

# NZPPTA: Plain English Wording for STCA Part 5 and related provisions

The 2020 PPTA Workload Provisions Taskforce asked that a plain English version of the STCA workload clauses be made available to schools. The following plain English wording is written for principals and branch officers and incorporates the new provisions of the 2022-25 STCA and incorporates notes and examples to assist with the implementation of the provisions.

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## Part 5

*Note: The provisions of Part 5 of the STCA are intended to ensure that each teacher and school leader has a manageable workload throughout the school year to support their well-being and work-life balance.*

*Note: The provisions apply to all teachers covered by the STCA unless there is specific a exclusion (such as for teachers in Te Kura (Correspondence School)).*

### 5.1 Days and Hours of Work

Any task or activity required to fulfil the expectations of their role or to undertake the duties assigned by the employer form part of the teacher's hours of work. This does not need to be specifically stated by the employer. Any work that would need to be done to complete the duties assigned to the teacher whether specified, implied, or inherently necessary to completing those duties is part of the hours of work.

When students are not in attendance or when teachers have no timetabled hours or other duties that require them to be at school during the school day, teachers have flexibility to determine where and when they carry out their duties.

The actual hours of work during any week for an individual teacher depend on factors, such as:

- (a) The timetabled contact hours of the teacher, which are up to 20 hours per week for a fulltime teacher;
  - (b) The timetabled non-contact hours, which are no less than five hours per week for a fulltime teacher;
  - (c) Whether it is a week/day that students are required to attend school;
  - (d) The preparation, evaluation and assessment time generated by student contact time, and requirements like external examinations, and reporting on the progress of individual students;
  - (e) The counselling and pastoral care students;
  - (f) The administrative responsibilities of individual teachers either in respect of their curriculum or pastoral responsibilities or of the general administration of the school;
  - (g) The responsibilities of individual teachers in Kāhui Ako roles;
  - (h) The extent to which a teacher may participate in extracurricular;
- and:*
- (i) *The extent to which schools use call back time outside open for instruction times in that week, whether that is during the weekend or outside the hours of the normal school day;*
  - (j) *The professional development expectations;*

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*(k) Attendance at meetings, including planning and coordination meetings within and across curriculum areas.*

Full time teachers without additional payments are expected to work an average 40 hours per week across the year and part time teachers are expected to work proportionate hours (e.g. a 0.5 FTTE teacher is expected to work an average of 20 hours per week across the year).

An average of 40 hours per week over the year is 1,816 hours per year (excluding four weeks duty-free annual leave and public holidays).

### Examples

FTTE	Weekly timetabled hours in term time	Hours per week averaged over year	Expected hours per year
1.00	25 hours (up to 20 hours class-contact, remainder non-contact)	40 hours	1,816
0.75	18 hours 45 minutes (up to 15 hours class-contact, remainder non-contact)	30 hours	1,362
0.50	12.5 hours (up to 10 hours class-contact, remainder non-contact)	20 hours	908

If a teacher receives a unit(s) or allowance(s) for additional responsibilities the employer and employee must agree in writing any specific attendance times or places and any additional annual hours that are expected for the payment. This could increase the expected number of hours of work per year, the number of hours on site each day, and/or the number of days on site per year. This agreed extra worktime would be specific to the teacher with the additional payment.

*Note: If there is not agreement that the additional payment compensates for some additional worktime the maximum annual hours of a classroom teacher apply.*

Teachers' worktime will vary during the school year, where workloads are higher during school terms and lower during term breaks and/or other times when student are not attending school. Given that fluctuation teachers will work the hours reasonably required to enable them to properly fulfil their responsibilities, but they can determine how they manage their allocated workload outside times they are required to be on site and within their annual maximum hours.

Employers must set and allocate reasonable and safe workloads for teachers, including allocating duties that can be reasonably completed within the overall expected average weekly hours across the year.

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There is no requirement for teachers to keep records of hours worked or expectation that this will be asked for.

### **When hours of work would be exceeded**

If the duties allocated or expected by the employer would exceed the expected annual hours of work, or if the work required in any school week is unsafe or unreasonable, the teacher is expected to draw it to their employer's attention. In this circumstance the teacher should provide appropriate supporting information to demonstrate their work pattern and/or that their total expected weekly hours averaged across the year may be exceeded.

Where an issue is raised the employer and the teacher will consult about managing the teacher's workload. If the employer accepts that there is a workload issue the employer must take reasonable steps to manage it.

If the employer has genuine reason not to believe there is a workload issue, or believes insufficient supporting information has been provided by the teacher, the employer must give the teacher the opportunity to provide further information.

If the employer then accepts there is a workload issue they must take reasonable steps to manage it.

If, after considering any further information, the employer still disagrees that there is a workload issue they must advise the teacher in writing of their conclusion, with their reasons.

If the employer has genuine reason to believe that the workload issues raised are a result of performance issues or other default by the teacher, they must advise the teacher that they are initiating the process outlined in clause 3.3 of the STCA, beginning with the required period of advice and guidance.

