



# **Non-contact time, average class size and timetable policies**

## **Guidelines for implementing the 2011-2013 Secondary Teachers' Collective Agreement provisions**

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This advice applies to all secondary schools and to approved manual training establishments - schools which employ secondary (manual or technology) teachers of classes at Years 7 and 8

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**Updated September 2011**

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The document was originally developed in consultation between PPTA and the New Zealand School Trustees' Association (NZSTA).

# 1. INTRODUCTION

The 2004 Secondary Teachers' Collective Agreement (STCA) contained entitlements for teachers, and obligations on the employer, for minimum guaranteed non-contact time, involvement in the development of timetabling policy. These entitlements were developed in response to PPTA members' claim for contractual workload controls.

The 2007 settlement expanded provisions for some part time teachers, for some unit holders and for SCTs in some schools, and added an average class size limit for all teachers who teach more than one class<sup>1</sup>.

The 2011 settlement made two adjustments to the timetable provisions:

- The extension of the 0.1 FTE Beginning Teacher HoD Time Allowance to those with responsibility for PRT 2s.
- A slight rewording of the Beginning Teacher Time Allowance clause to make it clearer that the BTTA advice and guidance time (5 hours for full time PRT 1s and 2.5 hours for full time PRT2's years and for part time PRT1s employed for at least 12.5 hours per week) is in addition to the 5 hours non-contact time if they are full time (or the non-contact time they are eligible for if they are part time).

This document is intended to help management and teachers:

- Implement the minimum non-contact time provisions of the STCA;
- Assist in applying the requirement to endeavour to provide additional time for those with more than three permanent units and for part time teachers employed for 12 hours per week or above;
- Assist determining how to "endeavour" for average class sizes; and
- Establish a process for consultation on development and review of the school's timetabling policy to incorporate the entitlements.

It is expected that for all practical purposes the PPTA branch will represent the teaching staff and that the principal (with reference to the board as necessary) will be the person involved in the development and implementation of operational policy.

PPTA is keen for this process to work smoothly and for the provisions to operate with the maximum of goodwill. Help either with the process or with the implementation of the provisions of the STCA is available from PPTA field staff.

**Robin Duff**  
**NZPPTA President**

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<sup>1</sup> Attention is drawn to the document '*How to ...Guide to timetabling*' which was issued to branches in January 2001. The document is available on the PPTA website: [http:// www.ppta.org.nz](http://www.ppta.org.nz)

## 2. LEGAL, ADMINISTRATIVE AND OTHER REQUIREMENTS

### 2.1 Collective Agreement Requirements

(The full wording is attached as Appendix 1.)

#### **A Non-contact time**

The Secondary Teachers' Collective Agreement (STCA) 2011-13 requires that full-time teachers have a minimum of five hours non-contact time within each school week. This basic non-contact entitlement is out of an individual teacher timetable of 25 hours. It is for individual duties in the timetabled school day.

For part time teachers, employed for more than 18 hours per week, there is an entitlement to a minimum level of non-contact time as part of their timetabled hours. (See Appendix 4).

For all part time teachers employed for 12 hours or more per week there is a requirement for the employer to endeavour to provide pr rated non-contact time.

Other non-contact entitlements, received in addition to the basic non-contact entitlement, which the employer must provide are:

- 5 hours per week Beginning Teacher Allowance for full time first year teachers,
- 2.5 hours per week Beginning Teacher Allowance for first year teachers employed for 12.5 hours or more per week,
- 2.5 hours per week Beginning Teacher Allowance for full time teachers in their second year of teaching<sup>2</sup>,
- Permanent Unit Holder time allowances of one hour per permanent unit up to a maximum of three hours
- Te Atakura teacher time allowances,
- Specialist Classroom Teacher Time allowances – 4 hours per week for schools of 1200 students or fewer and 8 hours per week for schools of 1201 or more students, and
- Head of Department Beginning Teacher Time allowance(s)

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<sup>2</sup> Beginning Teacher allowances provided for additional non-contact time during which beginning teachers can receive advice and guidance.

*(NB1 This allowance may be applied other than weekly by agreement).*

*(NB2 This allowance has been extended to include HoDs of second year teachers (see below)).*

The 2011 settlement extends 0.1 FTE the Head of Department Beginning Teacher Time allowance to those responsible for directly providing curriculum-specific advice, guidance and support to year 2 teachers who are themselves eligible for the Beginning Teacher Time Allowance.

Schools will receive the additional staffing entitlement to resource this extended allowance.

All time allowances provided in the STCA have a cumulative effect. They are added together and the sum deducted from 25 to give the maximum contact hours. For example, full time first year teachers can be timetabled for 15 hours contact per week (25 timetabled hours less 5 non-contact hours, less 5 hours advice and guidance time).

Boards that employ an overseas trained teacher, will receive an Overseas Teacher Time Allowance of an additional 0.1 FTE (provided that the teacher meets the relevant criteria). Where this is provided the employer is to ensure that discussion occurs with the overseas teacher on how the allowance may be utilised to assist in providing professional advice and guidance to the teacher.

### **Compensatory Mechanisms**

When an employer, for genuine reason, has to ask a teacher to forgo temporarily an entitlement to non-contact time this may occur by agreement. The school timetable policy must have a mechanism within it that recognizes that agreement to temporarily reduce the entitlement may occur and the compensatory mechanism(s) (see note below) which could apply to the teacher to recognize the reduction. (See also pages 12-13 of this guide).

NB. The term better reflects the understanding that the preferred methods of recognizing an agreement to temporarily reduce non-contact time for genuine reason are those which ensure a corresponding reduction in workload in other areas or at other times. The use of financial compensation is seen as a last resort when such alternatives are not available to the school.

### **Requirement to endeavour** (See below)

The employer is required to endeavour to provide:

- Fully prorated non-contact time for all part time teachers employed for 12 hours or more per week.
- One hour of additional non-contact time for each permanent unit held above the third unit.
- Average individual class sizes of no more than 26 for teachers with two or more classes (see below).

### **(B) Time table policy**

The STCA requires the employer to have a policy on timetabling developed in consultation with teaching staff. It must include in it the non-contact provisions and the average class size provision and an agreed process to apply in circumstances where for “genuine reason” the school cannot provide the full non-contact entitlements or the average class size limit. Since the process must accommodate those instances when a teacher may be asked to forgo temporarily their entitlement to some non-contact, the policy must also incorporate within the process those mechanisms that are agreed to compensate any teacher who agrees to forgo their entitlement for genuine reason for a period of time.

There must also be reference in the policy to other matters which impact on timetabling practices, including other class size matters and hours of duty outside of timetabled hours.

### **(C) Average class size**

Employers will use reasonable endeavour to achieve, for each individual teacher with more than one class, an average class size of no more than 26 students and where this cannot occur the processes in the school policy, including the compensatory mechanisms will apply.

### **Meeting the Test of ‘Endeavour’**

Endeavour places a responsibility on employers to make genuine efforts to achieve a provision for employees. However, it recognises that there may be genuine reasons why an employer is unable to provide the particular provision in individual cases.

