 100 students, and leading teaching and learning in their curriculum areas. We note that the only change coming from that was the embedding of 1 hour non-contact for each unit up to three in the STCA – in reality for most though that was not an improvement but just the status quo!

Significantly more, higher value units, noting that permanent units attract an addition non-contact hour, are clearly one of the main ways of addressing these problems and demands – in particular building teacher career pathways. (We note here that if entrenchment did not exist we would not have MMAs and SMAs at all and things would be much simpler. So the question of where improvements go to support middle and senior leadership in secondary schools is, in part, a factor of entrenchment.)

In summary the effects of improving management / leadership payments include:

- current middle managers would be more fairly rewarded for their leadership and expanding roles in standards re-alignment with curriculum delivery and NCEA moderation and assessment, in student guidance and advice and in appraisals and leading professional learning with teaching colleagues;
- current senior managers would be more fairly rewarded for their expanding and demanding school-wide responsibilities in professional leadership, management and administration of learning and support programmes for students and teachers;
- schools will have greatly increased flexibility to develop/ recognise new and expanding leadership roles and to reward teachers-in-charge (TICs) who currently receive no reward/ recognition for additional responsibilities.

7 Targeted payments

Members have identified 5 different targeted payments that they want to see improved - each with its own quite different and specific, but important purpose: recognition of qualifications, hard-to-staff schools, the use of te Reo, voluntary bonding and the role of associate teacher.

Claim 7.1 Service / Qualification increment - remove the unit restriction and insert that the qualification must be a minimum of L5 on the NQF

Rationale:

- **This would remove a long-standing anomaly / inequity**
- **This would more obviously incentivise improving qualifications**

Eligibility to the SQI (worth \$2000) is determined by service and qualifications: for G4 and G5 salary categories, only 3 years at the top of the scale is required but for all others the 3 years service and an additional qual of at least L5 is required (but this level is not written into the STCA).

The issue:

Currently when a permanent unit is allocated then the service increment must be dropped, effectively making the first unit less valuable at \$2000. This is an inequity or anomaly created by the interaction of two unrelated payments which makes no sense as this restriction then acts as a disincentive to taking on more responsibility. It is just not fair.

Payment of the Service / Qualifications Increment is made to secondary and area teachers only so the cost of removing this restriction and making it payable to all those teachers who are eligible is contained.

If all teachers who are eligible for the SQI retain the payment it will certainly serve as an incentive to teachers to improve their qualifications. Incentivising this is congruent with the intent of the study awards and study support grants, both of which provide time rather than money for study (albeit study support grants do provide for a one-of \$500 reimbursement of fees). However with the expanding costs of tertiary study (and only 100 study support grants available annually) this would be the financial reward to help offset that cost of whole new qualifications. For most teachers there is little or no monetary support from their boards for study fees.

Claim 7.2 High priority teacher supply allowance: extend it to all decile 1 and 2 schools,

Rationale:

- **This claim is so strongly held by members that it was a 2009 Conference decision prior to our claims development processes**
- **Low decile schools are harder to staff – TeachNZ research shows this**

The current application of the HPTSA is by Territorial Local Authority where a set of weighted factors has been used to rate how hard-to-staff schools are in that district. Those TLAs are Southland, Buller, Grey, West Coast, Kaikoura, South Taranaki, Tararua, South Waikato. Eighteen decile 1 or 2 schools in these TLAs already receive the HPTSA. Commonly a majority of these current HPTSA schools are somewhat isolated and rural which are also well understood as negative factors in attracting teachers.

Our members across all schools have widely recognised and accepted that low decile schools are also harder to staff. TeachNZ also have recently spoken about this also in respect of their latest Teacher Supply report (shortly to be released).

There are a further 31 decile 1 and 2 schools that do not receive any hard-to-staff allowance – significantly 12 of these are secondary schools in South Auckland. Others are in parts of Wellington and Hutt Valley, Hawkes Bay, Christchurch, Wanganui and Whangarei – a majority are actually urban.

Many of these schools have high proportions of Maori and Pasifika students whose statistics show lesser achievement - so extending the application of the HPTSA to all decile 1 and 2 schools would encourage recruitment in the same way that the HPTSA does in isolated and rural schools – and the benefits would flow through from larger fields of applicants. We note also that a number of these low decile urban schools and the students in them have added challenges from having higher proportions of overseas teachers – a number for whom English is not their first language.