*Note: When agreed that annual work hours will be exceeded possible steps may include:*

- *Clarifying expectations around specific duties,*
- *Identifying priorities within the allocated or expected duties,*
- *Removing or exchanging some existing duty(ies) from the teacher,*
- *Providing ancillary support for some duties,*
- *Providing PLD in management of specific duties,*
- *Reviewing school practices which may be contributing (e.g. meetings, administrative practices etc.),*
- *Considering if additional timetabled non-contact time would be a suitable response,*
- *Considering if the additional hours should be subject to an additional payment.*
- *Any other consideration that is agreed to by the employer and the teacher.*

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## 5.2 Timetabling Policy

Subject to the requirements of the STCA the hours of opening of schools, the structure of the timetables and related matters are designed to meet the curriculum and pastoral needs of students and are determined by each school according to its policies and any applicable legal requirements, including teachers' statutory entitlement to rest and meal breaks.

Each school must have a policy on timetabling, developed and reviewed in consultation with its teaching staff. The policy must include:

(a) how the timetabled contact and non-contact entitlements operate in your school timetable;

Non-contact time is based on individual teachers' timetabled hours of 25 hours per week. When schools do not run a 5-day timetable cycle or where the student timetable is longer or shorter than the teacher timetable the policy should show how the contact and non-contact entitlements of the teachers apply in those circumstances.

(b) Class size matters, including the average class size, minimum and maximum class sizes, allocation of senior and junior classes, etc;

(c) Reference to any other matters which impact on timetabling, including the start and finish times of the normal school day, duties outside of timetabled hours (e.g. grounds supervision during student breaks), processes for allocation of duties, the scheduling of teacher rest and meal breaks, allocation of rooms, school practices over multi-year level of multi-subject classes, time allowances required by statute, etc.

(d) A process for agreeing compensatory mechanisms for circumstances where, for genuine reason during timetabling or at short notice, it is not possible to provide the minimum non-contact time entitlements or when, after all reasonable efforts have been made a teacher is unable to be allocated classes with an average of 26 students or less.

*Notes on non-timetabled duties during the school day:*

*The employer can allocate duties to individual teachers outside the timetabled hours of the normal school day, as long as the legislated minimum rest and meal breaks are provided and are duty free.*

*Duties should be reasonable in terms of purpose and time and the overall workload of each teacher, and the equity of allocation should be considered when duties are assigned.*

*School practices regarding duties outside timetabled hours must be included in the school's timetable policy.*

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### 5.3 Timetabled Contact and Non-Contact Time

As part of their annual hours of work a full-time teacher's timetabled hours on days that the school is open for instruction comprises a total of 25 hours over each school week.

*Note: The teacher timetable and the student timetable may be different. The timetabled student school week may, for example, be 23 or 26 hours. The entitlements of the teacher for collective agreement entitlements within the maximum of 25 hours of timetabled duties.*

*Note: Duties which fall outside the normally timetabled periods and when teachers are not undertaking delivering a learning programme or supervising students engaged in a learning programme are not contact or non-contact duties. They are administrative duties and do not count towards either the 20 hours contact or the 5 hours non-contact time. Those duties do form part of the normal school day and count towards the annual hours of work for the teacher. Examples would be student break supervision, a morning lesson staff meeting, and administrative form time.*

#### Basic entitlements

The non-contact time allocations for secondary teachers are an acknowledgement of the importance to quality education of the duties other than classroom teaching. The basic non-contact time allocations for teachers are to provide time when teachers are free to undertake self-directed duties other than teaching during timetabled school hours. Additional non-contact time allocations are used for the purpose(s) for which they are allocated.

*Note: Non-contact time is not simply the absence of a class to teach or supervise. It is time to undertake the individual duties arising from the teaching of classes. When a teacher is directed to attend an alternative activity during timetabled time (a meeting, professional development etc) which prevents them from undertaking those individual duties in that time it is counted a contact period.*

#### Full time teachers

A full-time teacher cannot be timetabled for more than 20 hours per week contact time. The balance of their timetabled hours will be five hours non-contact time per week plus any other non-contact time allocated to the teacher.

*Note: Contact time is time spent in the delivery or supervision of a learning programme to students regardless of when that time is scheduled. For example, delivering supervising an academic mentoring programme during that time is contact time.*

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*Note: If a teacher is allocated less than their personal maximum contact time the school may use the under-allocated time for relief/supervision.*

Each teacher has the right to be consulted about the placement of their timetabled contact and non-contact hours and the employer must consider whether the distribution of the individual's timetabled hours across the week is reasonable.

If there is a genuine reason for an employer to ask an individual teacher to agree to exceed their maximum contact in any week or over the longer term this must be within the processes and compensatory mechanisms of the timetable policy. The teacher may decline to forgo their non-contact time.