The employer is expected to show that they have genuinely tried. In some circumstances the employer will be required to look for alternative arrangements if they are unable to meet provision.

The PPTA branch and the school management should use the following test for assessing whether a collective agreement provision that requires the school to 'endeavour' has been met.

The endeavour test is met if the principal has:

- Genuinely considered all options open to them, within the resources available, with an aim to meet the provision; and
- Genuinely considered any proposals put to them to achieve that aim by the employee(s) affected; and
- Have either met the provision or have explained, with genuine reason, to the employee(s) affected why the options proposed and considered are not possible and why the provision cannot be met at that time; and
- Where they could not meet the provision and where there is a link between that provision and clause 5. 1A.1 (d), have applied the agreed compensatory mechanism(s).

## 2.2 The National Education Guidelines

**Guideline 1** requires boards to 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 students 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. All this must occur within, and be constrained by, the level of resourcing the school has at its disposal and the legal and contractual framework in which it operates.

**Guideline 2** requires each board to have policies that 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 STCA conditions.

**Guideline 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.

**Guideline 6** binds boards to comply with all general legislation requirements such as attendance requirements, length of the school day and length of the school year.

## 2.3 School Staffing Order

The *School Staffing Order In Council* delivers staffing to schools, providing a number of full-time teacher equivalents (FTEs) each year to staff curriculum, administrative and pastoral needs.

Each FTE is 25 timetabled hours per week. Salary payments are made on the basis of the teaching week being composed of a 25-hour timetable. *NB: Schools will have other non-entitlement staffing from sources such as TFEA, STAR, etc. Schools can also employ more teachers than their Ministry funded-entitlement allows by funding them through the operations grant or locally raised funds.*



### 3. ENTITLEMENT TO NON-CONTACT TIME FOR TECHNOLOGY (MANUAL) TEACHERS

The provisions of the STCA also apply to PPTA members in approved manual training establishments, where the board is bound by that collective (eg this may be technology centres, or manual training centres attached to intermediate schools and some other non-secondary institutions).

A number of these institutions have timetabled weeks of fewer than 25 hours. The requirement for the minimum non-contact times must be considered within an individual timetable of 25 hours.

Where the school week is shorter than 25 hours the entitlement is best considered as the maximum contact allowable.

For example:

- A secondary manual (technicraft) teacher in a school which has 25 hours of timetabled classes per week is entitled to a maximum of 20 hours timetabled contact hours per week.
- A secondary manual (technicraft) teacher in a school which has 24 hours of timetabled classes per week is entitled to a maximum of 20 hours timetabled contact hours per week.
- A secondary manual (technicraft) teacher in a school with 23 hours of timetabled classes per week is entitled to a maximum of 20 hours timetabled contact hours per week.

Secondary manual (technicraft) teachers can hold permanent units. For each permanent unit they hold up to three units they must have their maximum contact hours reduced by one hour per week. If they hold four or more permanent units they must have their maximum contact hours reduced by at least three hour per week and for the fourth and subsequent permanent unit the employer will endeavour to reduce the timetabled contact by a further hour for each additional permanent unit.

In schools where there are teachers on other collective agreements PPTA members may expect to be consulted on those parts of the timetable which affect them rather than on the whole timetable.

An agreement to a mechanism for addressing situations in which PPTA members might be asked to forego the minimum non-contact in any week is still required. That agreement is between the PPTA members, as they are bound to the collective, and the school management.

Agreements with parties to other collective agreements cannot override those reached under the provisions of the STCA.

## 4. ENTITLEMENTS FOR TEACHERS WHO DO NOT HAVE REGULARLY SCHEDULED CLASSES

Where a teacher is not timetabled for regular classes, determining if they are within the entitlements of the SCTA is achieved by counting the total number of contact hours they have with students in each week. If this time is less than the value obtained by deducting all time allowances for which they may be eligible from 25 then the requirements of the STCA are met.

Examples of teachers without regularly scheduled classes may include:

- RTLBs
- Guidance Counsellors
- Regional Health School Teachers
- Senior managers without timetabled classes

For example:

1. If a teacher with no permanent units sees students by appointment through the timetabled school week and if the total hours for which they engage with students is less than 20 hours (25 hours less five hours non-contact) then they are within minimum entitlement in that week.
2. If a teacher with one permanent unit sees students by appointment through the timetabled school week and if the total hours for which they engage with students is less than 19 hours (25 hours less six hours non-contact) then they are within minimum entitlement in that week.
3. If a teacher with 8 permanent units sees students by appointment through the timetabled school week and if the total hours for which they engage with students is less than 17 hours (25 hours less 8 hours non-contact) then they are within minimum entitlement in that week.

## 5. AVERAGE CLASS SIZE AND 'ENDEAVOUR'

Employers will use reasonable endeavour to achieve, for each individual teacher with more than one class, an average class size (based upon the teacher's timetabled classes and the roll of each of those classes) of no more than 26 students. When this cannot occur the process for circumstances when non-contact time cannot be fully implemented shall apply.

### 5.1 How do you apply this?

Each teacher with two or more classes should have an average class size of no more than 26 students.

The average is calculated for each teacher separately as follows:

- (A) When classes are timetabled for the same number of periods and periods are of equal length then average class size is the sum of the rolls of each class divided by the number of classes.
- (B) When classes are timetabled for different numbers of periods which are of the same length then average class size is the sum of the number of students on each class roll times number of periods that class is taught in a cycle divided by the number of periods in a cycle the teacher is timetabled to teach. To illustrate this situation:

A teacher has 5 classes. The size and number of periods for each class is given in this table and the average class size is calculated:

Class	Roll	Periods	Roll*periods
1	20	3	60
2	25	5	125
3	28	4	112
4	30	4	120
5	12	4	48
Totals		20	465
Average class size			$465/20 = 23.25$

- (C) When classes are timetabled for different numbers of periods of different lengths then average class size is the sum of the number of students on each class roll times the total number of minutes that class is taught in a cycle divided by the number of minutes in a cycle the teacher is timetabled to teach. To illustrate this situation:

A teacher has 5 classes. The size and number of contact minutes for each class is given in this table and the average class size is calculated:

<i>Class</i>	<i>Roll</i>	<i>Minutes</i>	<i>Roll*minutes</i>
1	20	150	3000
2	25	240	6000
3	28	200	5600
4	30	190	5700
5	12	200	2400
<i>Totals</i>		980	22700
<i>Average class size</i>			$22700/980 = 23.16$

NB. Some commercial timetable programmes have simplified functions for averaging class size which give values that are incorrect for the purposes of the STCA provision.

## 5.2 Changes in student numbers

It is not intended that normal day to day fluctuations in the class time (e.g. shortened periods) or student attendance (e.g. a student absence or the temporary addition of a student for supervision purposes) will cause the average class size to be adjusted.

While day to day fluctuations in attendance up or down will not change the average class size, permanent additions to, or deletions from, the official class roll or ongoing changes to the time the teacher is in contact with a class or classes will alter the average class size for that teacher and a recalculation of the average class size for that teacher should follow such changes.

