



PPTA Workload Provisions Review Taskforce

Report to Executive

27 July 2020

Contents

Introduction	3
Recommendations	5
Part 1 - Context.....	7
The current STCA provisions.....	7
Why workload controls are important.....	8
Why workload controls within the STCA are important	8
The wider framework	9
Industrial legislation	9
Health and safety at work.....	9
Resourcing pressures	10
Tensions	11
Overt v covert costs	11
Part 2 - Addressing current issues	13
Principles for change to the STCA provisions	13
Issues with current workload and wellbeing provisions	13
Items to be clarified in the current provisions	15
Modern Learning Environments (MLEs)	17
Considering the current issues.....	18
Common understandings of the taskforce	22
Using the compensatory mechanisms to allow timetable flexibility in MLEs	27
Online Learning	28
Common understandings of the taskforce	30
Co-curricular and extracurricular activities	31
Setting the scene	31
Common understandings of the taskforce	32
Class size	33
Supporting interpretation and enforcement of provisions	33
Non-compliance with current legislation – hours of work	36
What PPTA members think about hours of work	36
A proposed model for hours of work provisions.....	38
Consequential provisions/clarifications.....	40
Applying the taskforce’s principles for change	42
Summary of proposed changes	44
Matters for further discussion with members	45
Appendix 1 Findings of hours of work survey	46
Appendix 2 Survey of teachers in MLEs.....	49
Appendix 3 Survey of online teachers	51

Introduction

The 2016 Joint Working Group on Secondary Teacher Workload noted that excessive workload impacts negatively on teacher supply and in its report recommended that the Ministry of Education (the Ministry), PPTA and NZSTA review the wording of the Secondary Teachers' Collective Agreement (STCA) to provide greater clarity to school managers on its correct implementation and review the employment framework, including collective agreements, to assess its ability to be responsive to innovation, while noting the primary importance of providing balance and reasonable protections for employees.

There are also several areas in which the STCA is in breach of the Employment Relations Act.

In the 2019 STCA negotiations, the Ministry proposed a working party to review the operation of the workload control provisions but terms of reference could not be agreed prior to the settlement of the STCA.

PPTA also wishes to know if the provisions as they currently exist reflect the type of workload management provisions needed in modern learning environments (MLEs) and for online teaching.

At the end of 2019 the PPTA Executive determined to undertake its own review of the workload-related provisions of the STCA in preparation for a wider discussion with other groups to fulfil the mutual obligations of the 2016 Joint Working Party report recommendations.

In term 1 2020 a Workload Provisions Taskforce was established by nomination consisting of:

- Maurie Abraham (Hobsonville Point Secondary School) and Cathy Ewing (Nelson College for Girls) representing the Secondary Principals' Council (SPC);
- Kathleen Kaveney (Aotea College) representing PPTA's senior positions advisory committee (SPAC);
- Lucy Chave (Hutt Valley High School) and Paul Stevens (Rangitoto College) representing school timetablers;
- Tamara Yuill Proctor (Hagley High School) representing PPTA's middle leadership committee;
- Graham Sharp (Okaihau College) representing the PPTA Executive;
- Nellie Wallace-Ward (Hamilton Girls' High School) representing branch chairs;
- Rebecca Hopper (Palmerston North Girls High) representing classroom teachers;
- Jan Torrey representing PPTA field officers.

PPTA's junior vice president Melanie Webber (Western Springs College) chaired the taskforce.

The group was asked to review STCA workload provisions in respect of coherence and clarity of wording, currency for members, operational manageability and resourcing. More broadly, the taskforce considered:

- ease of understanding and operation;
- best practice and barriers to best practice;
- contemporary practice, including modern learning environments and flexible learning spaces;
- improvements that could protect against excessive workload both in traditional school structures and in evolving teaching environments (e.g. multiclass/teacher spaces, school cluster teaching);
- changes to ensure the STCA is compliant with existing law;
- principles for change.

The group met three times during the first half of 2020. Between meetings the members consulted with the committees they represented, engaged in discussion with colleagues in their own networks and continued internal taskforce discussion by email.

The taskforce drew on:

- the personal experience of its members as leaders and teachers in a variety of schools;
- the 2017 PPTA Annual Conference paper on MLEs;
- two 2018 surveys of PPTA members;
- a 2019 PPTA survey of deans;
- surveys conducted on behalf of the taskforce
 - a survey on hours of work
 - a sample of online teachers
 - a sample of teachers and leaders in schools with modern learning environments;
- a 2019 research paper into MLEs by Amanda Robinson;
- unpublished research by Tamara Yuill Proctor on collaboration in MLEs;
- advice from Ken Pullar, ePrincipal of NetNZ, on the work of online teachers.

This report outlines the findings and recommendations of the taskforce.

Recommendations

- 1 Principles for change
 - (a) That PPTA adopt the following principles for considering changes to workload provisions:
 - Ensure manageable workload
 - Manage work-life balance/wellbeing
 - All members would be protected
 - Easy to understand/operate
 - Allow local variations in operation and change-managed innovation
 - Maintain the components of:
 - Maximum onsite contact time
 - A guaranteed quantum of self-directed onsite time (non-contact time)
 - Self-directed offsite time
 - Directed onsite time
- 2 Existing Provisions
 - a) That provisions identified in this report be reworded for clarity.
 - b) That co-curricular activity, PLD and team planning activities be recognised in the total duties of teachers and reflected in the STCA.
- 3 New provisions
 - a) That the STCA include an hours-of-work provision based upon an annual expected workload of 1,832 hours.
 - b) That the hours of work model in this report be the basis of the provision.
 - c) That the STCA include workload controls to address the issues raised in this report for online teachers.
 - d) That the STCA included clauses to give better effect to the workload controls for teachers in MLEs/ILEs.
 - e) That the STCA include a requirement to consider total workload when allocating duties.
 - f) That STCA provisions ensure that the costs of workload decisions are made overt for employers and for teachers.
 - g) That the STCA include a requirement for a locally agreed, written job description for deans.
- 4 Education and Compliance
 - a) That PPTA develop further guidance for branches and school leaders on how schools can appropriately comply with the workload provisions.
 - b) That PPTA organise regional training seminars for school leaders and branch officers on the operation and intent of the current provisions.
 - c) That the following provisions require clarifying and familiarising for schools and, where necessary, active enforcement:
 - *Part time non-contact under the 'endeavour' provision*
 - *The HoD beginning teacher time allowance for curriculum mentors*
 - *The Overseas Teachers Time Allowance*
 - *Compensatory mechanisms for teaching more than the maximum timetabled hours requirement and for exceeding an average class size of 26*

- d) That PPTA support the development and resourcing to enhance understanding and implementation of the collective agreements and related legal provisions amongst middle and senior leader and promote resourcing to develop and maintain HR expertise in all schools.

5 Resourcing and operation

- a) That Executive note that the main constraints on the operation of the workload provisions are resourcing factors rather than the clauses themselves.
- b) That Executive note that the following are specific areas of under-resourcing which create pressure for schools in providing manageable workloads for teaching staff:
 - curriculum staffing in larger schools and junior high schools;
 - staffing to ensure appropriate class sizes at both junior and senior year levels;
 - pastoral and guidance staffing in all schools;
 - non-contact time for attached units and for the backfill in Community of Learning (COL) roles;
 - the range of innovation appearing in schools;
 - PLD release time;
 - the work expected of middle leadership roles;
 - the actual time required for senior leadership roles;
 - staffing needed to meet health and safety requirements.

6 Further research

- a) That the Association advocate for objective and independent research on the wellbeing and workload of teachers in MLEs/ILEs.
- b) That PPTA investigate appropriate class size limits to manage workload and wellbeing.

Part 1 - Context

The current STCA provisions

The current workload and hours of work provision of the STCA^{1,2,3} are:

Time-related provisions

- 3.2A Start of year
- 5.3 Definitions
- 5.5 Length of School Day
- 5.6 Length of School Week
- 5.7 Length of School Year
- 5.8 Division of Year into Terms and Holidays
- 4.8 Holiday Pay
- 11.2 Hours of Work - Te Aho o Te Kura Pounamu (Te Kura)

Task related provisions

- 5.1 General (*examples of teaching duties*)
- 5.1A Timetabling policy (*including compensatory mechanisms*)
- 5.2 Non-Contact Time
- 3.7 Te Atākura Time Allowance
- 3.8 Beginning Teacher Time Allowance
- 3.8A Head of Department Beginning Teacher Time Allowance
- 3.8B Specialist Classroom Teacher
- 3.8C Overseas Teacher Time Allowance
- 4.23 Allowances for Kāhui Ako Teacher (across community) role
- 4.24 Allowances for Kāhui Ako Teacher (within school) role
- 4.5 Part-Time Teacher duties
- 5.4 Duties When Schools Are Not Open for Instruction
- 5.9 Class size

The STCA reflects requirements on schools to be open for students, but it does not specify the working hours of teachers as employees covered by the STCA. It establishes some limitations around the amount of contact time within the timetabled school day/week and provides some timetabled time for non-contact duties. There are no references to:

- out of timetabled hours work
- the quantum of duties that can be assigned
- the total hours that these duties may require to be completed
- online teaching
- teaching in MLEs

There is some recognition that class size is a driver of workload and compensation is required for teachers when their average class size exceeds 26. This relatively broad measure does not necessarily reflect the total student contact hours of teachers or give protection to single class (homeroom) teachers. It may not reflect the total student contact (and workload) that an individual teacher has and it can be problematic in large multi-teacher groups.

¹ <https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/part-3-terms-of-employment/>

² <https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/part-4-remuneration-your-pay/>

³ <https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/part-5-hours-of-work/>

Why workload controls are important

Over-demanding and unmanageable workloads contribute to:

- 1 Systemic teacher supply problems
- 2 Individual teacher health issues
- 3 Poor wellbeing outcomes for workers in schools
- 4 Less effective preparation, planning and teaching
- 5 Frustration which periodically results in industrial unrest in the sector

The 2015 PPTA Workload Taskforce report included survey results that showed

- workload was considered often or always manageable by
 - 39% of senior leaders
 - 24% of middle leaders
 - 24% of classroom teachers
- A good work-life balance was often or always achieved by
 - 18% of senior leaders
 - 13% of middle leaders
 - 14% of classroom teachers
- Workload often or always effected the health of
 - 28% of senior leaders
 - 39% of middle leaders a
 - 41% of classroom teachers

A 2018 survey of members (1017 responses) indicated deterioration in manageability and impacts on the quality of the teaching work:

- Workload is often/always manageable - 19.0%
- Classroom teaching is adversely often/always affected by workload - 53.2%
- Often/always have time to be effective in preparation and marking - 17.2%

PPTA's ongoing online leavers' survey indicates that for those leaving teaching:

- 80% left at least in part because the workload and/or work hours were too much
- 78% left at least in part because they wanted more time with family/a better work-life balance.

Why workload controls within the STCA are important

There is a power imbalance in the employment relationship. This can be addressed in part by establishing minimum requirements of what is agreed to be good practice in an enforceable document. Individuals do not need to be experts in law or case law, only in their collective agreement provisions.

In a devolved system there are few levers for consistency across the sector that can avoid local or idiosyncratic decisions from impacting on the national teaching service (such as through cumulative impacts on teacher supply) or that can ensure that best practice in employment is implemented across schools.

A collective agreement is a formal employment agreement ratified/signed after collective bargaining, which contains the agreed terms and conditions of employment of union members. It is binding on

(a) employers of employees to whom collective agreement applies; and

(b) employees who are/become members of union

Specific agreement on what constitutes reasonable and appropriate workloads and where the boundaries around employer flexibility reasonably sit support employee wellbeing, effective teaching and leadership practices, and healthy teacher supply.

The STCA identifies and supports minimum standards of provisions appropriate to the teaching force in a way which advice, guidelines or exemplars cannot.

