

**February 2014**

# **Investing in Educational Success and PPTA policy**

This paper is an assessment of some of the PPTA policy on which we have based our current position of cautious support for the government's latest flagship policy 'Investing in Educational Success'.

There is a considerable history of policies, including collective agreement statements, which tends to indicate that the PPTA position should be one of support. What follows is a sample of these.

# 1. Ministerial Taskforce on Secondary Teacher Remuneration

The Statement of the Parties in the 2004-2007 STCA began with a statement that “The objective of the Ministerial Taskforce on Secondary Teacher Remuneration (2003) was to develop recommendations to ensure a supply of high quality, appropriately qualified secondary teachers who will improve the learning outcomes of all students in state and state integrated school.” It went on to say that the programme of work would “encourage secondary teachers to develop their professional practice to ensure continued and improving delivery of quality outcomes for all students.” The workstreams to be established were then listed, of which the most relevant here is the Career Pathways workstream.

PPTA’s submission to the Ministerial Taskforce contained the following statement of principles about career pathways, titled ‘Proposals for recognising career classroom teaching’:

1. *That a common base salary scale for classroom and management career paths be maintained to facilitate movement between these roles.*
2. *That career classroom teachers be recognised by:*
  - *adequate rates of pay, and*
  - *regular salary increments along an extended salary scale, and*
  - *manageable workloads and high quality working conditions, and*
  - *time allowances linked to length of service, and*
  - *the provision of adequate levels of state-funded Professional development, and*
  - *the provision for classroom teachers to progress more quickly through the salary scale by accruing non-service increments for teaching in hard to staff schools or increasing qualifications, and*
  - *reduction in the number and range of administration tasks which teachers have to undertake, and*
  - *provision of secondments or sabbatical breaks, and*
  - *employer-funded superannuation contributions, and*
  - *retirement with dignity options.*
3. *That each secondary school receive additional staffing for the creation of Teacher Development positions which will be responsible for:*
  - *induction of new teachers in to the school, and*
  - *mentoring of year one and year two teachers, and*
  - *mentoring registered teachers for whom advice is sought, and*
  - *coordination of Professional development in the school, and*
  - *coordination and management of teacher trainees within the school, and*
  - *staff appraisal and Professional development cycles.*
4. *That Teacher Development positions be:*

- *Resourced by an additional staffing component of 0.5 FTTE per 10 FTTE staffing per school, and*
- *Advertised positions based upon agreed functions, and*
- *Paid at the rate of two salary units and a non-service increment per position, and*
- *Accessible only to experienced classroom teachers who do not hold permanent units for other responsibilities, and*
- *Half-time contact teaching positions.*

*(NZPPTA Submission to the Ministerial Taskforce on Secondary Teacher Remuneration, pp.16-17, August 2003.)*

## **2. Workstreams 2004-2007 – Career Pathways**

The Statement of the Parties described the task of that workstream to be: “A new career pathway is to be developed for Specialist Classroom Teachers and ... further new career pathways be developed which recognise educational leadership, teacher induction and mentoring, student guidance, ICT and co/extra-curricular specialisms.” It also signalled that these career pathways would be “underpinned by improved professional development and new, teaching-focussed qualifications.”

In 2005 an Executive conference paper provided an update to delegates on progress in the workstreams which was received by conference. In that paper, it was reported that discussions were beginning to settle around a range of broad pathways with specialist roles within them, i.e. administration, teaching and learning, guidance and pastoral, and ICT. The current government proposal falls into the first two of these largely, although some “communities of schools” might well choose to use the two teaching roles for the latter two.

## **3. Shared Vision**

Attached to the 2005 conference paper on the workstreams was the Shared Vision agreed between the parties during the workstream process. That Vision is attached here as Appendix 1. It contains many references to ideas relevant to the current government proposals, e.g. 2.6 with its reference to **developing professional learning communities within and across schools**, 2.7 that the system **supports teachers’ collegial practice**, and 2.8 about career pathways.