When a teacher provides relief covers a class this will not change their average class size for that day. This situation is covered by the non-contact provisions if they exceed their weekly contact time.

## 5.3 When a compensatory mechanism applies

When a teacher has an average class size of more than 26 the agreed compensatory mechanism(s) in the timetable policy of will apply. The compensatory mechanisms agreed for this situation may or may not be the same as those applied for exceeding weekly class contact time. The timetable policy should be clear if different mechanisms are to operate.

On the next page is a series of examples (all with periods of one hour) of different average class size situations.

Teacher	Class	Class	Class	Class	Class	Average
Home room Year 7	30 for 25 periods					30
Science	18 for 4 periods	21 for 4 periods	28 for 4 periods	28 for 4 periods	30 for 4 periods	25.00
Head of Maths	18 for 4 periods	21 for 4 periods	28 for 4 periods	15 for 3 periods		20.87
Deputy principal	12 for 4 periods	31 for 4 periods				21.50
Music	30 for 2 periods	32 for 2 periods	20 for 3 periods	8 for 4 periods	12 for 4 periods	19.79
	28 for 2 periods	32 for 2 periods				
English	30 for 4 periods	32 for 4 periods	28 for 4 periods	18 for 4 periods	25 for 4 periods	26.60

These examples illustrate that:

- 1 Individual classes can be larger or smaller than 26.
- 2 Average class sizes for individual teachers may be less than 26.
- 3 The calculation of average class size applies to each teacher, not to the whole staff collectively.
- 4 Schools will still need to apply their local policies on maximum class sizes at each year level.
- 5 A balance of large and small classes can achieve an acceptable average class size.

In the examples above only the English teacher generates the compensatory provisions. The home room teacher has a class of greater than 26 but because it is their only class the average class size provision does not apply.

In responding to the class size average of the English teacher the school may consider things like:

- The possibility of moving students from these classes to other equivalent classes within or between option lines to reduce some of these class sizes;
- Exchanging one or more of these classes with other teachers in the option lines who have both classes which are smaller and who also have average class sizes less than 26;
- Applying a compensatory mechanism.

## 6. BASIC ELEMENTS OF TIMETABLE POLICY DEVELOPMENT

### 6.1 Contractual Requirements

Some components of the policy are set by the Collective Agreement requirements. The wording relating to these requirements is attached as Appendix 1.

### 6.2 Consultation

Schools are **required** to develop a timetabling policy in consultation with their teaching staff that meets the requirements of section 5.2 of the Collective Agreement. *Failure to properly consult on the policy constitutes a breach of the Collective Agreement.* A full legal definition of consultation is attached as Appendix 2. The exact process of consultation may vary from school to school, but it is expected that the teaching staff input would be coordinated and represented through the PPTA branch structure.

Basic to success is transparency of process and full staff involvement in establishing the policy. This requires an appropriate consultative framework, guided by the legislative and contractual requirements within which the teachers and school management operate. The employer and employees are required to consider any proposal for change, and seek agreement on any potential change to the timetable policy or structure. This would represent a good faith approach.

### 6.3 “Genuine Reason”

Schools are required to have as part of their timetable policy an agreed mechanism for dealing with those situations where a teacher may, for genuine reason, be asked to forgo, on a temporary basis, their non-contact entitlement or exceed the average class size limit. In such instances, which should be rare exceptions rather than general practice, a compensatory mechanism must be agreed to.

It is strongly advised that what constitutes genuine reason is agreed upon and included in the policy.

Genuine reason:

- Must encompass the idea that all reasonable options have been investigated and no alternative to a temporary reduction in entitlement non-contact or average class size has been found.

- Will apply in individual cases, would not justify a blanket incursion into the non-contact or average class size entitlements.
- May, on a day to day basis, be a sudden emergency that requires supervision of a class for its ongoing safety. It may be the absence of any available day relievers in the area.
- May involve, on a longer term basis, and after all reasonable endeavours have been exhausted, one or two staff members being asked to teach for a term, or a year, at a higher level of contact or average class size in order to allow the timetable to operate.
- Is not simply administrative convenience, or saving money on relief cover, or to cover for inadequate planning.

Genuine reasons for seeking to use non-contact time for day relief are not the same as those that might be valid for the longer-term situation.

Intense pressure on non-contacts or average class size for individual teachers could imply that there is a structural change required in the timetable, or in the administration practices, or a need to reorganize resources to deliver the STCA entitlement.

The specific compensatory mechanisms which are to be applied are to be agreed between the principal and teaching staff at each school. They may include, but are not limited to, time in lieu, reduction in other duties, a combination of these or, as a last resort, an additional payment. The intent of the non-contact entitlements is to provide adequate time for the non-contact duties of the teaching staff. The intention of the average class size limit is to ensure teachers have manageable marking and assessment loads and adequate time to give suitable feedback to individual students. As a matter of policy the primary mechanisms for compensatory should be the provision of time in lieu or agreed workload reduction in other areas of the teachers duties.

In those cases where payment is the only viable compensatory mechanism for the school then this could be achieved through mechanisms such as the following:

**For long term situations (e.g. timetable rigidity in a small school):**

- The issuing of a fixed term unit for the duration. These are Ministry funded units.

- The issuing of a Board-funded responsibility payment at the rate of a unit for the duration. These are operations grant-funded payments<sup>3</sup>.

**For emergency day-relief type situations:**

- The issuing of a fixed term unit for a period that generates the equivalent payment to the overtime rate. These are Ministry funded units.
- The issuing of a Board-funded responsibility payment at the rate of a unit for a period that generates the equivalent payment to the overtime rate. These are operations grant-funded payments.

Once the range of options is established within the policy framework, it will be a matter of agreement between the individual teacher and the principal about which option(s) will apply in each particular instance.

It is expected that before asking for agreement to temporarily reduce an individual's non-contact entitlement the school will have considered the alternatives, including (where appropriate to the situation):

- Temporarily increasing the hours of part time staff
- Hiring additional full or part time staff from operations funds
- Using day relief teachers
- Time table adjustments

Where there is no compensatory option available PPTA strongly advises its members that they do not have to agree to a reduction in their entitlement to non-contact and the principal is advised to look for an alternative.

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<sup>3</sup> The Minister of Education provided consent pursuant to Section 91F of the Education Act for Boards to make such payments. Details of how to schools can operate these payments are to be found on pages 15-17 of the MoE August 2000 publication "Resourcing For the Future".



## 7. TIMETABLE POLICY DEVELOPMENTS AND REVIEW

The established hours of opening of schools, the structure of the timetables and like matters are based around the curriculum and pastoral needs of students and are determined within each school according to well-understood national guidelines or to specific legal requirements and the requirements of the Secondary Teachers Collective Agreement. The latter requirements are outlined in this document.

The STCA requires that all schools have a timetable policy developed in consultation with the teaching staff and containing a number of minimum components.