The wider framework

Industrial legislation

The workload provisions for secondary teachers and of the STCA sit within (and must comply with) a broader legal industrial framework which includes:

- Employment Relations Act
- State Sector Act
- Holidays Act
- Minimum Wages Act – (hours of work)
- Other specific items of legislation

Health and safety at work

Decision making at school level must reflect statutory obligations under the Health and Safety at Work Act to ensure the safety and wellbeing of the workforce.

A board of trustees must ensure, as far as is reasonably practicable, the health and safety of its teachers and school leaders, which includes ensuring that:

- they can take regular, quality, rest breaks in their working day;
- their working hours are not too long;
- their workloads are manageable.

The wider sector is also committed to improving the wellbeing of the teaching workforce:

“The Government and the Ministry have committed to continuing work with the unions and other parts of the sector to strengthen teacher wellbeing including, wherever, possible, eliminating practices, processes or expectations that unreasonably affect the wellbeing of those working in education across Aotearoa.”⁴

⁴ Education Workforce Strategy Governance Group 2020.

'Wellbeing' extends beyond simple absence of sickness to "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity"⁵.

Providing a reasonable and manageable workload with appropriate breaks is an essential component in ensuring the wellbeing of teachers and school leaders.

Resourcing pressures

Taskforce members agree that issues with the provision of workload protections, where they existed, were more often ones of resourcing and interpretation.

The taskforce identified two types of resourcing issues that can create genuine tensions in administering the provision intended to ensure manageable workloads for teachers and school leaders and drive up covert costs:

Resourcing issues for all schools.

For example there is insufficient resourcing for the:

- range of innovation appearing in schools – events coordinators, Māori performing arts as a timetabled subject, etc;
- pastoral care and counselling functions schools have to undertake⁶;
- the support of HR expertise in school to allow safe and informed conversations about workload and wellbeing;
- release time for PLD;
- time required for the work of those in middle leadership roles, which exceeds the actual time allowances guaranteed by the STCA;
- time required for senior leadership roles, which also exceeds the actual time allowances guaranteed by the STCA;
- staffing to meet Health and Safety requirements.

Each new requirement placed on schools which has a time component ⁷creates greater pressure on schools in meeting legislative and contractual obligations to staff and drives workloads higher.

Resourcing issues for some schools e.g.:

For example there is insufficient resourcing for:

- the provision of average class sizes of 26 in larger schools and junior high schools;
- appropriate class size limits at both junior and senior levels in larger schools;
- non-contact time for teachers in attached units, SE and ITMs;
- backfilling CoL roles.

⁵ WHO constitution, signed on 22 July 1946.

⁶ A 2019 PPTA survey of 632 deans indicated that the typical time allowance for a dean was four hours per week (ranging from zero to more than 10 hours per week) and that, excluding those who had no time allowance, the median number of student they were responsible for per hour is 39 and the median was 45.99. An hour per 39 students equates to slightly over 1.5 minutes per student per week (although deans will not see individually every student they are responsible for in a week). 88.6% of the deans said they had too little time for the work.

⁷ For example the requirement to have a laboratory manager which was introduced without additional resources.

Tensions

There are inherent tensions influencing the workload experienced by teachers:

- The law requires some minimum standards are met,
- Employers seek to maximise their prerogative to direct work,
- Teachers and employers wish to meet student needs,
- Teachers want a reasonable work life balance and a healthy work-life
- Time has a cost.

These tensions have to be managed within the resourcing provided to schools by the state (often supplemented by locally raised funding). Even when resourcing is provided there can be a preference to prioritise its use for other purposes.

Ideally the flexibility for the employer to allocate duties would be in balance with the right of the teacher to a reasonable and manageable workload and to an appropriate work-life balance. In an equal relationship requests by the employer which exceed reasonable expectations could be rejected by the employee. There are a number of well documented reasons why this is not the case in practice and in its stead the collective agreement is the mechanism by which these competing tensions can be balanced.

The Joint Working Group on Secondary Teacher Workload noted that a lot of unnecessary workload is driven by individual school practices rather than being driven by external requirements. Taskforce members gave examples of variations in practices which drive unconstructive workload in some schools:

- Expectations about the number, length and timing of meetings vary and excessive time spent in meetings drives more work into the evenings and weekends.
- While there are minimal reporting requirements, some schools place very high reporting demands burdens on their teachers.
- Some schools allocate proportionate non-contact time to part timers while others do not.
- There is nothing which indicates how much PD is reasonable and some schools have excessive requirements.
- Schools give different priority to avoiding interruptions to curriculum time (which add pressure to teachers to ensure work is covered).

These are all examples of the effect of covert costs of local decisions on teacher workload.

Overt v covert costs

In schools there is pressure to provide broad opportunities to students beyond that which is funded centrally. In responding to those pressures within limited resourcing schools choose responses which have either overt or covert costs.

- Overt costs (such as hiring more teachers, increasing the hours of support staff, or employing contractors, hiring additional relievers) require expenditure of either the school's operational funding or of its entitlement staffing or both.
- Covert costs are responses which do not spend operational funding or entitlement staffing. These responses pass additional work to existing teaching staff who are not paid more for

working longer hours. The covert costs are instead carried by the teacher through extended work hours, higher workloads, health stresses and poorer work-life balance.

In the absence of limits to the total hours of work the absence of an overt cost to additional work means that workload expansion is not constrained for teachers in the same way that it would be for staff paid by the hour. This makes teachers particularly vulnerable to excessive workloads and permits lax management of workloads and wellbeing.

The STCA has two provisions that do create overt constraints on the employer in order to control workload - the provisions limiting actual class contact in timetabled hours and the average class sizes exceed 26 where there is a requirement to provide a compensatory mechanism if the limits are (for genuine reason) exceeded.

Part 2 - Addressing current issues

Principles for change to the STCA provisions

The underlying tension throughout our discussions was to strike the appropriate balance between local flexibility and the management of workload and wellbeing of all teachers. This included questions of whether this is best achieved by further guidance, by clarifications within the CA, or further provisions and how the protections for teachers can be reflected in different learning environments.

To manage this tension we developed guiding principles which we believe should underpin consideration of any proposals for change to the STCA workload provisions. These are:

- 1 Ensure manageable workload for teachers and school leaders
- 2 Manage work-life balance/wellbeing
- 3 All members are protected
- 4 Easy to understand/operate
- 5 Allow local variations in operation and change-managed innovation
- 6 Maintain the components of:
 - Self-directed offsite time
 - Maximum timetabled contact time
 - A guaranteed quantum of self-directed onsite time (non-contact time)
 - Directed on site time

Issues with current workload and wellbeing provisions

The taskforce considered the current STCA provisions in terms of where we saw general issues of:

- Enforcement
- Resourcing
- Operational difficulty
- Ease of understanding
- Applicability

While there was considerable overlap in issues for senior leaders and those in middle leadership and classroom-based roles there were some themes more likely to be reflected by one group than the other. These were:

For school leaders:

- resourcing
- community expectations
- flexibility to allocate duties

For other teachers:

- clarity about what their entitlements are
- covert costs driving work overload
- co/extracurricular as workload components
- non-standard workloads

We then considered seven aspects of the workload provisions in detail:

- 1 where current provisions required clarification
- 2 workload provisions in modern learning environments
- 3 workload provisions in online learning environments,
- 4 co-curricular/extracurricular activities within the overall workload of teachers
- 5 class size
- 6 supporting interpretation and enforcement of provisions
- 7 areas of non-compliance with the law

The remainder of this part of the report outlines our findings in each of those areas.

Items to be clarified in the current provisions

We identified the following for clarification in the STCA to make interpretation easier and consistent.

Issues/clause	Clarification proposed
Job description 5.1.1	Job definition identifying what is/is not in the teaching role.
The school day 5.3	<ul style="list-style-type: none"> The “hours of the school day” and when you can be required at school. The expectations for teachers for non-teaching activity (see list below)
The school year	<ul style="list-style-type: none"> The actual hours we are meant to be working. People starting before 28th January get paid from their actual start date. When the end of the school year is. When weekends count as half days.
Call backs 5.4	<ul style="list-style-type: none"> Clarify and require transparency around which days the school is officially “open for instruction” (190 days) and “call back days” (10 days). The expectations of teachers on these days, including what duties/activities apply. What reasonable notice is. After-school prize giving and parent teacher interviews etc. in relation to call back time. How the individual needs of teachers are taken into account. How call backs applies to senior leaders and other unit holders.
Management	Reasonable expectations of extra days/hours for additional payments.
Contact/non-contact 5.2	<ul style="list-style-type: none"> The definition of what non-contact time is for. Requirement for consultation in placement of non-contact hours. Non-contact time is distributed evenly across the year except by agreement. When non-contact time can be spent off-site. Outside appointments during non-contact time. Part time allowances and what ‘endeavour’ requires. What is non-contact and what is ‘other duty’ (like assemblies). How non-contact time applies in school events with all day duty. Use of unders-and-overs. Status of supervised study. Moderation status within the provisions. <p>Define and clarify academic mentoring as contact time.</p>
To individual time allowances 3.8 3.8 3.8a 3.8B 3.8c	<ul style="list-style-type: none"> Accumulation of the HoD/BTA time allowance. Entitlement to allowance for beginning teachers v overseas trained teachers. purpose and use of OTTA. <p>Ensure consistency of use of the term ‘duties’ in 3.8.1.</p> <p>State the actual contact hours a PCT should be working.</p> <p>Consider the limits on the SCT roles in small schools.</p>
Co/extracurricular 5.1.1	The difference between the two.
Grounds and supervision duty 5.1A	<p>State and clarify legal break entitlements, with examples that are reasonable.</p> <p>How much duty you can be expected to do.</p>

Pastoral 5.2	Role definitions and time allowances for pastoral/ deaning/ guidance.
PLD 5.2.7	CoL time allowance for PD.
Class size 5.9	Average class size calculation with multiple teacher classes/groups and for one teacher and multiple classes/groups (e.g. in OPLE).

The taskforce noted that the PPTA's 2019 dean's survey indicated that 28% of deans did not have a job description for that role. We felt that it should be clarified in the STCA that there must be a written job description agreed at the time of appointment to these additional roles, though the specific components of that job description would be determined at the school level (with examples available).

The taskforce does not feel that Part 5 currently reflects the duties of teachers in 2020. We believe that the following 'on-site, school day' duties should be reflected there:

Learning activities (contact time)	Teaching: a) Subject/group teaching b) Academic mentoring c) Co-curriculum	Supervision of learning: d) Active supervision of learning groups e) Passive supervision of learning groups
Non-teaching and learning <i>NB. In addition to these generic activities are specific functions associated with middle and senior leadership roles, which themselves are extensive lists.</i>	Non-contact time: a. Collaboration b. Individual pastoral care of students in contact classes c. Marking d. Moderation e. Planning f. Preparation	Duties outside timetabled hours: a. Assemblies b. Between-class time c. Breaks d. Briefings e. Collaboration f. Detentions g. Duty h. Emails i. Extracurricular (where required) j. Form time k. Meetings l. Professional Learning m. Subject Association engagement (where required) n. Subject up-skilling o. Workshops

Modern Learning Environments (MLEs)

Setting the scene

We use the definitions of MLEs as environments with either flexible learning spaces (FLS) or innovative learning environments (ILE) or both.

- FLSs are the physical spaces in which the learning takes place in a school. These are “made up of many different sized spaces so they can support different ways of teaching and learning and be used for different types of activities. They tend to be more open than traditional classrooms and have spaces that accommodate more than one class and several teachers. Many spaces have glazing between them to create open and light spaces that can be indirectly supervised.”⁸ They may include breakout spaces, in a variety of sizes, and access to outdoor learning areas.
- ILEs are environments which are “are learner-focussed and emphasise valued learner outcomes. They encourage collaboration and inquiry, both for learners and teachers, and allow teachers to teach in the style that best suits the needs of diverse learners.”⁹

We might therefore consider them as ‘place’ and ‘pedagogy’.

A school with flexible learning spaces may use these spaces in more traditional ways. Equally, an innovative learning environment may occur in a traditional building. This gives us four broad categories of approach (though schools may well mix and match within their own sites).