## **4. Guidelines for SCT position**

These, as negotiated then re-negotiated with the MOE and STA, are attached as Appendix 2. A major purpose of the guidelines is administrative, but there are also useful statements about the purpose of developing new career pathways for teachers, and the criteria for appointment provide a good model for something that we might try to have instead of the standards that the MOE at the moment is keen on. Particularly relevant statements are:

- *The SCT role offers a career opportunity for secondary teachers to develop and demonstrate their professional learning leadership skills.*

- *The aim of the SCT role is to contribute to the enhancement of such quality teaching practices in all schools by providing support for the professional growth of other teachers in the school. This could be through:*
  - *Supporting and assisting beginning teachers to develop and demonstrate effective teaching practices;*
  - *Supporting and assisting beginning teachers to maintain a purposeful learning environment that engages students;*
  - *Supporting and assisting other teachers in the school with effective teaching practices and maintaining a purposeful learning environment that engages students;*
  - *Supporting and assisting teachers to expand their knowledge, skills and attributes to increase teaching effectiveness;*
  - *Encouraging collaborative, reflective and shared practice*
  - *Providing leadership in school wide professional learning and development.*
- *The list of activities that SCTs had engaged in since the inception of the role (these are revised guidelines):*
  - *coaching, mentoring, leading mentoring programmes, leading professional learning groups, providing professional reading and leading discussion groups, developing reflective practice, classroom observations/support, supporting beginning teachers, developing classroom management strategies, leading professional learning programmes in the school, facilitating and supporting professional learning communities.*

## **5. Proposal for SSA pilot**

In 2006, PPTA negotiated, through the Career Pathways workstream, a proposal for a Senior Subject Advisor pilot which did operate in 2007 and 2008. This role had originally been called a 'Moderation Advisor', hence the emphasis on assessment in the rationale. It is possible that the subject expertise and assessment focus of the SSAs could well be included in the work of the Expert and Lead Teachers, with them facilitating the sharing of expertise across each community of schools. At the same time, the current government proposals remove some of the problematic aspects of the SSA pilot with respect to having to be employed by Advisory Services.

Some relevant extracts from the SSA pilot rationale are:

- *This proposal meets the objectives set out in Appendix A for the Career Pathways Workstream and is working towards the shared vision. In particular the SSA pilot will:*
  - *Build the capability of a group of current practising teachers to advise, support and collaborate with other teachers on teaching and assessment practice.*
  - *Build capability of all teachers to assess accurately, validly and effectively.*
  - *Build subject-specific professional learning communities across schools that can support teachers in their internal assessment role.*
  - *Manage risk by ensuring that there is someone with subject and assessment expertise to serve as a point of first contact for teachers who are struggling with their internal assessment responsibilities.*

- *Build the feedback loop between NZQA and teachers, through the SSAs working within Support Services Advisors and closely with the School Relationship Managers team from NZQA.*
- *Establish a career strand within the broader teaching and learning career path which is attractive to teachers with considerable expertise who might otherwise be thinking of leaving teaching, and to skilled teachers who do not want to move into management but wish to further develop their subject expertise.*

## **6. Qualifications Pathways**

In 2007, annual conference adopted an Executive paper titled *An Advanced Qualifications Pathway for Secondary Teachers*. This paper developed out of the Ministerial Taskforce and workstreams thinking, in which PPTA had argued that any pathways developed needed to be supported by structured professional learning, some of which should be able to be recognised in qualifications that would lead to pay increments. The paper contained an interesting reflection in the light of the current discussions:

*The agreement the Ministry has reached with primary teachers suggests it is more interested developing standards than qualifications. This is in spite of the fact that there is currently a plethora of standards for teachers in existence and considerable evidence that specified standards control and contain teachers in a way that is not consistent with the professional learning ideals outlined here. The NZEI proposal looks to extend the current beginning, fully registered teachers and experienced teachers' standards in the collective agreements by the addition of standards and exemplars for skilled teachers, mentor teachers and lead teachers.*

The reference to the NZEI agreement was in relation to the KSAs (Knowledge, Skills and Attributes) work, which was the predecessor of their ACET work.