- Schools that do not have such a policy are currently in breach of the STCA and should be active in establishing one with urgency.
- Most schools with established policies will need to modify them to reflect the 2011-13 STCA settlement.
- All schools will have an interest in reviewing their timetable policy three years after its initial development.

The following steps should assist in all of the above situations.

### 7.1 Policy Development/Modification Steps

*For PPTA members:*

1. Branch officers should read this document carefully. Information should be made available to all branch members. Draft policies are available from NZPPTA as a starting point for any branch requesting them.
2. A branch meeting of the teaching staff should be held this term or early next term to discuss the new entitlements, determine the nature of the consultation process you would like to follow and form a branch position on the issues raised in the following six pages.
3. The branch should choose representatives to work on its behalf with the principal on development of the policy and processes. These representatives would need to refer back to the teachers regularly.

*For the Board:*

4. Ensure authority is delegated to the principal to represent the board in the process.

*For the Principal:*

5. Arrange early meetings with teaching staff representatives to review existing timetable policy and determine what changes are needed to align the policy with the new entitlements.

*For the principal and teaching staff representatives' meetings:*

6. Present and discuss proposed mechanisms for situations where for genuine reasons a teacher may be asked to forego a non-contact period or exceed the average class size limit. This may include an agreement on what constitutes 'genuine reason'.
7. Determine the nature of the process of consultation on other elements of the policy, the timeline for its development, and a process for resolving disputes or impasses.
8. Develop remaining items of the policy document over the rest of the year by reviewing all aspects of the timetable until all parties have reached a consensus on each item.
9. Complete the policy in time for any structural changes to the timetable to be implemented in the next school year, or at the earliest point in the current school year if the school has a modular system that is amenable to alteration during the year.

**PPTA field officers are available to help resolve any  
issues arising in the process**

## 8. A SAMPLE TIMETABLE POLICY

Below is a sample policy which branches and management could use as a framework for developing or adapting their school policy.

### ***PART 1: Collective Agreement Provisions (These are minimum requirements)***

1. The school shall implement a policy on timetabling which is developed and reviewed in consultation with its teaching staff.
2. Non-contact time is based on an individual teacher timetabled classroom teaching hours comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.
3. Each full-time teacher shall have a minimum of five hours non-contact time within each school week.
4. Total weekly non-contact time may be a combination of periods that are less than one hour.
5. Trained, full time beginning teachers in their first year are allocated five hours per week for advice and guidance purposes as well as their minimum non-contact entitlement. They are a charge of 0.8 against the staffing allowance and must have no more than 15 hours of teaching duties from 2006 onward. Five hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
6. Trained, full time beginning teachers in their second year are a charge of 0.9 against the staffing allowance and have no more than 17.5 hours of allocated teaching duties each week. Two and a half hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
7. Trained part time beginning teachers in their first year who are employed for 0.5 or more of a full time load shall receive have included in their timetabled hours 2.5 hours non-contact time per week for advice and guidance in addition to any other time allowances to which they may be entitled as part time teachers.
8. No part-time teacher will be timetabled for more than 19.25 contact hours within each school week *and the school shall provide additional non-contact time to bring the teacher to at least the level set out in paragraph 9 below.*

9. The minimum timetabled non-contact time of part-time teachers is:

<i>FTTE</i>	<i>Paid Hours per week</i>	<i>Minimum timetabled non-contact hours per week</i>
<i>0.89</i>	<i>22.25</i>	<i>3.0</i>
<i>0.87 – 0.88</i>	<i>21.75</i>	<i>2.5</i>
<i>0.85 – 0.86</i>	<i>21.25</i>	<i>2.0</i>
<i>0.83 – 0.84</i>	<i>20.75</i>	<i>1.5</i>
<i>0.75 – 0.82</i>	<i>18.75</i>	<i>1.0</i>
<i>0.72 – 0.74</i>	<i>18.00</i>	<i>0.5</i>
<i>Below 0.72</i>	<i>Below 18.00</i>	<i>No entitlement</i>

10. For all part time teachers employed for 12 hours or more per week (0.48 FTTE to 0.89 FTTE) the school will endeavour to provide non-contact time that is proportional to that of a full time teacher, i.e. the FTTE they are employed for multiplied by 5 hours.

(NB. See appendix 4 and Frequently Asked Questions of this advice for further assistance with the interpretation of this provision)

11. The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognise the distribution of the individual's timetabled class contact hours. The teacher is required to be available in the school during their timetabled non-contact time.
12. The minimum non-contact time entitlements to each teacher allocated permanent unit(s) in addition to the basic non-contact time entitlements are:
- (i) one hour per week for holders of one permanent unit;
  - (ii) two hours per week for holders of two permanent units; and
  - (iii) three hours per week for holders of three or more permanent units.
13. The school shall endeavour to provide at least one additional hour per unit for each permanent unit above the third.
14. The school will seek to provide those in or senior management positions with sufficient additional non-contact time to manage their administration, management or pastoral duties.
15. The school will seek to provide each teacher in charge of a department who does not hold a permanent unit with one additional non-contact hour to carry out their specific management

and/or additional responsibilities (including guidance and pastoral duties).

16. The teacher designated as a Specialist Classroom Teacher shall receive an additional 4 hours non-contact time allowance per week (rolls under 1201) or,
17. The teacher designated as a Specialist Classroom Teacher shall receive an additional 8 hours non-contact time allowance per week. (rolls over 1200).
18. Heads of Department who are responsible for beginning teachers shall be allocated the equivalent of one hour non-teaching time per week for each teacher who generates the beginning teacher time allowance for the purposes of directly providing curriculum-specific advice, guidance and support to that teacher. How this time is allocated within or across weeks is to be decided by the principal in consultation with the HoD(s). Time allowances will aggregate where the HoD is providing curriculum-specific advice and guidance to two or more beginning teachers who generate the time allowance. When the curriculum support programme is transferred to another teacher the eligibility for the time allowance is also transferred. Where more than one Head of Department has responsibility for providing curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.
19. The principal is to ensure that discussion occurs with any overseas teacher whose employment generates the overseas teacher time allowance on how the allowance may be utilised to assist in providing professional advice and guidance to the teacher.
20. The school shall endeavour to ensure that the individual average class size for each teacher with two or more classes does not exceed 26 students. Where, for genuine reasons, this cannot occur the compensatory mechanism(s) agreed in this policy will operate.

## **PART 2: “Genuine Reason”**

*(This provision must be included in the policy; however, the specific detail is to be agreed and may vary from school to school. An example of wording is given.)*

21. Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact when:
  - all reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
  - the request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements

shall indicate a need to review timetable structures and operation.

- there is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever.
  - no day reliever can be found after timely and appropriate efforts have been made.
  - on a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum non-contact indicates.
  - teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
22. Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable then the principal and the teacher may mutually agree to compensate the teacher with:
- a) an equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or
  - b) an equivalent increase in the allocation of time for non-contact teaching duties in the following school year; or
  - c) an equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
  - d) an equivalent period of relief cover for the teacher later in that school year; or
  - e) some combination of the above; or, if none of the above are possible,
  - f) payment of one fixed term unit or one board-funded responsibility payment per year for each weekly hour of non-contact lost for the period during which the entitlement reduction occurs.