Flexible/‘Innovative’	Flexible/‘Traditional’
Traditional/‘Innovative’	Traditional/‘Traditional’

Schools may also operate different combinations within their own site at the same time or over time.

Several taskforce members have current or recent experience in teaching, timetabling or leading in MLEs and some are strong proponents for them. Their experience ranges across new build MLEs, rebuilds and ILEs in sites with traditional cell-based spaces. Specifically:

- Maurie Abraham, Paul Stevens, Melanie Webber and Kathleen Kaveney have experience of leading or teaching in new build MLEs.
- Paul Stevens and Tamara Yuill Proctor have experience of teaching in a traditional build, ILE environments.
- Rebecca Hopper is in a traditional build school beginning to investigate ILEs.

Each contributed a different perspective on MLEs to the taskforce discussion.

⁸ <https://education.govt.nz/school/property/state-schools/design-standards/flexible-learning-spaces/>

⁹ <http://ile.education.govt.nz/>

To add to the insights of the taskforce members we surveyed teachers in a sample of sixteen MLE secondary schools¹⁰ and were further informed by A.J. Robinson's 2019 thesis¹¹ which looked at ILEs in sixteen secondary and junior high schools. We also drew on a 2017 PPTA annual conference paper.¹²

Considering the current issues

Our mandate was not to consider the educational value of MLEs but to think how we support both teacher wellbeing and pedagogy in whatever workspace you teach in.

We agreed that the workload and teacher wellbeing in MLEs can vary from school to school through a number of factors:

- 1 New build v rebuild v traditional plant
- 2 The design of the build
- 3 Evolution v pivot in practice
- 4 Organisation of programmes and timetable
- 5 Local management practices in managing teacher wellbeing and workload
- 6 Characteristics of teachers within the MLE

This means that some MLE schools may have limited issues with workload and wellbeing of teachers while others may have quite significant problems. This range of possibilities was reflected both in the taskforce's deliberations and in the responses to our MLE survey. While we did not ask how people felt about working in an MLEs there were five people who took the opportunity to comment positively on their experience, for example:

"I have found that longer periods combined with an MLE significantly improve workload and wellbeing."

"I am grateful to work in a shared environment where my colleagues and I are very flexible in our spaces and the way we work together."

"I enjoy working in an MLE and feel that SMT provide very adequate protections around workload and wellbeing".

Fifty-five percent of teachers thought that the non-contact provisions were working in their MLE and 47 percent thought that the average class size provisions worked well. Broadly speaking then, provisions are seen as operating effectively in half of MLE/ILE environments.

Acknowledging that well managed MLE schools with the right design may work well, the taskforce focussed on identifying the factors that could prevent this from being universal.

PPTA's 2017 conference paper observed that:

"In the case of a rebuild, or partial rebuild, the school will usually continue to operate on the site as the build goes on around it. ... In this case a teacher may one term find themselves teaching in

¹⁰ 203 responses.

¹¹ *Factors that influence the implementation and practice of team-teaching for English and Social Science teachers in secondary innovative learning environments in Aotearoa New Zealand.*

¹² Flexible Learning Spaces - an experiment on our education system? PPTA. 2017.

a single cell traditional classroom, and the following term in an open flexible learning space. The shift in pedagogy can be challenging for teachers, especially when the change process has not been managed well.“

“In an ideal situation, some of these pedagogical shifts will have been made incrementally, over a period of time, in consultation with staff and in a way that is appropriate for the learners and with plenty of lead-in time and ample PLD. However, in the worst cases, these changes are not well supported, and these are the circumstances under which some teachers struggle with the change and resist, continuing to teach in a more traditional way, despite being in flexible learning spaces.”

It also warned that:

“The workload associated with assessment, particularly when programmes are being tailored to individual student needs, multi-level and cross-disciplinary, should also not be underestimated.”

A.J. Robinson in her 2019 thesis¹³, draws from her interviews with study participants in Innovative Learning Environments to identify emerging themes, some of which relate to the workload and wellbeing of teachers. These include:

- Space was widely viewed as hindering team-teaching practice and student learning and safety because of overcrowding, noise and quality of facilities
- Managing teacher/teacher relationships is very time consuming
- The timetable made it difficult for teachers to meet during the school day.
- Finding time to cooperatively plan hinders team teaching practice
- Team-teaching relationships can increase stress levels, particularly when work is not shared equally
- Student behaviour is harder to manage when team-teaching is in an ILE
- Team teaching increases workload

She quotes¹⁴ a 2008 study by Hipkins, Shanks and Denny of teacher and student views of period length in a New Zealand school:

“... increased lesson length reduced the number of non-contact periods each teach had per week, which limited the frequency of cooperative meeting time available in the school day. This in turn meant that teachers were required to find time outside of school to meet...”

The responses to the taskforce’s MLE survey indicated some issues that were not specific to MLEs (e.g. problems getting compensatory mechanisms agreed), and others may be more of an issue (e.g. large class sizes and exceeding average class size of 26) but not specific to MLEs. The main issues linked specifically to the MLE environment were:

- Difficulty of using non-contact in an exposed environment
“I find it difficult to concentrate at times, given that the teacher workspace looks out onto the Learning Commons. I often work through break times (on duty) to manage student behaviour and respect of the spaces. This is necessary to ensure the spaces are ready for teaching and learning at the end of break time. I feel like I'm "on" all the time as we're surrounded by students 100% of the day.”¹⁵

¹³ *Factors that influence the implementation and practice of team-teaching for English and Social Science teachers in secondary innovative learning environments in Aotearoa New Zealand.* Robinson A.J., 2019.

¹⁴ Ibid, page 85

¹⁵ Quote from survey participant

- Difficulties associated with additional collaboration requirements

“It takes longer to try and work collaboratively than it does to plan something by yourself.”¹⁶

These reflect the concern in the 2017 conference paper that:

“... in a flexible learning space with a teacher work area existing in the middle of a large student space and surrounded by glass, it is important to ensure that teachers are able to have genuine non-contact time. Timetabling specific non-contact time for each teacher is a critical start, but this must be accompanied by measures to ensure teachers can be undisturbed in that time, particularly when work spaces are located within teaching spaces.”

That paper also touched on the provision of average class size entitlements:

“Equally, maximum average class size calculations become more of an issue in many innovative learning environments. Teachers may be working with varying numbers of students during their contact hours because they are working in a space shared by multiple teachers. There must be genuine endeavour made to ensure that teachers have maximum average class sizes of 26 students or fewer.”

Taskforce member Tamara Yuill Proctor shared preliminary findings of part of her EdD research looking at the enablers and constraints for teachers for delivering an integrated program. The research focuses on three teachers collaborating to deliver an integrated program at Year 9 and Year 10 in a single cell classroom with one teacher in the class at time. One of her findings is that teachers need one hour of coordinated face-to-face planning a week for each integrated class they teach. While teachers also spend non-synchronous time using Microsoft Teams for their planning and communication, she describes this face-to-face time as crucial to building a strong community of practice and creating good systems.

Tamara observes that building teacher capabilities from a traditional mode of instruction to one that is integrated and innovative takes time and, in her opinion a time allowance for teachers similar to that of a beginning teacher would be beneficial. As coordinator of two integrated classes in 2019 she received a four hour time allowance to be able to attend and facilitate each integrated class meeting, and help with resources and planning.

In our MLE survey class size issues were raised by 53% of those responding. Most were about exceeding the average of 26 (which while not specific to MLEs but may be more of an issue in some) but the main that MLE-specific issue raised was that average class size split across two teachers underestimates the actual workload of each teacher relative to a single teach/single class of that size.

“2 teachers with 60 students are not the same as 30 students with one teacher. Most classes have specialist teach but some don't, teachers are teaching courses that they know very little about. Puts a lot of pressure on teachers. Spending a lot more time planning and discussing with other staff which also puts pressure on them. Big class sizes you lose relationships with students, I feel I am a lot stricter and grumpy during the week to stay on top of students. Sometimes you also have groups of students with behaviour issues, not just one or two which was the case in single-cell classrooms.”¹⁷

¹⁶ Ibid.

¹⁷ Ibid.

“... At the end of the day, while the face-to-face teaching can be shared, marking of work for a particular subject area still has to be done by the one subject specialist - meaning having to mark 50-100 pieces of work. This is unmanageable and non-sustainable in the long-term.”¹⁸

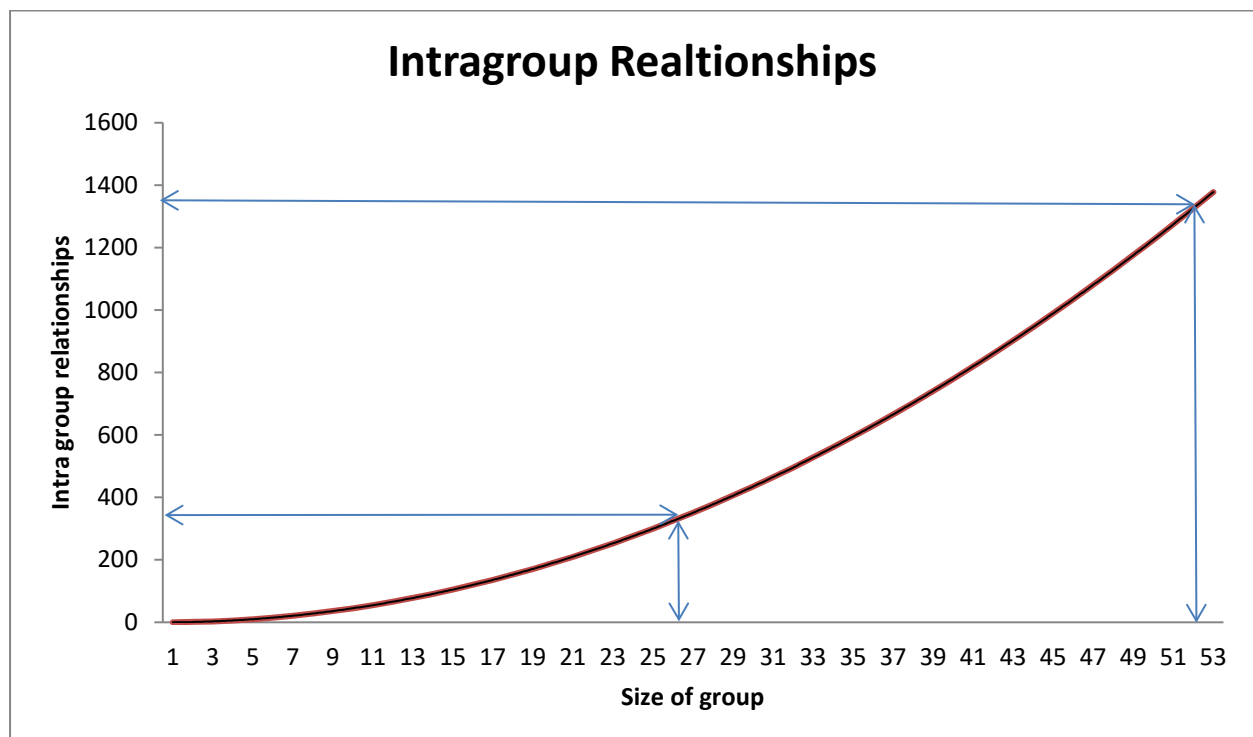
In an open-ended question in the survey the key themes related to the workload provisions were:

- Additional work is inherent in MLEs
- The extra time demands of collaboration
- The non-stop nature of the MLE

Observations that behaviour management and managing relationships in MLEs are more problematic and add to workload appear to be driven by the number of potential interactions/relationships to manage and to ‘place’ issues.

Managing relationships

Relationship management can be one of the more stressful and complex aspects of the teaching job. In a group of 25 students and one teacher there are 325 potential two-way interactions/relationships for the teacher to manage¹⁹. In a group of 50 students and two teachers the number of potential two-way individual interactions/relationships to be managed is 1,326. Doubling group size increases the complexity of relationship management by a factor of about four, not by a factor of two, and the complexity of developing and managing relationships is increased accordingly²⁰.