Targeted payments for recruitment and retention purposes have been shown to work and it is our fundamental belief that there will be significant benefits from extending the HPTSA to all decile 1 and 2 schools.

Claim 7.3 Extend the MITA (Maori Immersion Teachers allowance) to RTLB Maori

Rationale:

- **Improved recognition of te Reo and support for Maori students in maori immersion programmes**

The MITA which is the value of a unit is paid to teachers required to use Te Reo Māori, for at least six hours per week in approved Māori immersion programmes at levels 1,2 or 3. RTLB Maori who meet this criteria in working with teachers who receive the MITA should also receive the MITA. This is only fair. We believe this may only affect up to 20 teachers.

Claim 7.4 Bring the voluntary bonding scheme into the STCA, and extend it.

Rationale:

- **Strong membership support through 2009 Conference for alleviating the burden of student loans (note: a claim and agreement to look at this in 2007)**
- **Government has already recognised that repayment of student loans or equivalent for young teachers is an important recruitment and retention mechanism**

The issue is that PPTA members want a scheme for the alleviation of all student loans as a financial incentive to support secondary teacher supply. This was a Conference decision last year. This claim though asks for less than that and it is to bring the existing voluntary bonding scheme into the STCA and extend it.

The current scheme targets recruitment and retention of teachers in their first 5 years of teaching by making repayments towards student loans (or equivalent) according to certain criteria. Under this scheme eligible teachers are able to apply for an annual taxable payment of \$3,500 for up to five years (total \$17,500) with payments made at the end of a teacher's third, fourth and fifth years of teaching.

Currently first year teachers are eligible if they work in:

- decile 1 or severely isolated schools; or
- particular subject areas (currently maths, technology, physics, chemistry, home economics, te reo Māori and Māori medium)

An extension of the scheme could consider extending any or all of these criteria or adding new criteria and we would want to discuss a range of options by which to do this. It could also have a built-in review period to meet changing needs – as does the HPTSA.

Claim 7.5: Increase the associate teacher allowance to \$12.75 (the minimum wage)

Rationale:

- **Long, long outstanding issue for secondary teachers**
- **Inadequacy of recognition of the role of teachers in schools acting as associates in addition to their current pressured workload**

The rate has remained unchanged at \$3.19 per hour for over a decade and while in the past the ministry arguments have been that it is not for them to agree – likewise the universities argue the funding needs increasing but complain they can't get enough associate teachers. We have claimed an increase several times before and it constantly gets blocked.

However, initial teacher education providers recently reported (mtg on 22 April 2010) increasing difficulties in getting student teachers placed for their practicums even though they are all now paying at least \$5.00 an hour. It is time for the amount to increase - significantly.

Importantly a significant increase sends a clear signal to teachers that their role as associates is valued. Teachers do understand the value of associates to the profession but as it is one area of their work where they can say 'no' – they sometimes do. Many regard the token amount of \$3.19 as ridiculous and meaningless - and the disregard for doing anything about it just adds insult to injury.

8 Fairness and equity claims

Members have again reiterated their strongly held beliefs about fairness and equity by identifying the following claims – they did have many more but have restricted the claims to a few key areas.

Claim 8.1 That laptops and immunisation are fully funded

Rationale:

- **Laptops are a basic tool of the trade for secondary teachers in 2010 and should therefore be provided by the employer – as they would in other workplaces.**
- **Immunisation is a common preventive health measure in many workplaces and is extremely important where teachers and students are in close proximity most of the day.**
- **Boards that already fund laptops and immunization are the actions of responsible and good employers.**

At present many boards pay for laptops for teaching staff as they require their staff to use computers throughout each day. Other schools have teachers paying for their own laptops and make the same demands on them throughout their work. Yet other boards partially pay for laptops.

All schools have or are working towards having their complete student records, attendance, assessment and reporting completely computerised – it is the way things are done now. We note that this has been a very rapid change for most. Our interim data for a survey we are currently collating indicates that high proportion of boards already pay a majority of the costs of computers for teachers.

Paying for staff to be immunised is a growing trend after scares with swine flu etc and many boards have made decisions as responsible employers to offer immunisation to staff. Our interim data shows this may be as high as 80%.

There is an obvious financial advantage for boards in preventing absences from such things as flu which would save teacher relief costs – costs of immunisation maybe \$30 per head and each relieving teacher costs a school up to \$300.