23. Where by virtue of genuine and demonstrated temporary constraints

the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any week then the principal and the teacher may, on each occasion, mutually agree to compensate the teacher with:

- a) an equivalent temporary allocation of non-contact time at another point in that school year; or
- b) an equivalent temporary reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
- c) relief cover for the teacher later in that school year; or
- d) some combination of the above; or, if none of the above are possible,
- e) payment of a fixed term unit or a board responsibility funded payment for a period sufficient to generate a total payment equivalent to 1/950 of their normal salary rate for each hour of minimum non-contact entitlement time reduced.

24. Teachers should only be asked to exceed an average class size of 26 or less when:

- all reasonable options have been investigated and no alternative to an increase in the average class size can be found after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of average class size than 26.
- the request is made on an individual basis, and a blanket request for agreement to average class sizes of over 26 shall indicate a need to review timetable structures and operation.

25. Where by virtue of demonstrated timetable or other constraints the allocation of classes would generate an average of greater than 26 students for an individual teacher the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the average to be achieved. If it is subsequently agreed that there is genuine reason why it is not possible to provide an average class size of no more than 26 within the timetable then the principal and the teacher may mutually agree to compensate the teacher with:

- an increase in the allocation of time for non-contact teaching duties; or
- an increase in the allocation of time for non-contact teaching duties in the following school year; or

- an equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or
- a period of relief cover for the teacher later in that school year; or
- some combination of the above; or, if none of the above are possible then
- payment of a fixed term unit or a board-funded responsibility payment for a period which generates an amount equivalent to that given by the following formula:

$$\frac{(\text{Average class size} - 26)}{26} \times \text{timetabled teaching hours per week} \times \frac{\text{annual base scale salary}}{40} \times \text{number of weeks the average class size exceeds 26}$$

### **PART 3: Other timetable policy components.**

**(The wording of these policy components are likely to vary from school to school. Some examples are given under the first two headings below. )**

#### **Review Process**

26. Timetable policy shall be reviewed by the Principal and teaching staff by the end of the fourth term in each of its first two years.
27. Following that the policy shall be reviewed every three years.
28. Between triennial reviews either the principal or the PPTA branch chairperson on behalf of employees covered by the Collective Agreement may initiate a review through the regular consultative meetings between the branch and the principal.

#### **Duties outside the timetabled school hours *(There must be reference to these in the policy)***

Following consultation school policy positions should be included under headings such as:

29. Allocation of duties.
30. Form time.
31. Morning, lunchtime and afternoon supervision.
33. Other duties.

NB. As a guide to what might be considered reasonable levels of additional duties attention is drawn to the salary loading for part time teachers, which provides an additional paid hour for every 9 hours of timetabled time to compensate for other duties, meetings and activities.



For a full time teacher this would equate to 2 hours and 48 minutes per week or 112 hours per year for meetings and other non-timetabled duties.

### **Class sizes (There must be reference to these in the policy)**

*These are in addition to the requirement to include the provision for teachers with two or more classes should have an individual average class size of no more than 26.*

Following consultation school policy positions should be included under the headings such as:

34. Maximum class sizes (junior, senior, practical, theory classes)
35. Responses to large classes
36. Minimum class sizes (junior, senior, practical, theory classes, special circumstances)
37. Determining viability of new courses
38. Multi-level classes.
39. Class taught by Video Conference (e-teaching)

In establishing the school's class size policies consideration should be given to the following during the consultation process:

- a) Optimising teaching and learning conditions; and
- b) Optimising student and teachers health and safety; and
- c) Managing individual teacher workload.

### **8.1 Other Areas for Discussion and Agreement**

- Monitoring and recording the use of entitlement non-contact
- Length of the timetable cycle and the number of teaching periods per day

Modular systems

- Allocating non-contact time above the minimum entitlement
- Blocking subjects
- Allocation of non-contact time to teachers with many classes
- Allocation of non-contact time to teachers delivering lessons on-line
- Compensatory mechanisms for teachers operating outside the normal timetable

## 9. QUESTIONS FOR GENERAL TIMETABLE POLICY ISSUES

The questions below should be considered for inclusion in the school's timetable policy.

Branches should form a position on these to feed into the formal policy development process.

**What will be the length of the timetable cycle (days/cycle) and the number of teaching periods per day?**

Reorganizing the structure of the timetable may ease the accommodation of the entitlement to a minimum number of non-contacts.

For various reasons some schools have moved from a five day, 25-period period cycle to a longer cycle, maybe two weeks. There is extra flexibility in having more periods per cycle in a rotating cycle of six or seven (or ten) days.

Timetables that are not composed of 25 one-hour periods over a five-day cycle can meet the requirements over periods longer than one week. For example, over a ten-day period each individual teacher must be formally timetabled for no more than 40 hours.

Adjusting the length of some periods at different points in the cycle (e.g. running two 50-minute periods and a 55 minute period in the morning and three 45 minute periods in the afternoon) can create a range of different times from which the non-contact entitlement can be constructed. Such an arrangement could run through the cycle, or occur on one day of a cycle.

Longer teaching periods are generally considered to be less stressful for teachers because they result in a lower number of total teacher-student interactions per day and fewer change-overs. Teachers of practical subjects are able to operate more successfully in a longer time frame. Language teachers, on the other hand, argue that they achieve much better progress by seeing their students every day.

Agreed changes to the structure of the timetable to deliver the minimum non-contacts this year may not be able to be implemented until the start of next year. In such cases the process agreed in Part 1 would apply throughout the year.

Schools may extend their timetable beyond five hours per day or beyond 25 hours per week to accommodate some classes. While school timetable lengths may exceed 25 hours per week individual teacher timetables can only be timetabled for 25 hours per week, including non-contacts.

## **How do modular systems fit?**

Modular systems run in a number of schools, particularly for option subjects where the school wants to provide a taste of a subject to as many students as possible in a year-group. They can create uneven workload distribution through the year.

Teachers may agree that it is appropriate for them to receive their guaranteed entitlement to non-contacts at different rates during the year (e.g. four hours per week in one module cycle and two hours per week in the next).

## **How will the timing of form time and assembly be counted?**

It is not expected that the form time and assembly constitute part of the formal teacher timetable unless they occur at times when students are otherwise timetabled for lessons. (See Frequently Asked Questions)

If assembly is timetabled when normally classes would be taught it may be appropriate to consider it as a timetabled period and where teachers are required to attend count it as a contact period and otherwise as a non-contact period.

## **How is non-contact time above the minimum entitlement allocated?**

The pool of non-contact time available for any given number of teachers depends upon how many classes the school has created.

Many small classes will decrease the number of non-contacts available for distribution unless there are a number of extra large classes created to compensate.