*The resolutions adopted with this paper were:*

- I. THAT entry to the qualifications is voluntary; and*
- II. THAT translation arrangements for teachers who already hold equivalent postgraduate qualifications be negotiated.*
- III. THAT PPTA support the development of post-graduate professional learning qualifications for secondary teachers, coordinated by a centre for secondary teacher excellence, conditional on:*
  - a. The provision of a time allowance for all teachers who wish to enrol;*
  - b. Fully funded course fees; and*
  - c. Payment on completion of each level of a qualification (a level being equivalent to one year of full-time study).*

In discussions about the new roles, PPTA will need to be thinking about whether these ideas, which never made any progress at that time, should be revived.

## 7. Mentoring

In 2009, there was an annual conference paper from Executive titled *Mentoring for secondary teachers*. This paper referred back to the workstreams programme through which the SCT had been developed, and to more recent discussions within Te Huarahi and the Young Teachers network about the need for teachers, throughout their careers, to be able to access professional support in the form of skilled mentoring. These mentors, it was argued, would be "an expanded SCT – with additional training to develop skills of observation, feedback and resource sharing." In a section titled 'Why would people wish to be mentors', the paper put forward the following reasons:

- *Mentoring offers teachers another career pathway – one that is aligned with improving classroom practice and which offers a school-based role focusing on teacher support that we currently lack.*
- *Teachers may wish to work more closely with other teachers/adults.*
- *Teachers may see this as a way of contributing to the broad development and growth of other teachers and the profession.*
- *Teachers may wish to access additional salary without having to move into management positions.*
- *Teachers may wish to develop new skills and qualifications. There are already postgraduate papers on offer in New Zealand that focus on coaching and mentoring.*

This list could equally be applied to why teachers might wish to become what the government proposal currently calls 'expert teachers' and 'lead teachers'.

## 8. Concerns about Tomorrow's Schools

There was an annual conference paper in 2008 titled *Tomorrow's Schools: Yesterday's mistake?* This paper argued that the great experiment of Tomorrow's Schools had not led to an improved education system or rising student achievement, but had instead led to a system that encourages "competition, parochialism, and mistrust". It called for a review of Tomorrow's Schools, to focus among other things on student achievement, fairness and equity, effectiveness of devolved administration, effective use of state resources, duplication of resources, school innovation, incentives to cooperative behaviour, the ability to meet national objectives, democratic participation and support for teachers.

## Conclusions

The government proposals appear to be a logical extension of work in which PPTA has been engaged for more than a decade. This does not deny that big issues will arise during the discussions to develop the proposals into a working model; especially because those with whom we are negotiating will not all have the same history. However, the union has sufficient existing policy clarity and experience for members to feel confident that the Executive and staff supporting them can work their way through these discussions, and eventually negotiations to a successful conclusion.

## Appendix 1- Shared Vision

	<b>1. Students</b>
1.1	<p>By the end of their schooling students are well-educated in the broadest sense, i.e. a well-rounded person, critically aware and capable of being an active participant in the democratic process and a productive member of society.</p> <p>Students are well grounded in the knowledge, skills, attitudes, values and sense of identity they need to take the next steps in their lives successfully.</p>
1.2	<p>The system supports and promotes excellence and equity of outcomes for all students.</p> <p>The statistics in international studies of achievement show that NZ students collectively achieve in the top 20% of all international measures: this means significantly improving opportunities and outcomes for students currently underachieving, while continuing to improve outcomes for high and average achievers.</p>
1.3	<p>Students are highly motivated, confident and actively engaged in learning. Students are committed to further learning post-16.</p>
1.4	<p>Students are developing positive ways of responding to learning and social challenges. They share, are respectful of differences and are learning to resolve conflict constructively. They believe they are capable of learning, and experience learning as challenging, relevant, meaningful, useful and stimulating. They are socially adept individuals who respond positively to challenge and high expectations.</p>
1.5	<p>All students have learning pathways which are challenging, relevant, and tailored to their needs.</p> <p>Secondary students are confident that the qualifications system will recognise their learning.</p> <p>All students exit secondary schooling with an appropriate and valued qualification.</p>
	<b>2. Teaching</b>
2.1	<p>Government recognises that successful support for the teaching profession requires the engagement and involvement of teachers.</p> <p>Teaching is a knowledge profession, and teachers are knowledge creators who draw on research, expert advice and support, and knowledge of their own students and learning contexts, to inform their practice.</p> <p>Teaching is a sought after career and a profession held in high regard by teachers, students, families, communities, and the general public.</p> <p>Teaching is supported by strong and visionary leadership across each school.</p>
2.2	<p>Government, principals, teachers, boards of trustees, teacher educators and researchers use evidence-based practices. They base their thinking and actions on credible information, monitor the impact of their actions on student achievement, and adjust them accordingly.</p> <p>Schools, teachers and families/whanau seek and are able to readily access a</p>