It is unfair that both laptop and immunisation provision is inconsistent across all schools as this results in financial disadvantage for some teachers. Our claim is to have both fully-funded in all schools and each to be an entitlement for all secondary teachers.

Claim 8.2 That transfers and removals costs are reviewed and limits updated

The upper limits for some travel and removal reimbursements have not kept pace with current costs and need reviewing then updating, so that teachers accessing them now receive a similar benefit to teachers in past decades. A cap on reimbursements for land agents and legal fees for example have

remained the same for many years – and we all know the costs of those have increased in recent times.

Also for a number of years the MoE has paid out a bulk amount for removals based on the various components detailed in the STCA – this needs to be reviewed to ensure it also has kept up with current costs.

Claim 8.3 That the mileage allowance is aligned with IRD

This claim is that the mileage rates are aligned with the current IRD rates. (Note this is only for when staff are required to use their own vehicles for school business.)

The rate in the STCA (62c/km) did align with IRD rates but now no longer does. The current IRD rate is 70c/km.

Implement recommendations from PAEE report

The Tripartite Compulsory Sector Pay and Employment Equity Review, conducted from 2006 – 2008, established that women employees in schools experience a range of employment inequities. In all, 17 gender equity issues were identified as affecting teachers and various groups of support staff.

The report included recommendations that two particular issues for teachers be referred by the parties to this collective bargaining round: non-contact for part time teachers and inequitable accumulation of sick leave.

Reference by the PAEE report gives these two recommendations an unusual status in that the issues were accepted as inequitable by all three parties: the unions, the Ministry of Education and STA. You all agreed the inequity would be best resolved through bargaining.

We do expect that each party will now honour that previous commitment to addressing identified inequities.

Claim 8.4 Fully pro-rate non-contact for part time teachers

The inequity of non contact time for part time teachers, predominantly women, has been recognised as an important equity issue by members as well as the PAEE Reviewers. It was of high priority to members both in 2007 negotiations and again in our recent claims development consultation with members.

The current provisions of non-contact for part time teachers include the word 'endeavour' and the table detailing what schools must provide now is far from equitable therefore our claim is for 1 paid non-contact hour for each 4 hours of teaching for all part time teachers – as it is for full time teachers.

Please note the extensive background work that was done in this area in the Long term Work Plan prior to the PAEE Review occurring, which continues to inform this issue.

Claim 8.5 Find ways to addressing domestic/sick leave inequities

The PAEE Schools Review found that the reason that women teachers have far less accumulated sick leave than men is that they have used a disproportionate amount of their sick leave as leave for sickness in the home when children or other dependant family members are sick.

The Review recommendations were specifically to;

- a. *investigate means of providing fair sick and domestic leave provisions for support staff and teachers and refer to the next bargaining rounds.*
- b. *consider discrete domestic leave provisions for support staff and teachers as part of the above investigation.*

Accordingly, the claim is to allow for this consideration in the negotiations in order to resolve the inequitable provision of sick leave for all members, i.e. men and women teachers, who use sick leave for dependant family members.

Claim 8.6 Remove gender discrimination in regards to parental leave provisions

While the Parental Leave Act provisions provide for parental leave, paid parental leave and other entitlements to be for either parent, the parental leave provisions in the STCA often refer specifically to female teachers, ie maternity leave and the maternity grant entitlements.

This claim is to ensure that such entitlements are also available to fathers should they be taking the primary caretaking role of the child after birth.

Claim 8.7 Part 11 Correspondence School: that two provisions (off-site allowance and salary protection) are aligned to those of other teachers and that there is more flexibility around when the lunch hour can be taken.

It is unfair that the off-site allowance for Correspondence School teachers which parallels the field allowance for other teachers has fallen behind in value. This claim is to increase it to the same level which is \$19.86.

It is also unfair that in the surplus staffing provisions relating to salary protection, there is an omission of the words "and increases" in the last line of clause 11.3.6 (b) which disadvantages teachers in the correspondence school compared with other teachers covered by this agreement. This claim is to insert those words and remove that disadvantage.

The current provisions for the timing of lunch time at the Correspondence school are unnecessarily restrictive. This claim is to allow for increased flexibility in that the lunch hour may be taken between noon and 2pm.

9 Health and Safety improvements

Increasingly both our members (and the media) highlight health and safety issues for staff – and students - in schools. Widespread and deeply felt concerns about a great variety of health and safety issues came through very strongly in our claims consultation with members – more so than ever before.