The same applies to teacher-teacher relationships; a sole charge teacher has to spend no time on adult to adult relationships in preparing for a student group while in a team of four there are 6 relational interactions to manage.

¹⁸ Ibid

¹⁹ In a group of "N" people the number of possible two-way relationships is $N \times (N-1) / 2$.

²⁰ The number of potential multiple interactions compound much more quickly.

Robinson's observation is that in addition to teacher-teacher relationships being time consuming, they can also detract from teacher/student relationships as teachers focus on necessary peer interactions.

Melanie Webber described the pluses and minuses of working in an open learning environment from her perspective as a dean.

- We moved from a traditional single celled largely Nelson blocked school into an open learning environment 12 months ago. As a dean one of the key changes was that I was no longer able to use a 'runner' to collect students I needed to talk to. I am now far more likely to go and find the student and have the discussion in a quiet spot near their class rather than bringing them back to my office. This can often result in far more productive conversations as students feel more comfortable in an environment they are used to, but it does take more time.
- Classroom observations of core classes are continual and incidental - students are generally far less aware that they are being observed and it is quite easy to see who is on and off task when walking about the building. Students belong to all kaiako collectively, and teachers will often stop to quietly redirect a student. It is harder to be 'off duty' because of this, and teacher work spaces lack privacy with windows looking out over learning areas.
- It can be harder to build relationships with students in larger environments. You are always aware of 'not making too much noise', and timetabling is particularly difficult. For example, you can end up with Year 9s being taught alongside Year 13s and this causes issues in terms of noise and overflow of less appropriate teaching material.

Common understandings of the taskforce

From our discussions, we came to a number of common understandings about the sorts of issues raised by teachers relating to the workload and teacher wellbeing in a number of MLEs. We have arranged them below into understandings about 'design', and 'practice', illustrated with comments from the survey of MLE teachers.

Design

The design of the MLE is critical. MLEs do not inherently have to have more problems than traditional builds (which can have their own problems too). Where MLE designs do have 'built-in' issues these tend to fall into three broad categories:

Effects of passive supervision on teachers

MLEs spaces are often designed around the principle of passive supervision of students. However, supervising (passive or active) is contact time under the STCA provisions.

- *"MLE are designed with passive surveillance from teacher work spaces. This means during a non-contact staff either respond to a student issue directly outside or ignore (essentially condoning). If teacher work spaces are designed with passive surveillance in mind, it needs to be accepted that teachers are 'always on'. I also believe this needs*

to be considered in MLE design and there needs to be more spaces where teachers can be away from students in order to be able to focus more.²¹

A common issue raised by teachers associated with this is the lack of quiet, private space to concentrate, plan, collaborate etc.

- *“Teacher workspaces provided for during non-contact time are likened to 'fish bowls' where staff are still visible and accessible to students due to their placement in the learning commons areas. This reduces the ability to switch off/have a break from students. There is variability in areas as to how much space is available to staff.²²”*
- *“In our fishbowl of an office we are constantly distracted by students or other teachers - can't get any planning done! So I have to do everything at home²³.”*

Spaces that work in theory but not in practice

The taskforce found that some new builds and rebuilds are showing flaws in the design in respect of their intended use, especially when the school is coming close to roll capacity. These issues were experienced by some of the taskforce and echoed in the survey. The following quotes are from teachers in new builds and are specific to the MLE rather than to issues that can apply to old builds too:

- *Our school is generally fantastic with wellbeing issues and very supportive of staff concerns. I can only assume something went amiss in the MLE planning which has led to a lack of space and break-out rooms in particular.*
- *Some of the spaces' layouts and contiguities effectively mean that you are managing students (in a large class) over an impractically wide space that often involves two of three subspaces, or that nearby classes are impacted adversely - and vice versa - by your large class.”*
- *I teach Technology. The architects have built a hard materials workshop that is far too small, fit for only 16 students max. We have class sizes of up to 25 in hard materials. Consequently we spill students outside under a lean-to area with extra workbenches and also into an adjacent classroom space. More recently, this extra classroom was converted into a hard materials workshop; however, it adjoins a standard non-workshop class space with noise, dust issues.²⁴”*

In a number of new builds and rebuilds the designs assume things about the use of the flexible spaces that prove not to be the case in practice. As design varies from build to build (and with different level of involvement from the school leadership) the extent and nature of these problems also varies.

Flaws in new build or rebuild designs may have limited impact until the school is coming close to roll capacity, but we heard of a new build starting close to capacity, with a science room intended to take two classes at a time which, in practice, could only work with one. The available spaces are designed for small group breakout work, not for a large group. While they have that space on the plan, they are effectively a teaching space down in practice.

²¹ Quote from MLE teacher survey responses (see appendix 2).

²² Ibid.

²³ Ibid.

²⁴ Ibid

Another example given was a new teaching designated space which is long and narrow with obstructed views and creates additional management problems for the staff using it.

Other examples were of small group spaces that did not work and where the design of the space and/or its location means that it is too difficult to use as the designer had expected, putting more pressure on both staff in terms of student management and on the availability of rooms.

Noise and distraction

There are wellbeing issues for teachers and students who find the noise and stimulus of their open plan MLEs difficult. While some thrive on this, others will find it exhausting and stressful.

- *“The main issue is the poor design of some of the classrooms/teaching spaces. Some spaces have no back wall & have poor sound proofing & are a hindrance to good teaching & learning.”²⁵”*
- *“For 2 of my classes we are in a relatively small area with 4 large classes timetabled in at the same time and it's impossible to hear/speak/think...”²⁶”*
- *“It's difficult, if not impossible at times, to teach in this environment. It's too noisy to do quiet work (reading, writing and thinking) and too open/quiet to do noisy work (acting, film viewing, laughing); The kids can't hear the teacher or each other; You can't have class discussion; There's no privacy to cultivate a risk-taking classroom culture....etc. etc. etc.”²⁷”*
- *“... Contact time is challenging with noise and disruptions, people walking past and chatting too loudly.”²⁸”*
- *“Not enough space or furniture. Size of classes means that two classes can be situated very close together and noise travels from one to the other.”²⁹”*

Where this is an issue in an MLE the remedy may require a mix of responses:

- improved space allocation per student,
- improved sound management construction in some builds,
- inclusion of more suitable adult work spaces within the design plan,
- improved PLD in the use of the spaces,
- changes to individual school expectations about operating in the environment,
- altered timetabling practice.

Practice

Our survey indicates that roughly half of teachers in MLEs see the current non-contact and average class size provisions working effectively in their schools.

Calculating average class size in multi-teacher groups (dividing the number of students by the number of teachers) assumes this is comparable to one teacher with responsibility for that averaged number of students. However, multiple class groups shared with other teachers are likely to increase workload in ways that averaging does not reveal. Examples given by teachers include:

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid

²⁹ Ibid.

- 50 students with art teacher and a maths teacher sharing the teaching/supervision of a combined arts/maths course are both engaging with, teaching, assessing and reporting on all 50 students. As they are not simply splitting the work between them the average workload is not that of a 25 student class for each teacher.
- Some sole teachers were left responsible for the teaching of large/combined groups from time to time.

Teachers in a number of MLEs also indicated the time for joint planning and coordination means that the workload in total is increased. The taskforce members discussed the extra planning and coordination required, and the additional pressures around pastoral care that they had experienced. The survey of MLE teachers did not specifically ask about collaboration but a number took the opportunity to make these points about their experience of increased workload or working hours in their own MLE:

- 2 teachers with 60 students are not the same as 30 students with one teacher. Most classes have specialist teach but some don't, teachers are teaching courses that they know very little about. Puts a lot of pressure on teachers. Spending a lot more time planning and discussing with other staff which also puts pressure on them.
- Additional work associated with Year 9 Hubs (and more meetings for that) takes time away from planning and marking and pushes that into our home life.
- The number of extra meetings required for cross-curricula in MLEs.
- The requirement to meet for planning. Teachers are often unable to meet during non-contacts so either need to meet during breaks, after school or weekends
- The non-contact time given is never enough for planning time especially with MLE where you need to meet with everyone in you topic to plan and discuss, activities, student work.
- Staff in my department continually feel that they are overworked with not enough planning and marking time.
- Staff working in these spaces are expected to collaborate, however timetabled time is not explicitly given for this collaboration to occur.
- Working in MLEs, especially with integrated programs, increases workload.
- It takes longer to try and work collaboratively than it does to plan something by yourself. Additionally there's a lot of reading and personal PD that goes along with trying to teach in an MLE and I don't feel like I have time at school to work on being a better teacher in the open space (and it's so much harder to teach seniors effectively in the noise).
- The MLE is very conducive to team teaching. It is hard to work within the MLE without team teaching or collaborating to one degree. This collaboration takes time. If we are expected to work with colleagues to team teach (which I am completely in support of - it pushes you to review & tweak & improve your practice continually) then we should be given a time allowance for it. Planning for this learning is far more time consuming than planning alone

The issue of the greater demands on time for joint planning was also raised in the one-on-one interviews undertaken by Robinson and picked up in the research she quoted from 2008.

This appears to suggest that for many teachers in different MLEs the sum of the planning for collaborative teaching is greater and as collaboration during non-contact can be more difficult that extra time is taken up outside the timetabled day.

MLE schools are still providing five hours non-contact time and other time in outside the timetabled day for teachers but the issue appears to be that less time is *allocated* for opportunity to collaborate but that the quantum of time it takes to *do* the collaborative work is greater than in a traditional learning environment.

The taskforce did not see any evidence that there are equivalent time savings inherent in MLEs for teachers, but in well run schools this can be managed by reducing other demands on teachers outside the timetable to compensate (e.g. fewer administration meetings) or providing additional structured meeting time, but the responses overall suggest that in a number of MLEs that is not happening.

Each MLE school should have a timetable policy developed in consultation with the teaching staff which addresses how the hours of work entitlements are provided and equitable and manageable workloads are achieved in its innovative environment. It should be the mechanism for proper discussion at the local level about how time can be structured to address the workload and wellbeing issues this raises. Given that, it would be helpful to have more clearly defined what non-contact times and after/before school times are appropriately used for.

Resourcing

The taskforce believes that provision for the practice of teaching is a key to success. Unless there is adequate funding for MLEs, too many compromises are made between flexible practice and teacher wellbeing. Senior leaders on the taskforce noted that they have argued unsuccessfully for more teacher resource (i.e. staffing) for a truly innovative learning environment and it may require a review of the staffing for ILEs rather than attempting to resource them as if they were traditional single teacher-single classroom spaces .

There must be protected collaboration time for teachers to plan together and this requires adequate resourcing for MLEs as well as considered planning within the MLE, whether collaboration time is within shared non-contact time and/or within other dedicated periods during the school day.

There are significant education change management questions in shifting to MLEs or class sharing. These include understanding how much and what kind of work will be involved in the change and how this should be properly resourced. We were given examples of schools in traditional settings that were going through thoughtful processes of trialling, evaluating, and extending ILEs, and of others where this did not happen. One of the key factors for successful change management is sufficient time to learn and to implement new practices. We expect that NCEA changes come with teacher-only days for planning those changes and new build MLEs have both time and resources to support the growth of their ILEs. ILE changes to programmes within traditional settings and in rebuilds require similar support. We have an aging workforce that is being asked to learn a very different kind of pedagogy, often without adequate PLD.

We believe that there is insufficient independent research on the effects of MLEs on students and on teachers as people and workers. Such research should be funded as a matter of urgency.

Using the compensatory mechanisms to allow timetable flexibility in MLEs

A particular question the taskforce discussed was the operation of ‘unders and overs’ in timetables which are not based on 60-minute periods.

Principals saw the existing non-contact provisions in the collective as a concern for those considering moving to non-tradition teaching and learning structures that are not based around 60-minute time allocations. However, this applies equally in non-MLE schools which do not have a one hour period length or which a standard five day timetable cycle.

In fact, the current provisions allow for variation in both period length and timetable cycle and there is extensive guidance into how the timetable policy and the compensatory mechanisms can be used to make agreed adjustments to standard entitlements.