### Part time teachers

**Until the start of the 2025 school year**, a part-time teacher's total timetabled hours are made up of their timetabled class-contact and no less than the non-contact hours shown below.

FTTE	Total timetabled hours per week	Minimum Timetabled Non-Contact Time
0.89	22.25	3 hours per week
0.87-0.88	21.75-22.0	2.5 hours per week
0.85-0.86	21.25-21.50	2 hours per week
0.83-0.84	20.75-21.00	1.5 hours per week
0.75-0.82	18.75-20.5	1 hour per week
0.72-0.74	18.00 – 18.50	0.5 hours per week
Below 0.72	Below 18.00	None

The minimum timetabled non-contact time that must be provided.

The employer must also do all that is reasonably possible to provide more non-contact time for part time teachers who are employed between 0.48 FTTE and 0.89 FTTE, with a goal of proportionate to that provided to full-time teachers (1 hour of non-contact for every 4 hours of contact).

The maximum weekly hours of appointment for a part time teacher are 22.25 (0.89 FTTE).

**From start of the 2025 school year** part-time teachers must be given proportionate timetabled non-contact time to that provided to full-time teachers, i.e. 20% of their timetabled hours must be non-contact time.

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Where the non-contact time would be less than one period the non-contact time is not required to be timetabled but it must be included in the teacher's total paid hours (FTTE).

The 0.89 FTE cap on the level of part time employment will no longer apply.

### Transitional Arrangements for part-time teachers

Part-time teachers employed at the end of the 2024 school year who continue to be employed in the same school on 28 January 2025 will have their FTTE as at 27 January 2025 increased by 11 per cent. From 28 January 2025 their timetabled contact and non-contact hours will be based on that increased FTTE.

From 28 January 2025 part-time teachers will not receive the 11% salary loading.

### Additional time allowances

All other time allowances must be timetabled in addition to the basic non-contact time entitlements.

This includes the:

- Te Atakura Time Allowance
- Beginning Teacher time allowances
- Head of Department Beginning Teacher time allowance
- Specialist Classroom Teacher time allowance
- Kāhui Ako time allowances
- Pastoral Care allowances
- Community liaison role allowances
- One hour per week for each of the first three permanent units held by a teacher
- Any other time allowances allocated by the employer.

The employer must also do everything reasonably possible to provide a further one-hour non-contact for each additional permanent unit held by a teacher above their first three.

The employer is free to provide additional non-contact time for senior management positions in accordance with school policy.

The base non-contact time and each allocated time allowance held by a teacher are added together and deducted from the teacher's maximum weekly timetabled hours. For example:

- *a full time first year beginning teacher has an entitlement to 5 hours non-contact and to five hours BTA time. The allowances total 10 hours per week. The BTA's maximum contact time is 25 timetabled hours less 10 non-contact hours = 15 contact hours per week.*

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- *an SCT in a school with a roll of fewer than 1201 has 5 hours non-contact time and 4 hours per week for the STC role. Their total allowances add up to 9 hours per week. Their maximum contact time is 25 timetabled hours less 9 non-contact hours = 16 timetabled contact hours per week.*

*Note: Where a school has in its timetable policy to a timetable cycle which is not five days the equivalent times for that cycle are:*

- *Total timetabled hours = 25 times the days in the cycle divided by 5.*
- *Maximum non-contact over cycle = 20 times the days in the cycle divided by 5*
- *Minimum timetabled non-contact over cycle = 5 times the days in the cycle divided by 5*

*For example:*

- *For a fulltime classroom teacher in a six-day timetable:*
  - *Total timetabled hours = 25 times 6 divided by 5 = 30 hours per cycle.*
  - *Maximum contact over six days = 20 times 6 divided by 5 = 24 hours per cycle.*
  - *Minimum timetabled non-contact over six days = 5 times 6 divided by 5 = 6 hours per cycle.*
- *For a fulltime teacher with two permanent units (7 hours non-contact for five days) in a six-day timetable:*
  - *Total timetabled hours = 25 times 6 divided by 5 = 30 hours per cycle.*
  - *Maximum contact over six days = 18 times 6 divided by 5 = 21 hours thirty-six minutes per cycle.*
  - *Minimum timetabled non-contact over six days = 7 times 6 divided by 5 = 8 hours and 24 minutes per cycle.*

*Notes on attendance during timetabled hours:*

*Whether teachers are required to be on site during non-contact time and under what circumstances they may be offsite during those times are a matter of consultation and individual school policy.*

*Part time teachers are not paid for attendance in timetabled hours that are not identified contact or non-contact for them.*

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### **5.4 Length of the Timetabled School Day, School Week and School Year**

The normal school day for teachers is between 8.30 am and 4.30 pm on days the school is open for instruction.

The timetabled school day for students is a minimum of two hours before noon and two hours after noon. When the school has been open for between two to two-and-a-half hours it is counted as a half day.

The length the timetabled school week is determined by the requirement that students are normally required to be in attendance for 10 half days per week, except in a week with a public holiday or another holiday allowed for under the Education and Training Act 2020 or by the STCA.