There are three areas where members want to see steps taken to make teachers' workplace safer. Two of them, class size of practical classes and aspects of duty have already been covered in the section 3 on 'Teacher and student learning conditions'.

Claim 9.1 Ensure time and training is available for H&S representative

The claim here is to expand the current wording of clause 12.1 to ensure that time and training shall be made available for any Health and Safety representatives.

While there is current legislation that intends to deal with these matters, schools are extremely busy and demanding places with a 10% turnover of principals each year, so our claim is to make much more explicit that the workplace H & S representative must have training and time to undertake the role adequately.

10 New employment benefits

Claim 10.1 Enable an easier change from full time to part time teaching

A range of end-of-career proposals were considered and in view of this being a one year claim it was decided to claim only for an entitlement of being able to move from being a permanently employed teacher to a permanent part time position without having to resign the full time position. This would enable valuable expertise to be retained while allowing a reduced teaching load.

The vulnerability for teachers wishing to do this now is that they must resign before being appointed as part time. Without this provision in this current economic environment a number of teachers would perhaps stay full-time longer and maybe struggle to fully meet the demands of a full teaching load.

Claim 10.2 Introduce a 4 for 5 year voluntary refreshment scheme

This claim is based on a Canadian scheme whereby a teacher may opt to receive only 80% of their salary for 5 years with the fifth year being on paid leave (at 80% of their salary). This is cost neutral for the government as the cost savings in the first 4 years would cover administrative costs.

Members have identified this as a scheme worthy of introducing as an added employment benefit of being a secondary teacher. It would provide a built in savings mechanism to support a break from teaching for those in circumstances where they could afford to live on 80% of their current salary – obviously not for the majority of teachers but very much “age and stage” dependent.

11 Clarification and enabling claims

11.1 Beginning teacher time allowance 3.8.1 and 3.8.2

Change words to read : “trained teachers in their first/second year of teaching *as a trained* teacher...” so there is no confusion that a newly trained teacher who has been employed previously as a LAT does get their entitlement of time for their advice and guidance programme to support working towards registration.

11.2 Beginning teacher time allowance 3.8.3

Change words to include “ maximum timetabled teaching time for BT in year one is 15 hours per week and for a BT year 2 is 17.5 hours per week”. This would be consistent with the MoE’s Beginning Teacher Handbook – and would eliminate much unnecessary discussion.

11.3 Overseas teacher time allowance 3.8C

Allow schools to apply anytime within a teachers’ first 12 months of employment in NZ and add that the use of the additional time is to be recorded after a discussion with the overseas teacher and signed by the overseas teacher. It appears that sometimes this time may go missing.

11.4 Service Qualification Increment 4.9.4(a)

Add into the clause that current practice of the minimum applicable qualification is L5 – and remove reference to ‘approved’ and *Education Gazette*. This would provide an answer currently missing.

11.5 Specialist Classroom Teacher Guidelines 4.14

Remove reference to and the restriction of the number of units from the clause and from the Guidelines. This has proved to be unduly restrictive in schools as the role has developed.

11.6 G categories 4.1 and 4.2.1

Clarify that the G3 level 7 qualification includes any qualification assessed as level 7, or equivalent to L7 by NZQA, regardless of the length of the course undertaken to attain it – and that if TC have accepted it as suitable for registration purposes then its equivalence with G3 is established for salary purposes. And that this principle also applies to the ‘recognised teacher education qualification’ component of G3+ wherever it is referred to.

Add further examples of equivalency for the G3+ category ie any other qualification or combination of qualifications where NZQA’s assessment deems equivalence with a Level 7 qualification plus a teaching qualification that the Teachers Council deems suitable for registration in NZ.

Note 3 - primary teacher qualifications -include G3+ Bachelor of Teaching/Education with honours

11.7 Employment Relations Education Leave 10.5

That ERE leave at the level of provision of Part 7 of the ERA 2000 as at April 2010 be an entitlement under the provision of the STCA and that the count date be shifted from 1 February back to the previous 1 November for the convenience of schools.

Teacher and principal members have valued the outcomes of the ERE courses that have been developed and run over many years. All of them engender knowledge about good employment relationships, using proper and lawful processes and resolving employment relationship problems at the lowest levels. The Judge commented in the findings of the recent employment case at Howick College that it was beneficial to have the education unions involved early on as this prevented an escalation of grievance and employment relationship problems to higher levels.