The distribution of non-contact time generated depends upon decisions about things like the allocation:

- of above the minimum entitlement non-contacts for base scale teachers,
- for administration,
- for pastoral and guidance,
- to curriculum unit holders,
- for multi-level classes,
- for professional development of beginning teachers,
- for other special duties,
- to part time teachers.

## **How much time will be allocated for administration and management?**

Administration and management pressures on schools have escalated over the last few years and a broader range of demands have been placed on schools. Creating management-only positions, or increasing the non-contact time available to senior and middle management staff requires other teachers to pick up a greater number of, or larger, classes.

Are management and administration tasks concentrated in a few positions or spread across the school?

How much teaching time is expected of senior and middle management staff?

What is the trade-off between the classes taught in the school, the distribution of non-contacts and the administration structure?

Can non-teaching staff be used to reduce some of the administration load carried by teaching staff?

## **How much non-contact time will be allocated for part time teachers under 0.48 FTE?**

The minimum non-contact entitlement is primarily to improve the manageability of teachers' workloads.

While there is no automatic minimum entitlement to paid non-contacts for part time teachers below 0.72 FTE, (the salary loading is for duties outside their timetabled teaching hours) schools must endeavour to provide pro rated part non-contact time to part time teachers employed for 12 hours or more per week.

What will be the school policy on allocating non-contact time to those employed for fewer than 12 hours per week? The allocation policy should be reflected in the timetable policy in a format such as that indicated in part 8 of this guide.

## **When will we split a class between two teachers?**

Splitting classes can aid the management of non-contact distribution.

Timetabling two teachers against one class allows team teaching to occur. It allows class sharing which can be used to share non-contacts more fairly between two teachers. Teachers may take separate topics for identified periods each week, or each may take alternate topics over a longer period of time. Alternatively each teacher may take the class for part of the year only. In this way two teachers who might otherwise between them have too few entitlement non-contacts and an exceptionally light contact load can both achieve a balanced contact load over the week, or over the term, or over the year.

## **What are the class sizes to be?**

The average number of students per class has a direct effect on the total number of classes to be taught. Each class created will either absorb potential non-contact time from teachers or force other class sizes up. There are professional and pedagogical implications for classes that are too small as well as too large. There will be health and safety considerations in relation to the size of practical classes. For classes requiring NCEA assessments there may be different size implications than for those requiring little assessment.

What is the maximum class size for junior classes?

What is the maximum class size for senior classes?

What is the maximum class size for practical classes?

What is the minimum class size that is viable within the resources available to the school?

What will be the minimum class size for special support classes?

## **When will large classes be split into two?**

Creating an extra class requires the use of periods which must come from the collective pool of non-contacts or the closure of another option, or the creation of larger classes elsewhere.

When a large class occurs it may be that it can be split into two smaller ones, or some students might be redirected to other options or classes. What process will the school adopt if this situation arises?

Redirecting some students requires that the school (or each individual department) has agreed mechanisms for determining the order of preference for acceptance into the class.

## **What factors will determine if a new course is viable?**

New courses will use up some of the school's staffing entitlement. Factors such as the likely future of the subject in the school need to be considered.

What principles will determine when and if a new subject will be introduced?

When will an established subject be removed from the options?

What is the school's capacity to deliver courses by Information Technology?

## **When will there be multi-level classes in one classroom?**

Multi-level classes can be harder work for teachers, but allow small classes to run with less staffing.

One response to small classes in a subject is to combine different levels. Having several levels operating in the same classroom can create great workload problems for teachers, even though the class itself is still quite small. There are the pressures of producing two or even three levels of work for each combined period, the pressures of managing students operating on three different sets of work simultaneously, the pressures of producing several different examinations, tests, sets of resources etc.

What number of students across several levels constitutes a viable number?

What should be the maximum number of levels in split-level classes?

How are the extra workload burdens to be recognised?

Does a multi-level class carry with it an additional non-contact allocation for each additional level?

If there are small classes can these be combined with similar classes in other local schools?

## **Do we block subjects at different levels?**

An advantage of this is that it allows more flexible use of teachers, as they can move between different levels, teaching to their strengths. Blocking may allow flexibility in non-contact allocation at different times in the year.

## **Do we recognise the impact of additional classes?**

A longer cycle and greater number of periods can offer more flexibility for the school to deliver the curriculum but it can often mean one or more extra classes for teachers. There is a considerable extra workload in teaching extra classes that argues for an increase in the percentage of non-contact time above the minimum entitlement.

How many classes do we expect a general classroom teacher to teach?

How many classes do we expect an HOD to teach?

How do we recognize the extra workload of those who teach many classes?

### **How much non-contact time will we allocate to teachers delivering lessons on-line?**

It is recommended that an appropriate level of non-contact for teachers delivering lessons on-line is three hours non-contact for preparation and follow-up per hour on line.

How much non-contact time will be allocated to teachers delivering lessons on-line?

### **How will teachers operating outside the normal timetable be compensated?**

Pressure on specialist facilities, particularly at senior level, often requires teachers to teach a class before school, during the lunch-hour or after school.

The timetable policy should be clear about how such departures from the norm are addressed within the context of STCA entitlements.

No teacher may be timetabled for more than 25 hours per week, including his or her non-contact allocation.

### **If changes are identified as desirable what priority is given to the implementation of those changes if more staffing becomes available to the school?**

Prioritizing the implementation of the desired changes provides an agreed framework in which the principal can manage the use of staffing adjustments over an extended period of time.

Priorities can be reviewed as part of the regular policy review cycle, but may be done more frequently (perhaps annually).

### **Refer to the 'How to Guide to Timetabling' for guidance on the inclusion of the following possible additional policy references. These relate to general workload and organisational factors:**

- *How will the school manage the teacher profile for each class?*
- *How will we manage the class profile for each teacher?*
- *How will we manage the allocation of difficult classes?*
- *How will rooms be allocated and used?*
- *How is the timetabling committee organised?*
- *What are the processes for developing the timetable?*
- *How are timetabling skills developed within the staff?*
- *What are the processes and timeline for reviewing the timetabling process?*

# Appendix 1: STCA Wording

## 5.1 General

5.1.1 As well as the number of classes a teacher may be timetabled to teach, the hours of work of individual teachers are influenced by factors such as:

- (a) The preparation, evaluation and assessment time that may be generated by those classes and the students within them or by other requirements such as external examination prescriptions or the need to report on the progress of individual students;
- (b) The counselling and pastoral needs of students;
- (c) The administrative responsibilities of individual teachers either in respect of their curriculum or pastoral responsibilities or in respect of the general administration of the school; and
- (d) The extent to which individual teachers may participate in the extra-curricular programmes of the school.

5.1.2 For the foregoing reasons the parties to this agreement further acknowledge and accept that the hours of opening of schools, the structure of the timetables and like matters are designed to meet the curriculum and pastoral needs of students and are determined within each school according to well-understood national guidelines or specific legal requirements.

5.1.3 The clauses which follow identify the guidelines and requirements upon which the decisions in individual schools are made.