The 10 half days will usually be timetabled from Monday to Friday inclusive, but they may be timetabled on a Saturday or a Sunday.

Schools must be open for instruction for 380 half days per year. That number is reduced by any lawful decision of the employer to close the school for instruction (such as for strike days, natural disasters, or authorised teacher-only days).

The normal timetabled teaching load in any day, week or school year is related to the above, taking account of the school's normal timetabling practices as indicated in its timetable policy.

#### *Notes on teacher attendance:*

*The STCA does not require that teachers are on site from 8.30 am to 4.30 pm, rather it sets the limits that they may, on any open for instruction day, be required to be there without using call-back provisions. Normal attendance is a matter of established custom and practice in the school and subject to consultation if it is intended to change then normal practice.*

*The employer is required to comply with the principle of being a good employer, which will include consideration of the needs of caregivers around attendance requirements.*

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## 5.5 Class Size

Employers will use make all reasonable efforts to achieve, for each individual teacher with more than one class, an average class size of up to 26 students.

The average class size is based upon the time spent with each of the teacher's timetabled classes and the number on the class roll for each of those classes.

If, after all reasonable efforts are exhausted a teacher's average class size exceeds 26 there must be an agreed compensatory mechanism as per the school's timetable policy.

*Note: Average class size is the sum of (for each class - the number of students on the class roll multiplied by the time spent with the class) divided by the total time spent with all classes. For example:*

<i>Class</i>	<i>Number on roll</i>	<i>Contact time per week</i>	<i>Roll time contact time</i>	<i>Average class size</i>
<i>1</i>	<i>15</i>	<i>3 hours</i>	<i>45</i>	<i>-</i>
<i>2</i>	<i>22</i>	<i>3 hours</i>	<i>66</i>	<i>-</i>
<i>3</i>	<i>11</i>	<i>4 hours</i>	<i>44</i>	<i>-</i>
<i>4</i>	<i>27</i>	<i>3 hours</i>	<i>71</i>	<i>-</i>
<i>Total</i>	<i>-</i>	<i>13</i>	<i>226</i>	<i>226/13 = 17.38</i>

*Note: When there is team teaching the class size is divided by the number of teachers working with the class each period to determine the average class size for each teacher.*

*If the team teachers take the class separately (e.g, alternate periods with them) then, when calculating each teacher's average class size, it is treated as a separate class for each of them for the time they have it.*

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### **5.6 Times When Schools Are Not Open For Instruction - callback**

*Note: This provision does not apply to teachers in Te Aho o Te Kura Pounamu. The provisions applying to those teachers are contained in Part Eleven of the STCA.*

Teachers can be required on site during the normal school day for the 190 days the school is open for instruction between 28 January to 27 January the following year.

Except as outlined below teachers cannot be required to attend school outside the hours of 8.30am and after 4:30pm on the 190 days that the school is open for instruction (or equivalent hours if agreed and recorded in the timetable policy), or on days that the school is not open for instruction at all, such as weekends, term breaks or public holidays.

The employer may call teachers back to participate in professional development opportunities at times when the school is not open for instruction, provided that:

- (a) teachers cannot be required to attend during a notified closedown period; and
- (b) teachers cannot be required to attend for more than five days, or 40 hours per school year; and
- (c) the employer must take into account the needs of individual teachers; and
- (d) each teachers' own initiatives in undertaking professional development when the school is not open for instruction must be considered.

The employer may require teachers to attend school or elsewhere when the school is not open for instruction for school administration, preparation and coordination, departmental or related activities and community, parent and whānau contact and liaison, provided that:

- (a) teachers cannot be required to attend during a notified closedown period; and
- (b) the employer endeavours to arrange matters at the school in such a way that any requirement under this clause is not unreasonable; and
- (c) teachers cannot be required to attend for more than five days, or 40 hours per school year; and
- (d) the employer must take into account the needs of individual teachers; and
- (e) each teachers' own initiatives in undertaking work for the above purposes are counted as part of the 40 hours.

If teachers are required to attend school or elsewhere when the school is not open for instruction they must be reimbursed for any actual and reasonable costs incurred.

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*Note: There needs to be a specific reason that applies to the individual teacher to call them back under these provisions.*

*Note: If a teacher is required to remain on site (e.g. for a parents evening) the time after 4.30 pm is call back time and counted towards the 40 hours available to the school for administration call back over the year. The requirements around adequate notice and reimbursement of costs apply to the hours after 4.30pm.*

*Note: Teachers with additional payments may have agreed in writing with the employer that the additional payment covers extra hours or days on site. For those teachers the above provisions will apply to those times not covered by that agreement.*

*Note: The start of the new school year for STCA entitlements is 28 January. The count of the use of the call back days is reset on 28 January of the new school year. If new teachers are required on site before 28 January this is not callback, and they must be paid from the date they are required on site. Those days will not be counted as callback days for those teachers in the new school year.*