The lack of detail in the STCA clauses may be the problem rather than their capacity to actually deal with local variation. The variations in the operation of schools in Christchurch following the 2010-11 earthquakes were all managed within the flexibility provided by the existing provisions.

There may be additional options for managing unders and overs in MLEs than in traditional situations as multi-teacher groupings could provide more flexibility to manage the balancing across teachers. For example, schools may run project based learning day once a week when students are doing individual project work and there is an option to agree to rostering staff “on” or “off” for different proportions of the day.

Schools are also able to accumulate underuse for allocation of duties in the same way that overuse can be accumulated for compensatory leave or for other forms of workload rebalancing.

Our discussions suggested that the flexibility of the existing compensatory mechanisms and the way in which the consultation processes around the timetable policy can address these issues may need more clarification within the STCA as well as examples of how workload can be balanced within the provisions.

Areas for consideration in the STCA

The main suggestions for improvement from the survey participants were:

- Providing dedicated quiet spaces for non-contact work
- Coordinating non-contact for teachers working together
- Enforcement of the existing requirement that supervision is contact time, not non-contact time and clarifying and emphasising that this includes passive supervision.

The taskforce noted for consideration:

- Clarification that both active and passive supervision are contact time
- Ensuring there is access to quiet work areas away from students for contact duties
- Recognition of planning time for team teaching within the overall duties
- An overall workload assessment requirement

- A modified average class size provision to recognise that combined classes generate additional work for teachers in excess of the averaged size
- Clarification of the unders/overs and the rebalancing of duties as compensatory mechanisms

Online Learning

Setting the scene

Online teaching (as practiced through the VLN for a number of years) is an entirely different pedagogy to the normal face-to-face model. Contact and non-contacts in the online model of delivery are subsequently not the same. We were concerned to ensure that teachers engaged in online learning have the wellbeing and workload protections fits intended by the 20 contact hour ceiling while still allowing schools to develop their own online pedagogies³⁰.

Online teaching has been a growing practice. There are no provisions specific to online teaching in the STCA. Ken Pullar, ePrincipal of NetNZ provided this explanation of the relationship of the STCA provisions to the work of e-teachers:

“All but a handful of eTeachers are employed by a school, although they may be working for NetNZ or one of the other VLN clusters.

Their formal employer is their school even when the online teaching part of their job has been arranged and is being funded by the cluster (which has passed on the resourcing to the school to enable their employment, usually on a fixed term basis).

NetNZ and the clusters very deliberately employ their eTeachers through schools to ensure collective agreement, teacher registration and service coverage.

Most eTeachers are regular face-to-face teachers for the majority of their teaching load and a lot of the eTeachers are also eDeans – work that is often under resourced by schools.

The concept of contact/non-contacts doesn't work well in the online education space, where participation with students is both synchronous/real-time (usually f2f via videoconferencing interaction with students), and asynchronous/not time bound (including interaction using email, OLE & online community spaces/forums).

Asynchronous participation time is definitely not non-contact time. A lot of interaction occurs between the teacher and students in this time, but so does a lot of preparation. Often asynchronous time is interpreted as non-contact time by teachers who haven't taught as eTeachers. So the question really is how much timetabled time in total does the teacher get teaching an online class (which includes the synchronous, asynchronous and pro rata non-contact time, though the latter two categories will tend to merge). The general employment model adopted by NetNZ and other clusters is that the teacher teaching a subject, should get the same amount of time as they would receive for a subject that they teach face-to-face in their schools.

The majority of eTeachers' work is asynchronous, and therefore isn't bound by time. The teachers themselves tend to define when they are available, and often they choose to respond to

³⁰ The taskforce did not try to draw inferences from the emergency distance learning efforts of schools as it was an exceptional crisis management situation.

their students in the evenings and weekends, and sometimes almost immediately. From a management point of view NetNZ asks its teachers to try to respond to students within 24 hours during the working week and to make sure they maintain a home-work balance by not being too available.

NetNZ/clusters do not expect that the teacher must be at their school for the timetable time they have to teach online and are happy for them to work from home, the school or elsewhere. However because they are employed by schools often schools may overlay their expectations that the teacher is on-site for the school day, five days a week.”

The other major e-role is that of eDeans, who are teachers with the pastoral care responsibility for students taking online classes and responsible for dealing with any related issues. They may also run e-study groups.

Existing advice from PPTA about online teaching is:

- While an online class may only receive one hour of direct online tuition, the preparation, delivery and follow through is at least as work intensive as a face to face class.
- An online class should be a subject line in the timetable. More of those timetabled hours should be non-contact than in a face-to-face class.
- All teachers should be given PLD in effective pedagogy, including pedagogical best practice, web safety, and pastoral care for online students and teachers.
- School policy should state clearly when students and parents can expect online access to teachers and this should be strictly enforced to avoid the risk of 24-7 access eroding the work-life balance of the teacher and increasing demands on their time.
- E-teachers should have access to reliable and secure platforms for online teaching.

Survey of online teachers

We surveyed teachers engaged in online learning by inviting participation through the ePrincipals of the VLNs. There were 20 replies: ten teachers, nine teachers who were also eDeans and one ePrincipal. Key themes were:

- Most were allocated equivalent timetabled time as for a face-to-face class, but one third were allocated less or much less.
- Over half spent more time in synchronous and asynchronous e-teaching activities compared to their engagement with equivalent face-to-face classes. While there is less face-to-face time e-teachers can spend much more time replying to questions and individualising programmes
- Half of the teachers spend the same amount of time in pastoral care and guidance of the online students compared to equivalent students in onsite programmes but a third spend more.
- Many are unable to schedule as much time of their non-contact time on activities (such as for lesson preparation, assessment etc.) compared to equivalent face-to-face classes.
- Most had no restrictions on when students, whanau of students or their employer could expect to have access to them.
- Most e-teachers were required to be physically on site during school days.

- Limits on the size of e-classes generally vary between 10 and 20, with 15 the most commonly mentioned.
- In terms of ensuring a manageable workload and appropriate work-life balance the highest level of dissatisfaction was with timetabled time allocations, the time available within the timetabled day for planning and preparation and the degree of access parents and whanau had to them.
- Some felt their preparation for online teaching was not very effective, particularly their preparation for online safety.

Common understandings of the taskforce

The taskforce noted that while online teacher roles are very different traditional teacher roles, a number of issues they face are increasingly also workload and wellbeing issues for other teachers, e.g. constant availability over email.

We agreed that developing 'normalised' workload provisions for online practice should involve thinking about:

- 1 How we manage blended learning
- 2 How we deal with expectation to deliver face-to-face and online for the same class
- 3 How are onsite/offsite provisions are recognised in workload and wellbeing provisions
- 4 How we ensure that workload is not driven by commercial online learning suppliers

It is important to preserve the flexibility of the teacher to do work outside of school hours at times that suit them while to protecting them from unrealistic expectations. Schools should have an active policy for all teachers setting reasonable expectations of when they might be contacted by email, when they might be expected to respond, and when they should avoid responding.

The taskforce also believed that the time spent in replying to students' emails needs to be recognised and counted as part of a teacher's total workload.

It is important that e-teachers are supported by Netsafe policies, backed up by appropriate training for teachers in staying safe when communicating online.

Areas for consideration in the STCA

Things identified in the survey that would help ensure a manageable workload and/or personal wellbeing were:

- Being allocated a reasonable number of hours for the deans' role.
- Keeping e-class size to 12 and under.
- Not losing the timetabled preparation and asynchronous hours school to relief.
- Having the same amount of time for e-classes as face to face classes.
- Formalised condition for online teachers or e-Deans.
- More flexibility in hours and timetabling arrangements between bricks and mortar school and e-school.

The taskforce noted for consideration:

- Allocation of equivalent timetabled time for e-classes
- Ensuring that there are limitations/agreed expectations on access to teachers outside normal school hours.
- Ensuring adequate provision of non-contact time for e-deans.
- Requiring appropriate PLD is provided on being netsafe and online learning pedagogy.
- Compensatory mechanism applying for e-classes above 15.

Co-curricular and extracurricular activities

Setting the scene

Defining ‘curriculum’, ‘co-curriculum’ and extracurricular activities

Each board determines its own school’s curriculum, and the individual components of that curriculum, (including options between and within learning programmes) in which students are required to participate.

An activity which is a prerequisite to participating in the curriculum at a later date, or which is part of the school (or student’s programme for generating credits on the qualifications framework) is part of the curriculum.

Boards determine what co-curricular activities they expect or require students to participate in to enhance or extend their general curriculum.

Each board also determines what, if any, additional opportunities it may offer to students which are not part of its curriculum or co-curriculum. Parents decide whether their children participate in these voluntary extracurricular activities.

For teachers, extracurricular activities are the voluntary out of timetabled hours activities undertaken with students. An example is coaching a sport teams out of hours. As extracurricular is considered to be a voluntary activity it is a breach of the PPTA code of ethics to pressure other members to participate in it.

Co-curricular are the activities which form part of a teacher’s subject role or are formally recognised as part of their working hours because they are activities which the school has deemed part of its wider curriculum. An example is the expectation that a music teacher would participate in organising a musical production which might form part of student assessment.

Co-curricular activities should be an identified component of an individual’s job description and form part of their contact hours.

Some schools require teachers to agree to take extracurricular activity as a condition of employment. Where this occurs PPTA regards this as a co-curricular requirement and part of the contact hours for the teacher.

Common understandings of the taskforce

The taskforce believes that the primary functions of teachers are to deliver the curriculum and look after the pastoral needs of students and for school leaders to create and sustain the environment which supports those functions and the wellbeing of staff.

Tighter definition of the teaching job under the areas of 'learning', 'pastoral' and 'co-curricular' would be helpful and anything outside those categories should really be done by other paid employees.

Co/extracurricular is an area that particularly needs better definitions and integration into the acknowledged work hours of teachers. In particular the taskforce noted that:

- Schools are highly variable in their expectations of co-curricular and extracurricular activities
- There is little guidance in the STCA on these workload components.
- There needs to be balanced expectations across subjects and individuals
- Often expectations are unrealistic and causes high turnover of teachers
- Schools should be resourced for extracurricular and/or co-curricular if they are to be an expected part of the teaching role
- Work in these areas should be counted as part of the overall working hours
- Schools need support to place reasonable limits on community expectations.

Areas for consideration in the STCA

Including co-curricular and required extracurricular in the hours of work.

Class size

Over-large classes and high average class sizes were issues raised by participants in the surveys undertaken by the taskforce for this report and in the 2018 PPTA members' survey reducing or limiting class size was the fourth most referenced potential improvement to teacher workload after increased time (non-contact), reduced administration, and NCEA changes

The taskforce believe that class size is the greatest determinant outside of the hours of work in determining workload for those outside senior leadership roles.

We acknowledge that there are technical issues in trying to put a specific cap on every class and that other factors contribute to workload as well. We also acknowledge that further limiting class size to control workload and foster wellbeing is ultimately a resourcing issue and would require more funding for teacher staffing. The core issue is that the formula used to generate staffing is inadequate.

The taskforce wishes to state that 26 students is too large for senior NCEA classes and recommend that they should not exceed 22-24 students. Earlier pre-NCEA work by PPTA in gathering the professional opinion of teachers about appropriate class size year level and subject could be updated to provide a guide to what our goals for appropriate class size limits might be.

Currently the STCA requires that timetable policies include a reference to class size and where schools have good consultation processes this can be a productive discussion. It would be useful to include the requirement for the outcome of that discussion to be statements about each school's minimum, maximum and optimal class sizes.

The Health and Safety legislation creates obligations to provide safe working environments for staff and students, but a school's curriculum staffing not based on health and safety considerations. In the absence of guidelines and resourcing the question of what are appropriate class sizes for science and technology for health and safety purposes for many schools must become a choice which balances resourcing with higher risk in labs and workshops (where the higher risk is another form of transfer of covert costs to teachers and students).

Areas for consideration in the STCA

More specificity in what is to be included in the timetable policy around class size.