### 5.1A Timetabling Policy (see PPTA resources on [Timetabling, non-contact and class size](#))

5.1A.1 Each employer must have a policy on timetabling, developed in consultation with its teaching staff. This policy shall incorporate:

- (a) The non-contact entitlements of 5.2.3 to 5.2.6 below as relevant for the type of school;
- (b) Class size matters, including the class size provisions of clause 5.9 below;
- (c) Reference to other matters, including hours of duty outside of timetabled hours, which impact on timetabling practices;
- (d) A process providing for circumstances where, for genuine reason during timetabling or at short notice, it is not possible to provide the non-contact time entitlements described in 5.2.3(a), 5.2.4(a), 5.2.5(a) and 5.2.6(b) and where the employer has used reasonable endeavour and is unable to achieve the class size provision in 5.9.2.

## 5.2 Non-Contact Time (see PPTA resources on [Non-contact, timetabling and class size](#))<sup>4</sup>

5.2.1 The non-contact time allocations for secondary teachers are an acknowledgement of the importance to quality education of the duties other than classroom teaching (such as those referred to in 5.1.1(a to c) above) which teachers are required to undertake while schools are open for instruction.

5.2.2 For the purposes of 5.2, non-contact time is based on individual teachers' timetabled hours comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.

5.2.3 (a) The employer shall provide five timetabled non-contact hours within each school week to each full-time teacher subject to 5.1A above. The non-contact time may be a combination of differing periods of time which total no less than the equivalent of five non-contact hours.

(b) The individual time allowances provided under clause 3.7 (Te Atakura), 3.8 (Beginning Teacher), 3.8A (Head of Department Beginning Teacher Time Allowance) and 3.8B (Specialist Classroom Teacher) of this Agreement shall be in addition to the noncontact time entitlements above.

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<sup>4</sup> [The Ministerial Taskforce on Secondary Teacher Remuneration](#) described non-contact time in this way:

Non-contact time allows teachers to undertake essential non-teaching duties, professional interactions, and planning and preparation for classroom teaching. It is considered an important factor in ensuring the quality delivery of education to students. Current non-contact provisions will assist classroom teachers in managing their workload and are anticipated to aid in retention. (2003, p.19)



#### 5.2.4 Secondary (manual) teachers

Secondary (manual) teachers of classes at Years 7 and 8 in approved manual training establishments.

(a) The employer shall timetable each full-time manual teacher for no more than 20 contact hours within each school week subject to 5.1A above. The contact time may be a combination of differing periods of time which total no more than the equivalent of twenty contact hours.

(b) The maximum classroom contact hours of each full-time manual teacher provided above shall be reduced by any individual time allowances provided under clause 3.8 (Beginning Teacher) of this Agreement.

#### 5.2.5 Permanent Unit Holders

(a) The employer shall provide as a minimum the following non-contact time entitlement to each teacher allocated permanent unit(s) in addition to the non-contact time entitlements set out in 5.2.3 and 5.2.4:

- (i) one hour per week for holders of one permanent unit;
- (ii) two hours per week for holders of two permanent units; and
- (iii) three hours per week for holders of three or more permanent units.

(b) The non-contact time allocations expressed in 5.2.5(a)(i-iii) are minimum entitlements.

From January 2008, for the fourth and subsequent permanent unit(s) the employer will endeavour to provide one hour for each additional permanent unit. The employer may continue to provide additional non-contact time above this for senior management positions in accordance with school policies.

(c) The individual time allowances provided under clause [3.7 \(Te Atakura\)](#), [3.8 \(Beginning Teacher\)](#), [3.8A \(Head of Department Beginning Teacher Time Allowance\)](#) and [3.8B \(Specialist Classroom Teacher\)](#) of this Agreement shall be in addition to the noncontact time entitlements above.

#### 5.2.6 Part-time Teachers

The timetabled hours of part-time teachers shall be determined according to the following provisions. Attention is drawn to clause 4.5.1 which sets out the basis of the establishment of a part-time teacher's FTTE proportion as the sum of their timetabled class contact hours and any allocated timetabled non-contact time.

(a) From the start of the 2008 school year, the employer will endeavour to provide noncontact time for part time teachers who are employed between 0.48 FTTE and 0.89 FTTE to allow such teachers non-contact time that is proportionate to that provided to full-time teachers (five hours per week under clause 5.2.3). The timetabled non-contact time outlined in the table in (b) shall continue to operate as a minimum entitlement.

(b) The minimum timetabled non-contact time of part-time teachers (including manual teachers) subject to 5.1A is outlined in the table below:

FTTE	<i>Total hours per week</i>	<i>Minimum timetabled non-contact hours per week</i>
0.89	22.25	3.0
0.87 – 0.88	21.75– 22	2.5
0.85 – 0.86	21.25- 21.5	2.0
0.83 – 0.84	20.75– 21	1.5
0.75 – 0.82	18.75– 20.5	1.0
0.72 – 0.74	18– 18.5	0.5
Below 0.72	<i>Below 18</i>	None

(c) The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognise the distribution of the individual's timetabled class contact hours. The teacher is required to be available in the school during their timetabled non-contact time.

(d) Nothing in (a) – (c) above shall operate to reduce current agreements around the proportion of a full-time position to which a part-time teacher is appointed. Fixed-term arrangements with respect to all or part of a part-time teacher's hours of work shall continue according to their current basis, including any agreement to revision of these hours.

(e) The individual time allowances provided under [clause 3.7 \(Te Atakura\)](#), [3.8 \(Beginning Teacher\)](#), [3.8A \(Head of Department Beginning Teacher Time Allowance\)](#), [3.8B \(Specialist Classroom Teacher\)](#) and [5.2.5\(a\)](#) (Permanent Unit Holders) of this Agreement shall be in addition to the non-contact time entitlements above.

## **5.9 Class size** (see *PPTA resources on [Class size, timetabling and non-contact time](#)*)

**5.9.1** Clause 5.1A requires each employer to have a policy on timetabling, developed in consultation with its teaching staff. This policy shall incorporate reference to class size.

**5.9.2** It is expected that from the start of the 2008 school year employers will use reasonable endeavour to achieve, for each individual teacher with more than one class, an average class size (based upon the teacher's timetabled classes and the roll of each of those classes) of no more than 26 students and where this cannot occur 5.1A.1 (d) shall apply.

**Note:** *This does not preclude averages of less than 26 students.*

## **3.8 Beginning Teacher Time Allowance**

**3.8.1** Trained beginning teachers in their first year (i.e. first four consecutive school terms) who are employed full-time shall be a 0.8 charge against the school staffing entitlement but shall receive full salary and shall not have more than 20 hours of allocated duties during normal school hours each week. Trained beginning teachers in their first year (i.e. first four consecutive school terms) who are less than full-time but who are employed for 0.5 or more of a full-time load shall receive 0.1 FTTE. These time allowances are for advice and guidance purposes.

**3.8.2** Trained beginning teachers in their second year (i.e. fifth to eighth consecutive school terms) who are employed full-time shall be a 0.9 charge against the school staffing entitlement but shall receive full salary. These teachers shall receive 0.1 FTTE time allowance for advice and guidance purposes.