	<p>wealth of information focused on student achievement and which promotes family practices that support student learning.</p> <p>In particular, teachers base their decisions about teaching on their assessment of student achievement, their knowledge of their students, and research evidence about sound teaching practice.</p>
2.3	<p>The system caters for flexible student-centred learning approaches and smooth transitions from schooling, to further study and/or employment.</p> <p>Teachers have high expectations of all students, believe they can make a difference for all their students, and implement approaches that will achieve this.</p> <p>Teachers engage, enthuse and challenge their students.</p> <p>Teachers gauge the effectiveness of their teaching approaches against the improvements in outcomes of all their students.</p>
2.4	<p>Teachers expect to establish relationships of mutual respect and trust with all of their students.</p> <p>Teachers recognise the value of knowing and understanding the home and cultural context of their students.</p> <p>Schools are seen as welcoming centres for families and communities. Parents, teachers and communities work together to achieve desired learning outcomes.</p> <p>Māori bilingual and immersion education is well established and supported.</p>
2.5	<p>Teachers are enthusiastic and positive about their work. They promote teaching as an attractive career option to their friends and students, especially those who would make high quality teachers.</p>
2.6	<p>Government supports the growth and maintenance of professional learning communities within and across schools.</p> <p>Teachers are committed to their own on-going professional learning.</p> <p>Teachers are up-to-date in their subject area, including its current practical applications.</p> <p>Teachers undertake professional learning throughout their teaching career in an enabling environment.</p> <p>Teachers participate in a range of professional learning communities within and across schools that have strong and supportive professional learning cultures.</p> <p>Teachers have equitable access to a nationally consistent system of professional Qualifications that formally recognise their professional learning.</p>
2.7	<p>The system supports teachers' collegial practice.</p> <p>Teachers work cooperatively to support each other's professional learning and reflect on each other's practice and outcomes. They share advice and information on individual students.</p>
2.8	<p>Teachers who have developed the appropriate professional capabilities are qualified for selection into, and progression through, a range of career pathways within and across a number of broad career strands.</p> <p>Nationally consistent guidelines are provided describing the core elements of the</p>



	various career pathways in teaching.
2.9	<p>The system provides sufficient time, resources and support to enable classroom teachers to achieve optimal effectiveness in their actual teaching time.</p> <p>The system provides sufficient time, resources and support to enable those teachers who have leadership, management, administration, and mentoring or pastoral/guidance roles to carry out those roles effectively.</p> <p>Schools are attractive and pleasant places to teach and learn.</p> <p>Teachers have equitable and timely access to appropriate technologies which support efficient and effective teaching, learning and administration.</p> <p>Teachers are operating at high levels of energy and innovation. They are focussed on teaching and learning.</p> <p>Teachers have manageable workloads, a sound work-life balance, and low-levels of work-related health problems.</p>
	<b>3. Teacher Supply</b>
3.1	<p>The system ensures that there is a stable and sufficient supply of well-prepared high quality teachers and leaders to meet the needs of all schools.</p> <p>Teaching attracts top graduates and people from other careers into initial teacher education and the number of applicants exceeds places available.</p> <p>High quality teachers choose to remain in the system.</p> <p>The community pool will provide sufficient high quality relievers.</p>
3.2	<p>There are rigorous national standards for entry into and graduation from initial teacher education.</p> <p>There are appropriate appointment and induction processes and support structures for teachers in the early stages of their careers.</p>

## Appendix 2 – SCT guidelines



*(Last updated 21/11/2007)*

# Guidelines for the appointment of Specialist Classroom Teachers (SCT)<sup>1</sup> in Secondary Schools

These guidelines provide advice to employers appointing a teacher to the Specialist Classroom Teacher (SCT) role. A notification and time allowance application form is attached.