Supporting interpretation and enforcement of provisions

The taskforce noted that there are some provisions which can be a struggle for members to access in some schools. Particularly identified were:

- *Part time non-contact under the 'endeavour' provision*
- *The HoD beginning teacher time allowance for curriculum mentors*
- *The Overseas Teachers Time Allowance*
- *Compensatory mechanisms for teaching more than the maximum timetabled hours requirement and for exceeding an average class size of 26*
- *Up to date timetable policies developed in consultation with the teaching staff*

A well-constructed and frequently revised timetable policy should be flexible enough to account for non-standard timetables and state which and how compensatory mechanisms will work and how the school responds to situations like split class, multilevel classes, teachers with high levels of senior assessment etc.

From a field officer perspective, a robust timetable policy eliminates these problems without the need to change the provisions of the CA, and where time timetable policies are used as an active and legitimate workload management tool, they avoid disputes.

Some of the issues above may relate to lack of clarity or familiarity with the provisions and so the main mechanisms for addressing these are:

- 1 clarifying and familiarising schools with the requirements of the clauses
- 2 robust enforcement of the provisions where the requirements are ignored.

The taskforce discussed the importance of ensuring HR competence in schools and how this might best be achieved. There is little support for HR officers but collective agreement that there should be preparatory and ongoing training for senior education leaders for this.

While there may be some benefits to having a person with the HR role (it may take workload off the leadership and allow for difficult conversations to take place without damaging relationships between staff and school leader) it is unlikely that principals will be prepared to give away their direct responsibility for this function because of the consequences of getting it wrong.

We believe that there should be resourcing for there to be increased training for those who need these skills within schools to have having– compulsory and ongoing. This should start with those in middle leadership roles. HODs, particularly in larger departments and schools, are given responsibility for allocating classes, are a bridge between teacher and senior leaders, which is an HR skill in itself, and if we want senior leaders to be skilled in HR then they need to be learning those skills before they take on the senior roles.

PPTA provides the Mahi tika course which can be accessed by aspiring middle and senior leaders, but the whole sector must take on this responsibility.

Awareness of provisions

The taskforce was constituted from representatives who have a higher level of awareness of the collective provisions than most members. Despite this, there were from time to time some gaps in knowledge acknowledged. This was often because the clauses themselves do not provide sufficient detail. It is likely that the same problem applies to school leaders and teachers more generally. The guidelines to implementing the part 5 provisions developed by STA and PPTA (Its About Time) are quite detailed but not well known.

For example, in a 2018 survey of PPTA members on professional issues responses indicated that only 41% of schools that had academic mentoring programmes for students counted this as contact time (or

otherwise provided non-contact time) for teachers engaged in it. This is a breach of the STCA as it is a teaching and learning activity. Academic mentoring is explained in [It's About Time](#) but it is not mentioned under the list of teaching duties in the STCA itself. This may contribute to a poor understanding of the requirement. It is one of the recommended clarifications listed by the taskforce as an item to be clarified in the current provisions.

We are also recommending to Executive that the Association engage in awareness raising activities for teachers and school leaders.

Non-compliance with current legislation – hours of work

The taskforce noted that there are several aspects in which the STCA is not compliant with existing legislation. We agreed that it was appropriate to consider and offer advice on one of these areas in the context of the workload and wellbeing of teachers and school leaders; this was the absence of specified hours of work within the STCA, which is required by the ERA.

The STCA does not establish payment for hours worked, but payment for the performance of teaching duties. The proportion of salary received is not based on actual hours worked but on a mechanism based only on the proportion of timetabled hours for which a teacher is scheduled. Once the pay is set as a proportion of timetabled hours it remains the same regardless of the amount of non-timetabled work that is given to the teacher.

We agreed that it was appropriate that teachers should be expected to work the equivalent of a 'standard' work year of 1832 hours (48 weeks at 40 hours per week, less 11 statutory holidays).

What PPTA members think about hours of work

The taskforce sought a sense of what members thought might be appropriate parameters for hours of work clauses in the collective agreement. A survey was emailed to 1858 randomly selected current and recent members, to which there were 668 responses by 16 February 2020, a response rate of 36%.

The survey³¹ found:

1. A majority favour a 1,832 hour standard working year with co/extracurricular activity, PLD and 'other allocated duties' counted within those total hours.
2. Most thought that management payments were in part for an expectation of additional hours and in part for the greater responsibility of the roles to which they were attached.
3. A close split between those who think teachers should be required on site for 40 weeks and those who feel they could be required to be on site for 41-42 weeks.
4. Two thirds or more felt the following activities were appropriate uses of time on site when students were not there are (*no other activity had more than one third support*):
 1. Curriculum preparation
 2. Departmental administration/preparation
 3. Classroom organisation
 4. Resource organisation, preparation and management
 5. Professional development
 6. Marking and assessment
 7. Liaising with other teachers/staff
 8. General school organisation and administration

³¹ The survey results are detailed in Appendix 1

5. A large majority believe required time at the worksite on a normal school day should be 8 hours or less, starting from 8.00am - 8.30 am and finishing from 4.00pm - 4.30 pm.
6. Overwhelming support for time in excess of the hours of worked being compensated as a requirement in the collective agreement.
7. Very limited support for any of these matters being at the discretion of the employer or to negotiation/agreement between the employer and individuals.
8. Teachers and leaders at all levels had similar responses.

A proposed model for hours of work provisions

The STCA is currently not compliant with the Employment Relations Act because it does not have defined hours of work for teachers except for those in Te Kura, for whom the provisions are:

1. Establishing normal hours of work should, as far as practicable, not exceed 40 hours per week from Monday to Friday
2. Establishing that teachers normal onsite hours per week between 7.00am and 6.00pm daily from Monday to Friday inclusive
3. Defining core attendance between 9.00am to 3.00pm with a one hour lunch break between noon and 2.00pm
4. Providing for flexible work hours subject to agreement
5. Allowing requests for teachers to attend during vacation periods for up to five days in any 12 month period (subject to reasonable notice and taking the needs of the individual teacher).

The taskforce suggests an hours-of-work model for secondary schools which adapts the Te Kura model to incorporate the additional complexities of onsite students and timetabled classes. It would be consistent with the findings of members' thoughts on hours of work indicated in the survey discussed above. We propose:

- 1 The clarification that teachers are employed 365 days, 52 weeks per year and have eligibility for four weeks annual and other leave as per the Holidays Act.
- 2 A basic contractual expectation of 1832 working hours annually³² within which employers are free to assign appropriate duties subject to:
 - A maximum on site provision of 200 days per school year.
 - A 'normal school week' of 40 onsite hours.
 - A 'normal school day' provision with local flexibility around start and finish times and agreement to varying individual normal school days between 6-10 hours within a normal school week.
 - A maximum weekly timetabled contact provision (20 hours minus additional entitlements)
 - A minimum weekly self-directed timetabled non-contact component (a minimum of 5 hours plus allowances)
 - A maximum annual allocation of 650 hours of duties outside the timetabled teaching (DOTT) hours.
 - A component of offsite self-directed hours (notionally of 232 hours per year)
 - Provision to agree additional annual hours and onsite time for those receiving leadership payments.
 - A mechanism to initiate individual reviews for unusually high workloads
 - Compensatory overtime/time in lieu (applying to each time component) to deal with agreed genuine reasons for exceeding hours.

³² Taking a standard working year to be 48 weeks of 40 hours per week less 11 public holidays of 8 hours each.

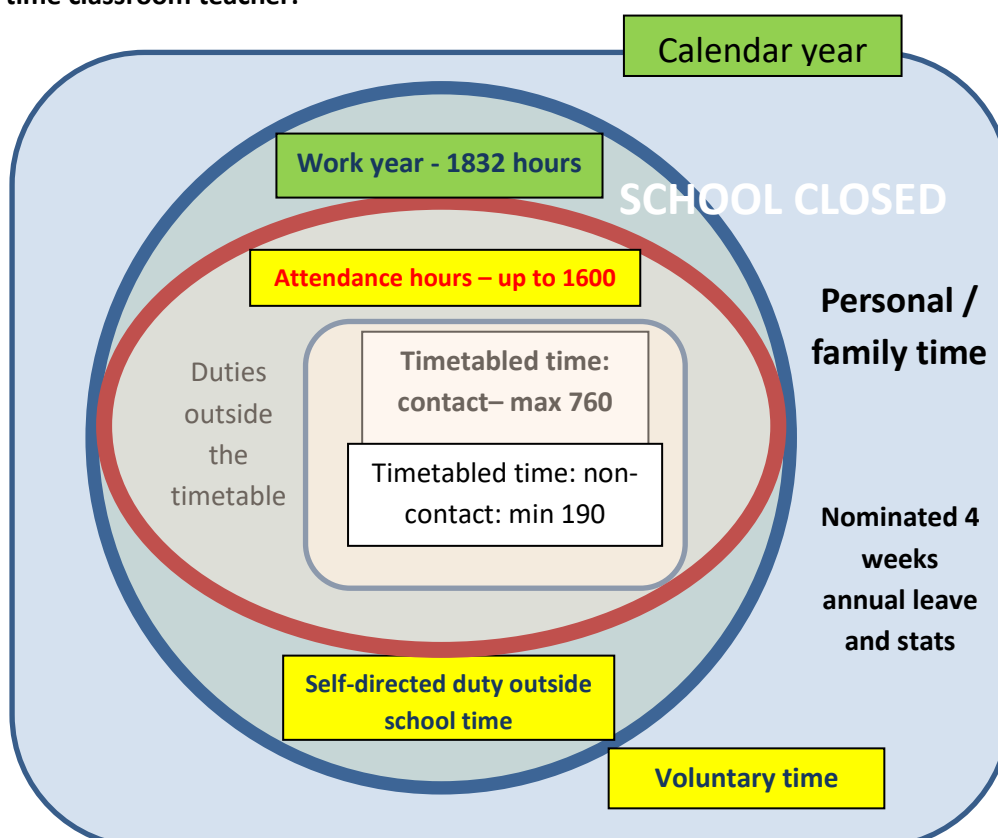
3 Non-timetabled duties would include:

- Any onsite duties allocated other than timetabled contact and non-contact time
- Any directed off-site duties required to fulfil the teachers role
- Co-curricular activity that is a function of the role
- Extracurricular activity expected or required by the school
- Directed or required professional development
- Any other duties agreed between the employer and teachers

4 The notional 232 hours undertaken at times determined outside the normal school day at the discretion of the teacher to complete their timetabled duties. Noting that:

- The hours would not to be monitored or accounted for except in circumstances where:
 - The employer has initiated competence processes and has genuine reasons to believe that a component of underperformance is inadequate preparation outside the onsite hours.
 - Teachers who have no choice but to work unreasonably long hours to fulfil the duties given to them would be able to seek a review of their work allocation against this as a benchmark.
- Teachers who chose to work longer than these hours to fulfil those duties would not generate an entitlement to compensation or have those extra hours counted towards their annual total.
- Professional development would be 'DOTT' when required by the employer. PLD undertaken at the discretion of the teacher would be voluntary hours and not counted within the 1832 annual hours.

Full time classroom teacher:



Variations to the full time classroom teacher hours of work

There would be three types of adjustment to the standard hours:

1. Adjustments to contact/noncontact for to-individual time allowances (as currently).
2. Part time teachers would have working hours prorated.
3. Unit holders at all levels would agree in writing with their employer the number of additional annual hours and/or additional onsite hours for the functions for which the unit(s) allocated and which are covered by the unit payment(s) made.

Consequential provisions/clarifications

Beginning of Year

The new school employment year is already defined for employment purposes as beginning on the 28th January.

Schools could require returning teachers to be on site prior to that to the extent that they have onsite days remaining from the previous school year or subject to agreement with individuals in receipt of additional payments and could require returning teachers to be onsite after the 27th but before the first day of instruction using onsite days from the new school year.

Schools would not be able to require teacher to be on site during their designated annual leave weeks (which might be defined as a specific period e.g. between 22nd December and 21st January).

New hires, as now, would need to be paid from the date they are required on site if this were prior to the 28th January.