*Note: 'Actual' cost means that the cost was incurred by the teacher in returning to or remaining at the school for the callback and the amount incurred is to be repaid.*

*'Reasonable' is dependent on specific circumstances but may be broadly regarded as the amount that would have been paid by the teacher for the activity if they were attending at their own discretion. Some costs may not generate a receipt and a written statement provided by the teacher to confirm the cost will be sufficient. Likely costs should be identified prior to the requirement to attend, and issues addressed prior to the event.*

*Note: If the callback means that the attendance exceeds 8 hours then additional requirements for the provision of rest and meal breaks will apply under the Employment Relations Act.*

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## Part 3

*Note: Part 3 of the STCA includes the timetable-related requirements for some specific roles. With the exception of the Overseas Teacher Alliance, the time allowances must be given to the person in the role. The time allowances are provided in addition to the base non-contacts and the sum of the allowances is deducted from 25 to find the maximum contact time per week.*

### 3.7 Te Atākura Time Allowance

Any recognised Te Atākura scheme graduate who undertook training between 1987 and 1992 is to be employed full time and get an additional 12.5 hours per week non-contact time. Their maximum timetabled contact hours are 7.5 hours per week.

The school gets an additional 0.5FTTE staffing for employing a Te Atakura graduate.

The Te Atākura non-contact time is for the use of their special skills in the areas of Taha Māori, of support for Māori students and for liaison between the school and the Māori community.

### 3.8 Beginning Teacher Time Allowance

Trained full-time PCT teachers in their first four consecutive school terms can be timetabled for student contact for up to 15 hours per week. They are to be timetabled for 5 hours non-contact time and 5 hours additional non-contact time for advice and guidance purposes.

The school gets an additional 0.2 FTTE (5 hours per week) staffing for each of these full time PCTs.

Trained part time PCTs in their first four consecutive school terms who are employed for 12.5 or more hours per week time load must get their basic non-contact time under Part 5 and a further 2.5 hours per week timetabled non-contact for advice and guidance purposes.

The school gets an additional 0.1 FTTE (2.5 hours per week) staffing for each of these PCTs.

Trained full-time PCT teachers in their fifth to eighth consecutive school terms can be timetabled for a maximum of 17.5 hours per week. They are to be timetabled for 5 hours non-contact time and 2.5 hours additional non-contact time for advice and guidance purposes.

The school gets an additional 0.1 FTTE staffing for each of these PCTs.

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Untrained teachers and trained part-time PCT teachers in their fifth to eighth consecutive school terms are timetabled for their basic contact and non-contact. There is no additional staffing for these teachers. The schools is still obliged to provide a programme of advice and guidance.

If PCTs are employed from operational funding they must still be provided with the time allowances, but the school will not receive additional staffing.

### **3.8A Head of Department Beginning Teacher Time Allowance**

Schools get an additional 0.04 FTTE for each PCT they employ who is in their first 8 terms of teaching. The school must pass this time allowance to the teacher who has the responsibility for supporting a PCT in their curriculum area. That person has the entitlement to the equivalent of one-hour non-teaching time per week for working with the PCT teacher who generates allowance, to provide curriculum-specific advice, guidance and support to that PCT.

Usually it will be the HoD who is the subject mentor, but it may be another teacher with the subject specialist background. When the curriculum mentoring support role is given to another specialist the eligibility for the time allowance is also transferred to them.

The one hour per week can be timetabled regularly through the year or allocated in blocks or by agreement.

The subject mentor will get the equivalent of one hour per week additional non-contact time for each PCT they are supporting with curriculum-specific advice and guidance.

If more than one specialist has responsibility for providing curriculum support and guidance to a PCT the time allowance must be shared equitably between the subject specialist mentors.

If the subject mentor is employed at another school the time allowance is transferred to the school employing the beginning teacher and the mentor in that school must receive the time.

*This allowance is not for those with general oversight of beginning teachers (e.g. overseeing school-wide induction programmes) or with general professional development roles (e.g. Specialist Classroom Teachers). Those with these responsibilities may, however, have the allowance if they also have an individual subject mentoring responsibility for an individual PCT.*

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### 3.8B Specialist Classroom Teacher

*There are MoE/PPTA/NZSTA guidelines which must be read alongside the provisions below. The guidelines assist in the appointment process and the development of this position as a teaching practice-based alternative career pathway as an alternative to a management and administration pathway. They are amended from time to time. <https://www.ppta.org.nz/communities/specialist-classroom-teacher-sct/document/311>*

Each secondary school can appoint a permanent teacher as a Specialist Classroom Teacher (SCT).

The SCT must receive an additional non-contact time allowance of:

- a. four hours per week in a school of roll size under 1201.
- b. eight hours per week in a school of roll size over 1200.

These hours must be used for the professional development and guidance, mentoring and induction of other teaching staff.

