

The background of the entire page is a grayscale, close-up photograph of intricate watch gears and mechanical components. The gears are of various sizes and are interlocked, creating a complex, circular pattern. The lighting is soft, highlighting the metallic textures and the fine details of the machinery.

PPTA

**It's
about
time**

2013

TOOLKIT

**The framework for timetabling
(Section 2)**

Section 2: The framework for Timetabling

The prerequisites on schools in terms of timetabling arise from legislation and the collective agreements and are longstanding and well understood. New constraints or requirements can arise from new government, Ministry or school initiatives. The former include the following:

2.1 The National Education Guidelines (NEGs) and National Administrative Guidelines (NAGs)

NAG 1 states that Boards of Trustees must provide a balanced curriculum in accordance with the New Zealand Curriculum Framework and relevant documents based upon it. Programmes are required to meet individual need, and those with special needs are to receive appropriate support. Students should have access to a nationally and internationally recognised qualifications system, and Maori education initiatives should be advanced.

NAG 2 requires each Board of Trustees to have policies which promote high levels of staff performance, use educational resources effectively and recognise the needs of students, as well as be a good employer and comply with Collective Agreement conditions.

NAG 5 states that a safe physical environment must be provided for students and teachers. This responsibility is reinforced through the Health and Safety in Employment legislation.

Under NAG 6 boards are required to comply with all general legislation requirements such as attendance, length of the school day and length of the school year. (The Education Act 1989 restricts the school timetable to ten half-days per week, a half day being no less than 2 hours.)

2.2 School Staffing Order – the teaching resource

The *School Staffing Order In Council*¹ delivers a number of full-time teacher equivalents (FTTEs) each year to schools for curriculum, administrative and guidance and pastoral functions. This is the staffing (GMFS²) a school is guaranteed will be funded by the Ministry of Education for the year. It is based largely on the school's roll.

Each FTTE is 25 hours per week. Salary payments and leave are based on the teaching week being composed of a 25-hour timetable, and 0.2 being 5 hours or one school day. With 5 hours non-contact for each full

¹ An Education (School Staffing) Order in Council is made annually under Section 91H of the Education Act 1989 and establishes the entitlement and limitations on staffing.

² Guaranteed Minimum Formula Staffing

time teacher, up to 20 hours can be scheduled for timetabled teaching each week³.

Schools may employ staffing from specific sources such as TFEA⁴, STAR⁵, etc and most employ more teachers than their Ministry funded-entitlement using their operations grant or locally raised funds⁶.

2.3 Collective Employment Agreements – working conditions

The Secondary Teachers' Collective Agreement (STCA) and Area School Teachers' Collective Agreement (ASTCA) provide some specific parameters about hours of teachers' work and class size that are legal obligations. These are prefaced with a commentary that there are a range of factors affecting a teacher's work as well as the number of classes they are timetabled for: including preparation, assessment, administrative and pastoral duties relating to the students and the extent to which individual teachers may participate in extra-curricular programmes.

[STCA Part Five: Hours of Work](#)⁷ details requirements that:

- ❖ the teaching staff must be consulted about the school's timetabling policy;
- ❖ teachers' timetabled contact with students has an upper limit;
- ❖ there are limits to duties required of teachers when schools are not open for instruction;
- ❖ the average class size for individual teachers is limited, and
- ❖ when a school cannot meet some of these there must be a process for dealing with that ie compensatory mechanisms.

[ASTCA Part Four: Hours of Work](#)⁸ has similar requirements, except for average class size limits.

³The non-contact provisions were introduced between 2002 and 2006 and secondary and area schools received approximately 1800 additional FTTEs through changes to the Staffing Order to accommodate the guaranteed non-contact time within the 25 hours of each FTTE. This additional staffing came from the recommendations of the Staffing Review Group (2000).

⁴ Targeted Funding for Educational Achievement

⁵ Secondary Tertiary Alignment Resource

⁶ The tri-partite Secondary Schools Staffing Group (from the 2010 bargaining) found that large schools are disadvantaged by the staffing formulae, and agreed some recommendations, which have yet to be progressed. See appendix 2.

⁷ See Appendix 3

⁸ See Appendix 4

2.4 Teacher supply

Staff turnover and secondary teacher supply impact on individual schools and the particular programmes they are able to run for students. Comment on this is beyond the scope of this advice.

Summary

Within the legal and contractual framework in which it operates a school has to balance the expectations around what it will offer student against the level of available resourcing it has. A school's Charter will have established clear goals in relation to the NEG's and NAG's, some of which will be met in the context of the timetable and will be reflected the required timetabling policy.