Onsite days

The taskforce suggests that 200 onsite days per year consisting of:

- 190 onsite days (as now) days when students are on site for instruction.
- An additional ten onsite days used flexibly for administration, preparation and/or directed professional development

There is benefit to dropping the term 'call-back' because it sounds directive and adversarial to teachers. The term does differentiate them from 'teaching' and indicate that they should be purposeful.

The ten non-teaching onsite days could be used:

- at the start or end of the school year,
- as teacher only days during the term time
- as teacher only days outside the term dates
- as time on an open for instruction day outside the normal school day (at the rate of 4 hours or part thereof is a half day)
- any combination of the above.

Normal school week

- A 'normal school week' would be five school days a Monday to Friday. A normal school week's attendance would be 40 hours, prorated for a shortened week (e.g. a week with a statutory holiday or a part week at the beginning or end of the term).
- 'Normal school weeks' would be composed of the 200 on-site days.

Normal school day

A 'normal school day' would by default be 8 hours each day on a Monday to Friday. Teachers could be expected to be on site during these hours.

Normal start and finish times would be locally determined and form part of the school's timetable policy and there could be local agreement in timetable policies that individual days of the week were of different lengths provided that:

- No normal school day would exceed 10 hours (including additional rest breaks).
- The total normal school day hours would not exceed 40 in any week.
- Time required on site outside the normal school day would be counted against the flexible onsite days (unless a compensatory mechanism applied).
- Employers would need to take individual circumstances into account when requiring onsite hours, for example parental responsibilities.

Compensatory mechanisms

- An increase in hours in one type of duty could be balanced by a decrease in hours in another, with the exception that the self-directed offsite hours could not be traded down.
- Payment could be made for additional hours which were not addressed by time in lieu at (e.g. at the rate of 1/80th of the normal fortnightly salary per additional hour) as a charge against the schools staffing entitlement and paid as an additional allowance.
- A teacher could seek a review of allocation of duties or a compensatory mechanism if they could demonstrate that :
 - They are required to exceed the onsite hours, or
 - They could not reasonably fulfil their allocated duties without exceeding their self-directed work time.

Additional hours of employment

When agreeing to additional hours for roles which receive additional remuneration the employer and employee would consider:

- The normal hourly rate of payment for the employee (e.g. fortnightly salary/80)
- The degree to which the additional payment is to recognise greater status and complexity of the role, and the degree to which it recognises additional time requirements

The agreed additional hours would be in writing and where the role is agreed to include more than 200 on-site days then the number of additional days would also be recorded. In the absence of a written agreement to extend hours/on site days the standard requirements would apply.

Applying the taskforce's principles for change

Providing flexibility and clarity

1. Schools could set their normal school day start and finish times locally with flexibility over the length of individual days of the week.
2. Employers could use the equivalent of 2 weeks of 'closed for instruction time' for other purposes such as:
 - Start and end of year administration time
 - Teacher only days
 - Extended school days (e.g. parent evenings)
3. Employers and teachers could agree to the allocation of additional duties and/or to transfer hours between types of duties.
4. Co and extracurricular could be agreed as part of duty hours.
5. Employers could agree additional hours with employees for duties recognised by additional payments.
6. The ability to agree genuine reason and to agree an appropriate compensatory mechanism would continue.
7. There would be prorated hours of outside timetabled duties for part time teachers available for allocation by the employer.
8. Teachers and leaders would retain the self-directed components of their work.
9. The hours of work could apply within any timetable structure designed by the school.
10. The rights of employers in regards of expected attendance would be clarified.
11. Different duties and hours of duty (within the overall annual hours) could be allocated at different stages in the school year to reflect the flow of work pressures.
12. A number of currently misunderstood provisions are simplified and clarified.
13. The operational requirements around call back are simplified.
14. Clearer understandings of expectations are achieved and recorded.
15. Clearer parameters are established for the community in respect of what can be expected (and achieved) by schools within their human resources.
16. Appropriate extracurricular activities could be allocated within the 'other duty' hours.

Supporting manageable workloads and teacher wellbeing

1. It provides an expected number of hours per year for competent performance of duties.

2. Contact limits would remain as they currently are.
3. Self-directed non-contact time would remain.
4. Currently covert costs which drive over work become overt costs through:
 - an annual limit to required and expected hours
 - compensatory time
 - rebalancing of different workload components
 - agreed additional hours for unit holders.
5. Expectations of additional hours of work or of additional onsite attendance for unit holders could be made overt at the time additional payments were being negotiated.
6. Compositional differences in work (e.g. number, nature and compositions /composition of classes) could be addressed by a workload review against a standard measure.
7. The individual professional variances in hours committed would be addressed by the notional self-directed offsite hours.
8. While teachers may choose to work longer than the notional offsite hours they would be in control of how much additional work they did at their professional discretion and have increased control of their work-life balance.
9. Annual leave would be defined and protected from call backs.
10. Existing work components, including self-directed offsite work, are preserved.

Summary of proposed changes

Adjustments to existing STCA provisions

1. Plain English provisions and clarification of some current provisions
2. Clarifying average class size and contact in respect of open plan MLEs etc.
3. Clarify that both active and passive supervision are contact time, not non-contact time
4. Clearer definition of what are teaching duties and what are not
5. Compensatory payment formally recognised as an option
6. Clarify that unders/overs and rebalancing of duties are possible compensatory mechanisms
7. Default compensatory mechanisms of time in lieu
8. Non-contact time separately identified and fully resourced
9. Replace the term 'endeavour' with the requirement to provide and a compensatory mechanism if it is genuinely not possible to do so
10. Recognise collective planning as a component of the teaching role and the hours of work
11. Timetable policy requirements around references to class size should be more specific

Necessary additions

1. Agreed onsite expectations
2. A maximum hours of work provision
3. The option for overtime payments
4. Recognition of 'off-site' duties
5. Co-curricular should be counted as contact time
6. Required extracurricular counted as working hours
7. Specific annual leave provisions
8. Teacher wellbeing provisions added
9. Processes for addressing uneven workload created by multi-level classes, multiple classes, or large classes.
10. Form time counted towards working hours.
11. Entitlement to receive the end of each term a summary of contact time and due compensatory time
12. A requirement for dean to be provided with written a job description
13. Specific references to the workload control and wellbeing provisions for online teachers and teachers working in MLEs/ILEs.
14. Allocation of equivalent timetabled time to face to face classes for e-classes
15. Limitations/agreed expectations around access to teachers outside normal school hours
16. Guaranteed timetabled non-contact time for e-deans
17. Guaranteed and appropriate PLD provided on being netsafe and for online pedagogy
18. A compensatory mechanism applying for e-classes above 15
19. Guaranteed access to quiet work areas away from students for their non-contact duties
20. Recognize planning time for team teaching within the part 5 duties
21. A requirement to consider overall workload in allocating duties
22. A modified average class size provision for combined classes to recognise that they generate additional work for teachers beyond the mathematical average size

Matters for further discussion with members

The taskforce discussed a number of issues on which they reached no collective position. Most of these were seen to be specific potential collective agreement claims which may form the basis of further discussions with members or were ideas for Executive to consider for further internal work:

- How schools could balance workload more effectively across the week/term/year.
- If general class sizes be capped, and if so at what level.
- If practical class sizes (e.g. art, technology, science) should be capped and if so at what level.
- How the additional workload of a multi-level class should be recognised.
- If there should be specific ratios of student numbers for pastoral hours allocated (e.g. 10 hours of non-contact time per Dean per 200 students).
- If there should be guidelines for the ratio of students and teachers for allocating time allowances to unit holders.
- How much should be expected for additional units if they reflect extra work.
- How we ensure equity of workload across deciles.
- How we change attitudes that expect people to be on site too much.
- If PPTA claim a fifth week annual level for teachers in recognition of the stress and complexity of the job, or an entitlement to a mental health day.

Appendix 1 Findings of hours of work survey

Responses by question

Unless otherwise stated all figures to the right are the percentage of respondents selecting the option³³.

What is your highest role in the school?

- Principal/Tumuaki or Associate Principal 2
- Other senior leadership team 7
- Middle leadership 47
- Fully certificated Classroom teacher 39
- Provisionally certificated classroom teacher 7

How many hours should a full-time teacher be expected to work per year?

- A standard working year Of 1832 hours 63
- Less than a standard working year 8
- Hours should be unspecified 7
- Should be agreed between teacher and employer 7
- More than a standard working year 5
- At the employer's discretion <1
- Other 2
- Don't know/not sure/no opinion 7

Should co-curricular and extracurricular count towards annual working hours?

- Both should be counted 56
- They should be counted if a required part of the job 23
- Only co-curricular should be counted 8
- Should be agreed between teacher and employer 5
- Neither should be counted 4
- Only extracurricular should be counted <1
- At employer's discretion <1
- Other 1
- Don't know/not sure/no opinion 2

Should professional development count towards annual working hours?

- All professional development should be counted 72
- Only PLD required by the employer 17
- Should be agreed between teacher and employer 5
- It should not be counted 3
- At employer's discretion 1
- Other 1
- Don't know/not sure/no opinion 1

How many weeks per year should teachers be expected to be on site?

- Fewer than 40 2
- 40 39
- 41 18
- 42 18
- 43 12
- Agreed between teachers and employer 9
- At employer's discretion 1
- Don't know/not sure/no opinion 2

³³ All percentages are rounded to the nearest whole number. The margin of error is 4%.

How should weeks at school when students are not there be used?

The percentage responses to each individual option - more than one option was available.

• Curriculum preparation	92
• Departmental administration/preparation	78
• Classroom organisation	75
• Resource organisation, preparation and management	74
• Professional development	66
• Marking and assessment	65
• Liaising with other teachers/staff	65
• General school organisation and administration	62
• Community/whanau engagement	34
• Parent interviews/reporting	29
• Kahui ako work	26
• Extracurricular activities (e.g. sports days, swimming days, gala days)	14
• Other	5

How many hours of directed other duty should be expected each week by the employer?

• Less than 1	13
• 1	17
• 2	28
• 3	10
• 4	6
• 5+	12
• Agreed between teacher and employer	8
• At employer's discretion	<1
• Other	3
• Don't know/not sure/no opinion	3

How many hours should you be expected to be on site on a normal school day?

• 5	6
• 6	14
• 7	24
• 8	38
• 9	2
• Agreed between teachers and employer	10
• At employer's discretion	1
• Other (please indicate)	5
• Don't know/not sure/no opinion	1

What is the earliest time you should be required to be on site?

• 7.45am or earlier	10
• 8.00am	39
• 8.15am	18
• 8.30am or later	23
• By agreement between teachers and employer	6
• At the employer's discretion	1
• Other	2
• Don't know/unsure/no opinion	<1

What is the latest time you should be required to be on site on a normal school day?

- 3.30pm or earlier 19
- 3.45pm to 4.00pm 24
- 4.15pm to 4.30 pm 27
- 4.45pm to 5.00pm 16
- 5.30pm or later 3
- By agreement between teachers and employer 6
- At the employer's discretion <1
- Other 3
- Don't know/unsure/no opinion <1

What are management payments for?

- A combination of longer hours and higher difficulty/responsibility 56
- Recognising a higher level of difficulty or responsibility 36
- An expectation you will work longer hours 6
- Other 1
- Don't know/not sure/no opinion 1

How should hours beyond the annual or on site requirements be recognised?

- Option of overtime payment or time in lieu in collective agreement 41
- Overtime payment requirement in the collective agreement 19
- A requirement to agree a compensation in the collective agreement 12
- Time in lieu requirement in the collective agreement 11
- Should be by agreement between the teacher and the employer 6
- There should be no compensation for extra hours 3
- At the employer's discretion 1
- Other 2
- Don't know/not sure/no opinion 4

Appendix 2 Survey of teachers in MLEs

The survey

The survey opened on 4th June 2020 and closed on 16th June 2020. Branch chairs in a number of schools identified as having in all or in part MLEs were sent the survey link and asked to pass this on to teachers and leaders in the school. There were 203 from 16 identified schools (4 responses did not indicate the school).