The establishment of the SCT role in secondary schools was part of the 2004 Secondary Teachers' Collective Agreement and was seen as providing support for professional learning in schools. In addition, the role allowed for the development of a different career opportunity to retain teachers in the classroom through the provision of an alternative career path to the more traditional management one.

The SCT role offers a career opportunity for secondary teachers to develop and demonstrate their professional learning leadership skills. This is an on-going and evolving role and will be further developed over time, informed by the findings of the Review of the 2006 SCT Pilot.

The 2007-2010 Secondary Teachers Collective Agreement provides the on-going terms and conditions of the SCT role in secondary schools with the following changes:

- The time allowance is increased to 8 hours in schools of roll size of 1201 and above, from 28 January 2008.
- The salary allowance is increased to the value of two units, from 28 January 2008. Please note that the allowance, although set at the *value* of two units, is not the *equivalent* of units.
- Each SCT shall have an entitlement of up to two reimbursements of study fees towards post graduate qualifications which are relevant to the role. Each reimbursement shall be a maximum of \$1000. Only one reimbursement shall be paid in any one year. Only one entitlement per teacher in an SCT role will be available.

As the pilot/trial phase has now been completed schools are expected to comply with the eligibility requirements and the terms and conditions of appointment.

These guidelines, which include the changes, have been agreed by the Ministry of Education, PPTA and NZSTA. Employers must ensure that appointments to the SCT role are consistent with the guidelines.

### **Aims and Objectives of the SCT Role**

The PPTA, NZSTA and the Ministry of Education agree that a fundamental goal of education policy is to contribute to high education outcomes for all students. There is also recognition of a range of characteristics of quality teaching that are effective in producing improved learning outcomes for all students, especially those most at risk of underachievement.

The aim of the SCT role is to contribute to the enhancement of such quality teaching practices in all schools by providing support for the professional growth of other teachers in the school. This could be through:

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<sup>1</sup> Schools may have a different title for this role eg –Professional Support Teacher, Teaching support, Professional Learning Leader.

- Supporting and assisting beginning teachers to develop and demonstrate effective teaching practices;
- Supporting and assisting beginning teachers to maintain a purposeful learning environment that engages students;
- Supporting and assisting other teachers in the school with effective teaching practices and maintaining a purposeful learning environment that engages students;
- Supporting and assisting teachers to expand their knowledge, skills and attributes to increase teaching effectiveness;
- Encouraging collaborative, reflective and shared practice
- Providing leadership in school wide professional learning and development.

Implementation of the SCT role in schools over the last two years has seen a wide range of support provided to teachers: coaching, mentoring, leading mentoring programmes, leading professional learning groups, providing professional reading and leading discussion groups, developing reflective practice, classroom observations/support, supporting beginning teachers, developing classroom management strategies, leading professional learning programmes in the school, facilitating and supporting professional learning communities.

### **Background**

As part of the 2004 settlement of the Secondary Teachers' Collective Agreement (STCA), the parties agreed to establish a new role in secondary schools – referenced as Specialist Classroom Teacher (SCT) in the Agreement.

The establishment of this role came from a recommendation made by the Ministerial Taskforce on Secondary Remuneration (2003) that a broader range of career pathways be developed to offer more attractive career prospects to teachers. Having a wider range of career opportunities available is expected to aid in the recruitment of graduates and assist in the retention of experienced teachers who wish to focus on professional teaching practice. The SCT role was identified as one from which all schools could benefit.

The review of the SCT pilot year has been completed. A copy of the summary version of the review was sent to all schools in mid 2007. All reports from the review (the full report, the summary report and the case studies report) are available from <http://educationcounts.edcentre.govt.nz/index.html> (use the search function using 'Specialist Classroom Teacher review'). Findings and recommendations from the review will inform the evolving shape, conditions and extent of the SCT role.

### **SCT Role Description**

Implementation during 2006 and 2007 has seen SCTs providing a wide range of varying support to teachers. Teachers appointed to the SCT role or continuing in the role are encouraged to continue the broad exploration of the possibilities this teacher support role offers.