Schools get additional staffing for the STC of:

- a. 0.16 FTTE in a school of roll size under 1201.
- b. 0.32 FTTE in a school of roll size over 1200.

To be eligible for appointment as SCT a teacher must:

- (a) be a permanently appointed, fully certificated teacher; and
- (b) have at least six years total teaching experience (either in New Zealand or overseas); and
- (c) have a significant classroom teaching load at time of application (see the agreed guidelines); and
- (d) meet the criteria in the agreed guidelines.

When appointed as a SCT an allowance equivalent to two units per annum (STCA clause 4.3.2) is paid. The agreed guidelines contain additional requirements for holding units and other payments while in the role.

Each SCT is entitled to reimbursement of up to \$1,000 for each of two years for fees study towards relevant post graduate qualifications, while in the role. The two years do not have to be consecutive.

An SCT cannot be a Kāhui Ako Across Community Teacher nor hold a permanent unit at the same time.

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### **3.8C Overseas Teacher Time Allowance**

Boards that employ an overseas trained teacher receive an Overseas Teacher Time Allowance of an additional 0.1 FTTE for two terms provided that the teacher meets the criteria outlined. The board can apply for the allowance any time within the first 12 months of the teacher's employment.

The employed teacher must:

- (a) be an overseas trained teacher with qualification(s) recognised for New Zealand teacher registration; and
- (b) be appointed to their first teaching position in a New Zealand state or state integrated school; and
- (c) have completed less than 40 weeks teaching in a New Zealand state or state integrated school; and
- (d) be fully employed from within the school's staffing entitlement i.e. Teacher Salaries; and
- (e) be employed full-time, and
- (f) be appointed to a position for a minimum of two terms; and
- (g) not be eligible (or previously eligible) for the Beginning Teacher Time Allowance under 3.8 of the STCA.

There must be discussion with the overseas teacher on how the allowance could be used in providing professional advice and guidance to the teacher. For example, it may go to the teacher, to a mentor teacher supporting them, or both, and be regularly timetabled or an equivalent annual amount allocated periodically through the year.

*Note: The OTTA may be allocated to the overseas teacher, to a teacher who is mentoring/supporting the overseas teacher, or in combination to both. It may be regularly timetabled non-contact time, blocks of time or a combination.*

### **3.8E Pastoral Care Time Allowances**

**From 28 January 2025** schools will receive Pastoral Care time allowances generated by formula in the relevant Staffing Order.

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Each allowance will bring 0.25 FTTE extra staffing to the school.

The pastoral care time allowance are to be allocated amongst teachers who have specific leadership or responsibility for the pastoral care of students.

The allocated time allowance(s) will be used for the purpose of pastoral guidance or career guidance of students and must not be allocated for the general administration or oversight of pastoral care systems. The general pastoral care functions of classroom teachers or roles which are primarily administration based, such as form teachers do not create an entitlement to the allowance.

However, teachers who hold such roles will be eligible if they also have roles that mean they engage in direct pastoral care of students (such as deans, guidance counsellors or careers counsellors).

Individual teachers may be allocated up to a maximum of three allowances in accordance with the school's timetable policy.

Each allowance held reduces the teacher's timetabled contact hours by 5 per week, in addition to their timetabled non-contact hours or any other time allowances the teacher has.

Where the pastoral care duties are part of the teacher's ongoing role, the allowance(s) will be permanent. Where duties are allocated for a specified period or project they will be for a term agreed in writing.

The teacher ceases to hold the allowance when:

- (a) they no longer undertake the pastoral care duties for which it was assigned, from the date they cease those duties; or
- (b) the teacher's pastoral care duties are for a fixed-term and the fixed-term ends; or
- (c) the teacher loses the allowance because of a reduction in the number of allowances available to the school, as described below.

Where the number of allowances received by the school decreases the employer will first try to manage any required reduction by attrition. Where the reduction cannot be managed by attrition then the employer will:

- (a) Reduce the fixed-term closest to the end of its term.

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(b) Where two or more fixed-term allowances end at the same time, the employer will review the pastoral care functions of each allowance holder against the current pastoral care needs of the school to determine which allowance to reduce.

(c) Where there are no fixed-term roles the employer shall review the pastoral care duties of each permanent allowance holder against the current needs of the school to determine which allowance to reduce.

The reduction may at the same time as a surplus staffing process but is not of itself sufficient to trigger the surplus staffing processes of 3.9.3 of the STCA.

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## Part 4

*Note: Part 4 of the STCA includes the timetable-related requirements for some specific roles. The time allowances must be given to the person in the role. The time allowances are provided in addition to the base non-contacts and the sum of the allowances is deducted from 25 to find the maximum contact time per week.*

### 4.22 Allowances for Kāhui Ako Leadership Role

If a teacher who is employed under the STCA (i.e. not a principal) is appointed to the Kāhui Ako Leadership role, then for the duties associated with that role, clause 3.7(3) of the Secondary Principals' Collective Agreement apply to the teacher, on top of their entitlements under the STCA.