Schools sampled

- Albany Senior High School
- Avonside Girls High School
- Haeata community campus
- Hobsonville Point Secondary School
- Kaiapoi High School
- Papamoa College
- St Mary's College Ponsonby
- Wellington East Girls' College
- Aotea College
- Champion College
- He Huarahi Tamariki
- Hornby High School
- Lincoln High School
- Saint Thomas of Canterbury College
- Wakatipu High School
- Western Springs College - Nga Puna O Waiorea

Who replied?

- Classroom teachers 125 (62%)
- Middle leaders 65 (33%)
- Senior leaders 11 (6%)
- Principals 2 (1%)

Contact/Non-contact provisions

How do the contact/non-contact provisions work in your MLE?

- Generally working well 110 (55%)
- Some small issues 67 (34%)
- Some major issues 22 (11%)

What is not working so well?

Of the 89 replies that indicated some issues with non-contact/contact time 23 [See appendix 1] were identifiable as being specific to MLEs rather than also being applicable to conventional school formats or to general poor practice. These MLE-specific issues were:

- Difficulty of using non-contact in an exposed environment (12)
- Difficulties associated with additional collaboration requirements (6)
- Design of programme (4)
- Additional workload for HoDs not recognised (1)

Suggestions for addressing contact/non-contact issues

Of the 66 responses to this 22 [See appendix 2] were specific to issues of MLEs.

- Dedicated quiet spaces for non-contact work (11)
- Coordinating non-contact for teachers working together (6)
- Change the timetable (3)
- More time for HoD to work with non-specialist teachers (1)

The remaining responses were about improvements that would apply to all schools.

Average class size

How does the average class size provision work in your MLE?

- Generally working well 85 (47%)
- Some small issues 63 (34%)
- Some major issues 34 (19%)

What is not working so well?

Of the 90 replies that indicated some issues with average class size 7 were identifiable as being specific to MLEs rather than also being applicable to conventional school formats or general poor practice. The MLE-specific issue is that the average class size split across two teachers underestimates the actual workload of each teacher.

Suggestions for addressing average class size issues

17 out of 75 were related to MLEs specifically. Their key themes were:

- Change the buildings (7)
- Classroom assistants (4)
- More breakout spaces (2)
- Homerooms (1)
- Ensuring better fit of teaching strengths (1)
- Limiting size of multilevel classes (1)
- Staggered junior/senior classes (1)

The remainder of ideas were largely calls for smaller classes, maximum class sizes etc. which would apply equally to other learning environments or to addressing poor practice unrelated to the learning environment.

Other pressures

Other issues identified

There were 92 responses to this general section, with 50 seen as specific to MLEs and of those 21 had a key theme related to the workload provisions.

- Extra time demands of collaboration (7)
- Additional work of MLEs (6)
- The non-stop nature of the MLE (5)
- The extra workload of integrated programmes (2)
- Covering large/additional classes (1)

Appendix 3 Survey of online teachers

Online teachers were invited to participate in the survey via e-principals of the North and South Island VLNs. There were 20 replies, 10 teachers, 9 teachers who were also e-deans and one e-principal.

Q1 How much timetabled time is allocated for your online classes compared to equivalent face to face classes?

Much less	2
Less	5
The same	14

Comments

- *I am an eDean with responsibility for approx 53 students doing 27 different courses. This year for the first time I have 8 hours for this role- which is closer to what is needed. At the beginning of the year I spend about 15 hours a week in my eDean role and can only manage that by doing less for some of my other responsibilities. For many years I have had to work over-code to fulfil this role.*
- *The person who did this work before me had 12 NetNZ students to look after and had 3 hours per week to do so. I have 10 Net NZ students, 10 Te Kura students and I was given only 2 hours per week by my employer. When I asked why I was told that if I was not coping I should not be doing this work.*
- *The appears to be a perception that as you only 'see' the students once a week then it isn't as intensive as face to face teaching. Yet I have found it is more so as you have to be more organised and cut all the 'crap' to maximise the online time and the work you want done between meets.*
- *My online classes also include students from my school, so I have them face to face, timetabled time. No extra time allowance is given for my online students.*

Q2 How much time do you spend in synchronous and asynchronous e-teaching activities compared to activities with equivalent face to face classes?

Somewhat less	2
The same	7
Somewhat more	11

Comments

- *Less face to face time but much more time replying to questions and individualising programmes*
- *It really depends on how much of the set tasks students get completed during the week. If not much is completed then my e teaching workload will be somewhat less*
- *As an e-Dean I spend much more time than my timetable allocation. I am a subject teacher in my school, and I have to use my non-contact hours to complete all tasks associated with e-deaning.*

Q3 How much time do you spend in pastoral care and guidance of the online students you are responsible for compared to equivalent students in onsite programmes?

Much less	1
Somewhat less	2
The same	10

Somewhat more	6
Much more than for equivalent face to face classes	1

Comments

- *This actually depends on the students. It is quite difficult to organise 1-1 meets during the day in the timetabled slots as my free periods do not match up with the students. Evenings and holidays are sometimes needed for this. Quite difficult with bigger classes. Some students are more difficult to do this.*
- *As eDean this is my role- I spend a lot of time helping individual students as they learn to manage online learning.*

Q4 How much of the timetabled time you have for e-classes can you schedule for activities other than synchronous and asynchronous e-teaching activities (e.g. for lesson preparation, assessment and individual pastoral care of e-students) compared to such activities for equivalent face to face classes?

Much less	3
Somewhat less	5
The same	9
Somewhat more	2
Much more	1

Comment

- *Frequently lose time to relief cover for other teachers.*

Q5 What are the arrangements about when students can expect to have access to you online?

There are no formal restrictions on access	14
There are specified hours during the day between which they can expect access	2
There are specified hours during the day when they can expect access	2
There are specified days during the week when they can expect access	2
There are specified days during the year when they can expect access	0

Comments

- *I discuss with my class that they can message me through Whatsapp or other instance message service between 7:00am - 7:00pm but can send their work at any time into the online class portal or email anytime. Students can expect me to give feedback within 48 hours.*
- *They have one scheduled online class per week, but they are free to email anytime and catch up via zoom etc when a time is available (which requires a double coincidence of free periods, mine and theirs)*
- *I arrange times with the students to maximise flexibility.*
- *This is usually arranged by (or through) the eDean at the local school of the student, and usually occurs during the early evening of week days*

Q6 What are the arrangements about when parents/whanau can expect to have access to you online?

There are no formal restrictions on access	16
There are specified hours during the day between which they can expect access	1
There are specified hours during the day when they can expect access	1
There are specified days during the week when they can expect access	1
There are specified days during the year when they can expect access	1

Comments

- *Meetings are usually communicated in advance. Also the same with Hui's etc. Sometimes I am unable to attend if after school as I have other school meetings and also sport in the summer. Sometimes pd is recorded which is good to go back and see at a later time.*
- *We have monthly staff meetings, held at 2 times during the same day via zoom. Otherwise the ePrincipal of FarNet is available when needed. I would apply the same to contact with them, I would contact between 7:00 and 7:00pm through messaging or anytime with an email and vice-versa.*
- *there are no formal set times for access either*
- *Leadership is usually available whenever I need to discuss things (including weekends and holidays if needed)*

Q7 What are the arrangements about when you must physically attend the school site?

I must be onsite each day	14
I must be onsite unless I do not have face to face classes	1
There is flexibility about if I am onsite for e-classes	3
I only have e-classes and there is flexibility about being on site	1

Comment

- *I only teach one class online and I therefore work from home full time.*

Q8 What are the arrangements about the numbers of students in your online classes and the composition of your classes or prerequisites for access to those classes for students?

- *The deputy principle decides who is going to be enrolled, and I am told the number of students. We have one e-teacher at our school, so NetNZ number is limited to 10. The number of Te Kura students is unlimited, and varies from year to year.*
- *Currently 4*
- *10 students over 2 Year Levels (Level 2 & 3).*
- *Originally when I started online teaching-I was told language classes would be about 12-15 students. This has not always been the case. It is really difficult to run a language class with high numbers-especially in an online environment. Depending on the year level there are definitely prerequisites for Japanese language at the senior level if teaching to NCEA achievement standards. Students need to have completed year 9 and 10 and have hiragana and katakana script knowledge to cope at level 1.*
- *About 15 students but is flexible.*
- *15 maximum. No prerequisites, although preferable if they have completed the prior level NCEA*
- *Numbers vary, I think there is an upper limit of about 15. in a perfect world students will have done the subject before , but this is not a formal prerequisite*
- *A rough maximum of 16 students per video call "class". Prerequisites are often only seen as recommendations by participating students.*

- Class sizes range between 10 and 20 students (average about 13. Classes above 20 only occur in exceptional circumstances (very experienced teacher only) with some form of compensatory mechanism negotiated)
- Maximum of 20 usually. Average of around 15.
- I have taken classes of up to 30 and in that case I ran 2 synchronous zoom classes. With zoom software, we can cope with larger classes, depending on needs because of the facilities that are provided within that platform (breakout rooms).
- Not really sure, it depends on enrolments. No prerequisites
- None. I regularly teach large online classes across 2 levels. No prerequisites it is recommended that students have good English skills.
- Negotiated with e-principal
- In discussion with NetNZ
- This is controlled by NetNZ and can vary but I have been lucky that there has always been a conversation about it.
- Based on enrolments and negotiation with NetNZ principals
- Number of students limited by NetNZ and always able to be negotiated. Currently multi-level with the arrangement to have two classes if numbers increase.

Q9 How effective are the arrangements you described above in ensuring you have a manageable workload and appropriate work-life balance?

Effectiveness of arrangements	1 (not at all) to 5 (very well)				
	1	2	3	4	5
Timetabled time allocations for e-classes	3	3	2	6	6
Time spent in synchronous and asynchronous activities with students	0	4	5	8	3
Timetabled time available for planning and preparation etc.	1	4	7	2	6
Accessibility to students	0	1	5	7	6
Accessibility to parents/whanau	3	4	5	4	2
Accessibility to NetNZ/cluster managers	0	1	3	6	10
Required on-site attendance	2	2	4	5	7
Online class sizes, composition and prerequisites	0	2	5	8	5

Comments

- *My eDean role requires a great deal of flexibility and I am fortunate that the other roles I have at school are relatively flexible as well. I do need to be at school with the students most of the time but work online to communicate with their teachers. So this question is a little less relevant to me.*
- *Online class sizes make a huge difference to the workload, as do the number of sites they are accessing the course from. The increase in class size has an exponential impact on workload, because of extra contact with each individual student*
- *I feel that flexibility of time is key. Not being restricted to only school hours.*

Q10 How effective in preparing you to begin online teaching was your professional development in the following areas?

Effectiveness	1 (not at all) to 5 (very well prepared)				
	1	2	3	4	5
Online pedagogy	2	1	7	7	3
Online safety	2	1	11	5	1
Pastoral care of online students	2	1	6	9	2

Q11 If you feel that your current arrangements do not ensure a manageable workload and/or your personal wellbeing, what would?

- My workload has improved this year because I have finally been allocated a more reasonable number of hours for my eDean role. This role is very important - students need support to learn to manage in this environment. They are not naturally online learners but with the right support they can be very successful. Online learners do well when there is very good communication between the eTeachers and the eDeans and the students feel they can ask for help about anything.
- I am happy with current arrangement.
- I am happy with the current situation.
- All is good in this area.
- My current arrangements are fine. But I would recommend trying to keep class size to 12 and under
- More hours in my timetable to provide support to distance learning students
- Not losing what is viewed by the school as 'non-contact' time to relief; actually receiving the contractual requirement of non-contacts.
- The same amount of time for eclasses as face to face classes.
- More time for the eDean role would help.
- Workload is generally manageable, but the lack of any formalised condition for online teachers or eDeans means some teachers are susceptible to unmanageable demands from their school management (who often overlook or fail to understand the demands of online teaching).
- More flexibility in hours and timetabling arrangements between bricks and mortar school and e-school
- Recognition from home school of the importance and workload that goes into elearning - and how much it can benefit our students. Although that may change post covid when a few more had to experience it!!!