It is not proposed that this role should necessarily replace any existing arrangements schools have for the induction and support for beginning teachers or teachers new to the school, or to replace any other professional development programme in the school, for example it is not intended to replace the PRT Coordinators. However, it may well complement existing support or be incorporated into it.

It is important that this role is kept separate from any appraisal, performance management or competency judgements. The SCT should always be seen in a support and guidance role, in order to operate with their teacher colleagues in a high-trust and confidential relationship.

Some schools have extended the duties and functions of their SCT by providing further time or recognition, or by providing additional resourcing and recognition to enable another teacher to work in a teacher support role. To remain eligible for the additional resourcing associated with the STCA provisions any teacher who operates in an extended role must continue to be a practising classroom teacher, and is expected to be teaching, as a guide, a minimum of 12 hours per week in order to maintain credibility as an effective classroom teacher.

Employers will need to develop their own role description for the SCT in their school, outlining the specific roles the SCT will perform. Regional Advisors from NZSTA or Leadership Advisors from School Support Services may be able to give further advice and guidance on developing job descriptions.

### **Resourcing for Appointments to the SCT role from 2008 (Salary and Time Allowances)**

The STCA provides that each secondary school board is entitled to appoint one teacher to the SCT role

and will, on notification of an appointment, receive an additional 4 hours staffing per week to resource it. Schools of roll size of 1201 and above will receive 8 hours staffing, from 28 January 2008. This time allowance must be dedicated to the person in the SCT role to fulfil their SCT duties and is in addition to their 5 non-contact hour entitlement (which applies to all full-time permanent and long-term relieving secondary teachers).

Teachers appointed to the SCT role will receive an allowance per annum which, from January 2008, will be equivalent to the value of two units.

The time and salary allowances cannot be split.

Please note that the allowance, although set at the *value* of two units, is not the *equivalent* of units. This allowance does not enable an SCT to progress through their qualifications maximum. Employers and SCTs should be aware of this when making/accepting appointments to the SCT role.

### **Eligibility for Appointment to the Role**

These eligibility requirements have been set as a guide to schools to appoint an experienced, well established teacher, with demonstrated knowledge about and expertise in teaching, to a professional learning leadership role in the school. This level of experience and expertise has been shown to be essential to the success of the role in a school.

The eligibility requirements were adjusted as a result of experiences and findings in the implementation phase. Schools must comply with these eligibility requirements.

In order to be eligible for the SCT role, a teacher must: (refer STCA 2007-2010 3.8B.4)

- Be a permanently appointed registered teacher, and
- Have at least six years total<sup>2</sup> teaching experience (either in NZ or overseas), and
- Have had three successive successful attestations against the experienced teacher standards in the STCA, or overseas equivalent<sup>3</sup>, and
- Be a full time teacher, or a part time teacher with a significant classroom teaching load (as a guide of at least 12 hours per week) at time of application, and
- Meet other criteria in the agreed guidelines.

### **Terms and Conditions of Appointment to the SCT role**

The SCT role offers an alternative career pathway for those teachers who want to remain centred in teaching practice through supporting and encouraging effective teaching, rather than following a management and administration pathway. As such, schools are asked to minimise other responsibilities of SCTs in order to allow them to focus on this important professional support role (eg it is not expected that SCTs will also hold senior or middle management roles).

Schools must comply with these terms and conditions, and will need to ensure that the focus of the role is on teacher professional learning.

SCTs may need to make choices about roles they wish to hold, which to forego, and career opportunities they wish to take.

Appointment to the SCT role:

- Appointees to permanent SCT roles *must* relinquish all salary units\* but may hold *one* fixed term unit where the school requires continuation of a specific responsibility, or chooses to extend the purpose and functions of the SCT role and provide further recognition;
- Appointees to fixed-term SCT roles *must* relinquish, for the term of the appointment, all salary units\* but may hold *one* fixed term unit where the school requires continuation of a specific responsibility, or chooses to extend the role and functions of the SCT position and provide further recognition;
- Appointees to fixed term SCT roles are entitled to protection of their current position subject to any existing agreement for that position.