In conclusion:

While the list is long – the secondary teachers’ job is complex – schools are complex and learning is complex. We never set out to make this easy but we set out with great purpose of making a difference – of advancing the cause of education.

These are the just claims of our 18,000 secondary teacher members – they are all part of the jigsaw that contributes to shaping the learning environments of schools.

Teachers interests are the interests of their students – teachers’ working conditions are truly students learning conditions. There is serious educational purpose behind these claims.

I assure you that members had many more issues they wanted resolved at the bargaining table. Executive did a very difficult but sterling job sorting and shaping – in order for me to be able to present a coherent package of claims for you to consider.

We ask that you do that – that you and the government seriously consider the merits of all of these claims. We would hope that the government can see how this investment in secondary education

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would further shape growth and change in secondary schools – and so further improve learning outcomes and qualification achievements of secondary students across the country.

Thank you in anticipation of that

Summary of STCA claims package 2010

PART A: Building and maintaining capacity in the secondary teaching profession	
<p><u>Professional support for teachers</u></p> <p>1 Improve and encourage PLD for teachers Issues: current inadequacy or inappropriateness of PLD for secondary teachers. Solutions: Include a set of principles and practices based upon BES findings for schools to use in planning PLD, re-establish a pool of external expertise to support specialist subjects and increase the opportunities for teachers and senior managers in particular to engage in a period away from school for reflection on professional learning and rejuvenation (sabbaticals).</p> <p>2 Work towards mentoring for teachers Issues: the need for all teachers to be able to access mentoring. Solutions: Establish a work group on mentoring for teachers but introduce / improved provisions for senior managers and year 2 PRTs now and use this and the findings of the TC induction and mentoring pilots to inform the work group.</p>	<p><u>Student and teacher learning conditions</u></p> <p>3 Class size, contact and duty Issues: intensification of work through large class sizes, NCEA demands of internal assessment and moderation, re-alignment of standards for the introduction of the NZC and increasing needs for individual student guidance and monitoring in tutor/teacher time. Solutions: Average class size of 26 and max of 30 except 24 where hazards, time > 15 mins is contact, release teachers from non-teaching related 'duties'.</p> <p>4 Targeted support : Maori and Pasifika Issues: lack of recognition and difficulties for teachers heavily involved in Kapa Haka and Polyfest activities. Solutions: Targeted support through allocations of units / MMAs and making relief available for such teachers to support their students at major events.</p>
PART B: Attracting and retaining secondary teachers	
<p><u>Remuneration</u></p> <p>5 Improve base level remuneration: Issues: stability in the sector, value of and future supply of secondary teachers. Solutions: 4% on base scale and 1% on Kiwisaver. More fairly recognise past experience for second choice career teachers</p> <p>6 Enhance recognition of professional leadership and improve career pathways: Issues: supply and recognition / reward across all secondary schools. Solutions: Improve the value of the unit to \$4500 and make available more management payments (2500 more units, 5000 more MMAs and 1000 more SMAs)</p> <p>7 Extend targeted payments: Issues: supply, fairness and recognition/reward for specific areas of demand, task or qualification. Solutions: Remove unit restriction on SQI, extend HPTSA to all decile 1 and 2 schools, extend MITA, increase the associate teacher allowance and extend the voluntary bonding scheme.</p>	<p><u>Good employment conditions</u></p> <p>8 Fairness and equity: Issues: inequitable provision of basic equipment and preventative health measures, currency of some reimbursements and allowances, gender-based inequities. Solutions: Laptops and immunisation free for all teachers, reviewing and updating of transfers and removals and mileage, equitable non-contact for part-time teachers and fairer domestic leave provisions as recommended in the PAEE Report.</p> <p>9 Health and safety improvements: Issues: increasingly unsafe elements in schools. Solutions: Identity and limit duty in at-risk areas, provide equipment for duty, ensure time and training for H&S reps and limit class sizes where there are identified hazardous materials, processes or equipment.</p> <p>10 New employment benefits: Issues: limited /lack of options at end of career or to be able to take a break. Solutions: Enable fulltime teachers to move to part time more easily and implement a voluntary self-funded refreshment leave plan (4 for 5 yrs)</p>
11 Clarification and enabling claims: BTT A, OTTA, G notations, SCT, SQI and EREL	