For all other purposes other than the allocation of the leadership role time allowance and additional salary the STCA applies to the teacher in the leadership role.

### 4.23 Kāhui Ako Teacher (across community)

*These provisions should be read in conjunction with the MoE/PPTA/NZEI/NZSTA guidelines to employing Across Community Teachers. <https://www.ppta.org.nz/publication-library/document/389>*

Each year the school, if in a designated Kāhui Ako, is entitled to allowances for a Kāhui Ako Teacher (across community) role (ACT).

The employing board receives extra staffing of 0.4 FTTE time for each ACT for the period of their appointment.

Each ACT generates \$750 per annum to their school to support their Kāhui Ako-level induction and networking programmes.

A teacher is eligible for appointment to the ACT role if they have:

- (a) current employment as a teacher within the school
- (b) a current practising certificate
- (c) recent educational leadership experience relevant to the role
- (d) met professional standards relevant to their current position
- (e) the approval of their employing board

A teacher cannot receive the Specialist Classroom Teacher allowances and the Kāhui Ako Teacher (across community) allowances at the same time.

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If appointed as ACT the teacher will have the role for a fixed period of up to two years, subject to (4) and (8) below and be paid an allowance of \$16,000 per annum.

The teacher may hold up to two permanent units while in the role.

The appointment may be renewed without re-advertising once, for a further period of up to two years, subject to the teacher continuing to meet the relevant criteria.

The ACT must be timetabled for the equivalent of ten hours non-teaching time per week to fulfil the duties of the role. Following consultation with the Kāhui Ako leader and the employee the employing board can allocate this time within or across school weeks. This allocation is in addition to any other time allowances to which the teacher is entitled under this agreement. The maximum average contact time for an ACT is 10 hours per week, but they must not average less than eight timetabled teaching hours per week.

A teacher in the role must be supported in their professional growth cycle by their employing board with reference to the ACT professional standards.

Teachers who relieve for an ACT on approved leave, receive both the salary and the time allowances for the period they are undertaking the duties, subject to clause 4.16.4 of the STCA.

The ACT allowances stop in the following circumstances:

- (a) immediately the teacher ceases to be employed at the school; or
- (b) from the effective date of the teacher voluntarily relinquishing the role, if that is accepted by the employer subject to any conditions it may have; or
- (c) when the fixed period of the appointment ends, regardless of whether the teacher remains at that school; or
- (d) where a teacher loses the role because the employing school withdraws from the Kāhui Ako, subject to 4.23.12 of the STCA; or
- (e) where a teacher loses the role because of the disestablishment of the Kāhui Ako, subject to 4.23.12 of the STCA; or
- (f) where a teacher loses the role because of a reduction in the number of the roles available to the Kāhui Ako, subject to 4.23.12 of the STCA.

If ACT roles are to be reduced in number because of a reduction in the allocation to the Kāhui Ako then:

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- (a) The employing board first tries to manage any required reduction by attrition.
- (b) Where the reduction cannot be done by attrition then the process is to:
  - (i) reduce the fixed-term closest to the end of its term.
  - (ii) where two or more fixed-term roles have an equal period to run to the end of their term, the employers will, in consultation with the person in the Kāhui Ako Leadership role and representatives of the Kāhui Ako, review the functions of each role against the current needs of the Kāhui Ako in relation to its agreed objectives and determine which role(s) is/are most needed.
- (c) The employer of the ACT who is to lose the role will give written notice of the loss of role to that teacher.

A surplus staffing process is not triggered just because of a reduction in these roles.

The salary protection provisions in 3.9.9(a) of the STCA apply to teachers whose ACT role is disestablished, unless they return to, or until they are appointed to, a position of equal or higher remuneration than they received in the role.

### 4.24 Kāhui Ako Teacher (within school)

*These provisions should be read in conjunction with the MoE/PPTA/NZEI/NZSTA guidelines to employing Within School Teachers. <https://www.ppta.org.nz/publication-library/document/390>*

Each Board within a Kāhui Ako is entitled to Within School Teacher (WST) roles. The number of roles is set annually by the relevant Staffing Order.

The employing board gets 0.08 FTTE extra staffing for each WST role it is allocated. This is to enable the WST to fulfil their function in the WST role.

If they have more than 1 WST role the school may convert some of them roles to Kāhui Ako Responsibility allowances. It does not have to, but if it does it cannot convert more than 50%.

#### Within School Teacher appointments

A teacher is appointed by their employing board.

To be appointed to the WST role the teacher must:

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- (a) have current employment as a teacher within the Kāhui Ako
- (b) hold a current practising certificate
- (c) have recent educational leadership experience relevant to the role
- (d) have met professional standards relevant to their current position

If appointed to the WST role the teacher may hold up to two permanent units while in the role and cannot concurrently hold both the Specialist Classroom Teacher role and the WST role.