\*Note: This does not restrict employers from allocating MMAs and 3R payments in the normal way.

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<sup>2</sup> This may be a combination of periods, eg with breaks out of teaching.

<sup>3</sup> If the appointee has overseas experience and attestation, evidence should be supplied with the application form.

### **Support for the Role**

Where possible, schools should consider providing the following support for SCTs:

- A confidential but accessible office space away from the management/administration area of the school.
- Access to the network of others who have some aspect of professional oversight of teachers such as professional learning coordinator, HoDs, and possibly guidance counsellors.
- Professional learning opportunities that will support the work of the SCT.
- Relief cover to attend local SCT cluster or regional meetings.
- Resourcing for materials such as internet access, printing, photo copying, professional reading, etc.

### **Professional Development Support for SCTs**

SCTs are encouraged to participate in training days, network/cluster groups, and relevant professional learning opportunities offered by School Support Services in their region.

It is not intended to review and redistribute the *SCT Handbook 2007*. For most experienced SCTs that material has probably been superseded by other reference material, books or teacher professional learning websites. Copies of the *SCT Handbook 2007* are available from the Ministry of Education or regional School Support Services.

The *Teachers Talk Teaching* web site which has operated from LeadSpace over the pilot period will be discontinued as of December 2007. However, a new teacher professional learning web space is planned for operation on TKI from early 2008. It will provide the sort of information, references and material that have been provided through *Teachers Talk Teaching*. A specific section for SCTs, similar to *Teachers Talk Teaching*, is being considered as part of the new web space to provide an opportunity to network directly with other SCTs.

### **Entitlement for fees reimbursement as study support**

The STCA (2007) provides for professional development support for SCTs with an entitlement to a reimbursement of fees for study towards relevant post graduate qualifications up to a maximum of \$1000 a year for each of two years.

The study undertaken should be agreed in discussion between the principal and the Specialist Classroom Teacher. The study should take into account the relevance to the role, the professional development needs of the SCT, and the professional learning support needs in the school. There is no need to seek approval for course(s) prior to commencing study.

The purpose of the SCT role is seen as: supporting other teachers to improve and develop practice; leading professional learning in the school; developing teacher practice for improved student outcomes.

Examples of areas for the post-graduate qualifications that SCTs may wish to consider could include: adult education, mentoring/coaching, teacher professional learning.

Application forms, to apply for reimbursement, will be available from mid 2008 on the Ministry of Education website.

### **Advertising, Selection and Appointment Process**

For the pilot phase all appointments to the SCT role were required to be internal. The expectation is that this will continue to be the case, as the trust and confidence of the staff in the person appointed is crucial to the success of this role. However, in certain circumstances, where schools have been unable to appoint internally and have an actual teaching vacancy, they may advertise externally in the Education Gazette and other media usually used.

The advertising, selection and appointment process should be as follows:

1. The employer must ensure that there is an **open and transparent** internal process of advertising, selection and appointment to the role;
  - All teachers in the school must be notified of the eligibility requirements, role description and the selection process
  - Experience from the pilot indicated that it was useful to include staff consultation and involvement in the selection process, in order to secure staff awareness of and confidence in the role.
  - It is the responsibility of the employer and principal to ensure that the most suitable applicant, according to the criteria, is selected for appointment to the SCT role.

## 2. Options for appointment:

- Where the employer is confident that an applicant will clearly meet eligibility requirements, role description and criteria, it will be able to offer a permanent appointment to the SCT role.
- Where a permanent appointment is not made, the employer may:
  1. Offer a fixed-term appointment <sup>4</sup>; or
  2. Advertise externally if the school has an actual teaching vacancy; or
  3. Make no appointment.

### **Criteria for Appointment to the SCT Role**

The first two years of implementation indicate that certain knowledge, skills, experience and personal qualities make for an effective SCT who is able to fulfil the aims and objectives of the role.

Applicants will need to demonstrate expertise in a number of the following areas.

### **Knowledge/Skills**

The SCT is a highly effective classroom teacher who consistently demonstrates exemplary practice by:

In own teaching:

- Demonstrating expertise and refined strategies in the practice of teaching, including:
  - high and clear expectations of all learners' abilities to achieve
  - ability to respond flexibly and appropriately to the needs of diverse learners
  - use of evidence to guide teaching and learning
  - use of reflective inquiry in their own teaching practice
  - purposeful relationships with learners, families, communities and colleagues
- Demonstrating a sound knowledge of the theory and practical application of curriculum, learning and assessment
- Being conversant with current educational research, best practice and current issues and initiatives in education to inform teaching practice

Transfer of knowledge:

- Understanding how adults learn and having knowledge of effective professional learning strategies for teachers
- Effectively communicating sound knowledge and practice of teaching and learning to other teachers across subject, class and school contexts
- Assisting colleagues to apply reflective practice in working to address problems, improve student engagement and raise student achievement
- Creating opportunities to share current educational research, best practice and current issues and initiatives in education with colleagues
- Being a highly skilled observer and providing timely and sufficient feed-back and feed-forward to colleagues

### **Experience**

Relevant experience for an appointee to the SCT role could include:

- Extensive teaching experience<sup>5</sup>
- Successful collaboration with other teachers to improve teaching practice
- Successful experience in mentoring beginning teachers
- Successful experience in mentoring/coaching other teachers
- Leading or facilitating the professional learning of other teachers

### **Attributes/Dispositions**

In their professional practice, the applicant:

Self

- Demonstrates a strong commitment to being a highly effective classroom teacher and improving student learning

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<sup>4</sup> NOTE: a fixed-term appointment is not to be made in order to establish the suitability of an employee for permanent appointment.

<sup>5</sup> Minimum of six years for eligibility to apply for the SCT role

- Is seen by teaching staff as being a highly effective and credible secondary school teacher
- Demonstrates a commitment to ongoing professional learning
- Is seen as approachable by teachers in the school
- Demonstrates leadership and innovation in working to resolve problems and improve student achievement

#### Others

- Has the trust, respect and confidence of teaching staff and personal status within the school
- Develops effective and supportive working relationships with colleagues to other teachers and builds teachers' self-esteem and motivation
- Shows respect for diversity and appreciation of differences eg culture, gender, ethnicity, in both students and colleagues

### **Process for Resourcing the Role – Making an Application**

Principals should apply to the Ministry of Education for the SCT time allowance by filling out a *Specialist Classroom Teacher Time Allowance Application Form*. An application form is enclosed with this advice and is available on the Ministry website: [www.minedu.govt.nz](http://www.minedu.govt.nz) use the search function using 'Specialist Classroom Teacher Application', go to [www.minedu.govt.nz/goto/employmentagreements](http://www.minedu.govt.nz/goto/employmentagreements), or go to the Schools/Governance and Management/Collective Agreements section.

It is preferable that schools make appointments to the SCT role as early as possible in Term 4 of the year prior to a new appointment to facilitate the timely application of allowances and so that new appointees to the SCT role can begin preparation for the following year. While there is no absolute "cut-off point" after which appointments to the role cannot be made, wherever possible the process should be completed, and the Ministry Resourcing section notified by the end of Term 4 in the year prior to taking up the role.

The application form will serve as notification to Payroll, who will then process the salary allowance along with the SCT's base salary and adjustment of any other applicable salary allowances.

The staffing allowance will be added to the school's staffing notices on receipt and approval of your application.

Principals will need to notify their payroll service if a fixed term unit is to be applied, in accordance with these guidelines.

Principals will need to notify their payroll service of any relinquished units which have been reallocated.

If the SCT has been appointed permanently to the role (eg in 2007) or to a fixed term role for more than one year, there is no need to reapply for the time allowance in subsequent years. But where a new appointment to the role (permanent or fixed term) needs to be made, the Principal should submit a *Specialist Classroom Teacher Time Allowance Application Form*.

For SCTs appointed permanently to the role, the allowances will continue until the appointee resigns from the role. The ministry must be notified if the appointee resigns, or of any replacement.

For fixed term appointments to the role, the allowance approval is valid until the end of the term of appointment. Schools will need to submit a *Specialist Classroom Teacher Time Allowance Application Form* for any new fixed term appointment.