If a board has three or more entitlement-generated WST roles to allocate, each appointment to the role may be permanent, or fixed-term (in accordance with clause 3.2.3 of the STCA) but fixed-term appointments are limited to no more than 40% of a board's entitlement-generated WST roles.

If a board has fewer than three entitlement-generated WST roles, the number to be fixed-term can be decided by the employer, subject to there being a genuine reason for fixed term.

Where an appointment is made for a fixed-term the appointment must be for agreed purposes, including when:

- appointed to perform specific short-term objectives decided by the Kāhui Ako; or
- relieving for a WST who is on leave.

If any appointments are made to roles created by transferred entitlements from another or other school(s) within the Kāhui Ako these must be for a fixed-term of no more than one year and will not count towards the 40% limit on a fixed term WST roles referred to above.

A WST receives an allowance of \$8,000 per annum, subject to sub clauses 4.24.5 to 4.24.14 of the STCA. The rate is paid in full to fulltime and part time teachers holding the role.

Teachers appointed to the Kāhui Ako Teacher (within school) role must be allocated the equivalent of two hours per week on average to fulfil their function in the role. While, following consultation with the teacher, there is flexibility in how the average of two hours per week is allocated within or across weeks over the year, it must be in addition to the teacher's basic non-contact time and any other time allowances they have.

A teacher appointed as a full-time WST must maintain at minimum an average of sixteen (16) timetabled class-contact hours per week.

A part-time teacher appointed to WST must maintain at minimum an average of twelve (12) timetabled class-contact hours. Part-time teachers are expected to spend the same time on the WST work as a full-time teacher in the role.

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### Kāhui Ako Responsibility allowances

Following consultation with the teaching staff, up to 50% of the allocated WST roles may be released to provide Kāhui Ako Responsibility allowances. These are for recognition of:

- (i) promoting effective teaching practice within the school, and/or
- (ii) strengthening the use of effective approaches to teaching and learning to achieve shared Kāhui Ako objectives and/or
- (iii) recognising other Kāhui Ako-related responsibilities undertaken by teachers (other than principals) who are not WSTs or ACTs.

When a WST entitlement is transferred from another school that WST role is treated separately and is not counted towards the 50% of roles that may be released to provide Kāhui Ako Responsibility allowances.

The eligibility criteria that apply to the WST role do not apply to the allowances, except that they are only available to teachers employed in secondary schools in an approved Kāhui Ako.

Each WST allocation which is not allocated as a WST role is converted to:

- (i) Two Kāhui Ako Responsibility time allowances of 1 hour per week; and
- (ii) Four Kāhui Ako Responsibility salary allowances of \$2,000 p.a.

A teacher can be allocated one or more salary allowances, and/or one or more time allowances, or any combination of them.

The salary allowances are paid at the substantive rate for both full-time and part-time teachers. Part-time teachers are expected to spend the same time on the WST work as a full-time teacher in the role.

There is no minimum required timetabled class-contact hours for teachers who hold the Kāhui Ako Responsibility allowance.

Clause 3.8D of the STCA (funding for induction and networking for the WST role continues to apply if a WST role is converted to Kāhui Ako Responsibility Allowances.

### Ending allocations

The Kāhui Ako Teacher (within school) and the Kāhui Ako responsibility allowance(s) stop when:

- (a) the teacher in the role voluntarily relinquishes the role, if the offer of relinquishment is accepted by the employer, subject to any conditions set, from the date that the relinquishment takes effect; or

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- (b) the teacher ceases to be employed as a teacher at that school; or
- (c) a fixed-term ends, regardless of whether the teacher remains at that school; or
- (d) a teacher loses the role or allowance because of a reduction in the number of roles available to the school, subject to clauses 4.24.13 and 4.24.14 of the STCA.

If the number of WST roles allocated to the school by the Staffing Order reduces then 50% of the remaining roles must continue to be allocated as WST roles, and:

- (a) The employer will first seek to manage any required reduction by
- (b) Where the reduction cannot be managed by attrition then the process will be to:
  - (i) Reduce the fixed-term closest to the end of its term.
  - (ii) Where two or more fixed-term roles are of equal length from their end of term the employers will review the functions of each position against the current needs of the school in relation to the agreed objectives of the Kāhui Ako and determine which position is most needed.
  - (iii) Where there are no fixed-term roles the employer shall review the functions of each permanent role/allowance holder against the current needs of the school and determine which roles are most needed.

The reduction may happen at the same time as the surplus staffing process but is not itself sufficient to trigger the surplus staffing process of clause 3.9.3 of the STCA.

The teacher will continue to be paid the WST salary for the period determined by clauses 3.9.8(b) or 3.9.9(a) of the STCA if their WST role is disestablished. If they return to, or are later appointed to, a position of equal or higher remuneration than they received as WST, the salary protection ends.

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### Further advice

Your local PPTA field officer can provide advice on hours of work provisions.

There is also material on a range of related topics here: <https://www.ppta.org.nz/advice-and-issues/teacher-workload/>