**3.8.3** For clarity, these allowances are calculated before, and are in addition to, the non-contact hours under [5.2](#).

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

**3.8A.1** Each school will receive an additional 0.04 FTTE for each year-one and for each year two beginning teacher who is granted a beginning teacher allowance as in clause 3.8

**3.8A.2** Heads of Departments shall be allocated the equivalent of one hour non-teaching time per week for each teacher who generates the year-one beginning teacher time allowance for the purposes of directly providing curriculum-specific advice, guidance and support to that teacher. Schools have flexibility to decide how they allocate this time within or across weeks.

**3.8A.3** Time allowances will aggregate where the individual is providing curriculum-specific advice and guidance to two or more beginning teachers who generate the time allowance.

**3.8A.4** The Head of Department may decide that better use of her/his time allowance is by transferring her/his direct responsibility for providing curriculum-specific advice, guidance and support of a beginning teacher to another suitably qualified teacher who has the curriculum knowledge, while ensuring that the beginning teacher has at least the equivalent support as would be provided by the Head of Department. When the curriculum support programme is transferred the eligibility for the time allowance is also transferred.

**3.8A.5** Where more than one Head of Department has responsibility for providing curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.

**3.8A.6** Where the Head of Department is employed at another school the employer of the beginning teacher shall transfer the Head of Department Beginning Teacher Time Allowance to the employing school of the Head of Department.

**3.8A.7** The release time for beginning teacher support is provided in addition to any time allowances generated by the Head of Department (or her/his delegate) under [5.2](#) and 3.7 of this agreement.

**Note 1:** *The term 'Head of Department' is defined by role not necessarily title. It is used in this context to indicate the role of the teacher who would normally have the responsibility for management of a curriculum area and supporting a beginning teacher in that curriculum area.*

**Note 2:** *For clarity, this is not an additional allowance for those with general oversight of beginning teachers (including those overseeing school-wide induction programmes) or with general professional development roles (including Specialist Classroom Teachers), except where the curriculum support role is separate from her/his generalised responsibility for beginning teachers at the school.*

### **3.8B Specialist Classroom Teacher** (See also [Specialist Classroom Teacher information and forms](#))

**3.8B.1** Each secondary school shall be entitled to appoint a permanent teacher as a Specialist Classroom Teacher.

**3.8B.2** Except as provided in 3.8B.3 the Specialist Classroom Teacher shall receive an additional 0.16 FTTE time allowance (equivalent to four hours per week). These four hours per week shall be timetabled Specialist Classroom Teacher time and shall be in addition to non-contact time. The Specialist Classroom Teacher shall allocate a minimum of four hours in their timetabled week to the professional development and guidance, mentoring and induction of other teaching staff.

**3.8B.3** From the start of the 2008 school year, the Specialist Classroom Teacher in schools of a roll size of greater than 1200 shall receive a further 0.16 FTTE time allowance (a total of eight hours per week). These eight hours per week shall be timetabled Specialist Classroom Teacher time and shall be in addition to non-contact time. The Specialist Classroom Teacher shall allocate a minimum of eight hours in their timetabled week to the professional development and guidance, mentoring and induction of other teaching staff.

*(NB. This clause continues with respect to requirements around appointment, payment and professional learning for the SCT.)*

## Appendix 2: A Legal Definition of Consultation<sup>5</sup>

The views in *Wellington International Airport* [1993] 1 NZLR 671 (CA) were adopted by Goddard CJ in *Communication and Energy Workers Union v Telecom NZ Ltd* [1993] 2 ERNZ 429, an application for an interim injunction. The Chief Judge restated (at pp 455-456) several propositions as a guide to employers and employees:

“(1) The word ‘consultation’ does not require that there be agreement.

“(2) On the other hand it clearly requires more than mere prior notification.

“(3) If there is a proposal to make a change, and such change requires to be preceded by consultation, it must not be made until after consultation with those required to be consulted. They ‘must know what is proposed before they can be expected to give their views’...

“(4) This does not involve a right to demand assurances but there must be sufficiently precise information given to enable the person to be consulted to state a view together with a reasonable opportunity to do so. This may include an opportunity to state views in writing or orally.

“(5) The requirement for consultation is never to be treated perfunctorily or as a mere formality. The person or body to be consulted must be given a reasonably ample and sufficient opportunity to express views or to point to problems or difficulties...

“(6) Consultation must be allowed sufficient time...

“(7) Genuine effort must be made to accommodate the views of those being consulted; consultation is to be a reality, not a charade...

“(8) Consultation does not necessarily involve negotiation towards an agreement although this not uncommonly can follow as the tendency in consultation is to seek at least consensus;

“(9) Consulting involves the statement of a proposal not yet finally decided upon, listening to what others have to say, considering their responses, and then deciding what will be done...

“(10) The party obliged to consult, while quite entitled to have a working plan already in mind, must keep its mind open and be ready to change and even start afresh...

“(11) There are no universal requirements as to form or as to duration of consultation.

“(12) Consultation cannot be equated with negotiation in the sense of a process which has, as its object, arriving at agreement.”

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<sup>5</sup> The definition of consultation given here was developed under the Employment Contracts Act 1991. The current employment legislation, the Employment Relations Act 2000, expects good faith behaviour and the development of mutual trust and confidence between the employer and the employees in their employment relationships. This implies mutual responsibility to seek ways to make the working environment operate effectively, which will guide the staff and employer towards agreed outcomes.

# Appendix 3: Frequently Asked Questions

## TIMETABLED CONTACT AND NON-CONTACT TIME QUESTIONS

### 1 We don't have a five day cycle – must we give teachers four hours in each week?

Where a school has a non-regular timetable (not a five-day cycle) the equivalent non-contact time over the cycle can be calculated using the following formula:

***Maximum timetabled contact over 5 days times length of cycle divided by 5***

So, for a full time teacher without additional time allowances (20 contact hours over 5 days):

Cycle length (school days per cycle)	Max timetabled contact hours per cycle
4 day	16
6 day	24
7 day	28
9 day	36
10 day	40

A six-day timetable that delivers a maximum of 24 hours timetabled teaching time and 6 hours non-contact over a cycle of six weeks meets the entitlement in the STCA. There is an expectation that the non-contact time will be distributed as regularly as possible throughout the cycle. The required consultative process of developing timetable policy and processes will allow schools with non-standard timetable structures to apply the entitlements in ways which meet both the operational needs of the school and the guaranteed non-contact entitlements provided by the collective.

### 2 What is timetabled time?

'Timetabled time' is the time when students collectively are scheduled (or are normally scheduled) for lessons and teachers individually may or may not be teaching them.

'Timetabled class contact' is time when a teacher is scheduled (or is normally scheduled) for student contact during the timetabled time. Registered full time teachers without permanent units can be timetabled for up to 20 hours contact.

'Timetabled non-contact time' is time when a teacher is scheduled (or is normally scheduled) to be free from teaching or supervisory duties while student are timetabled for classes. Registered full time teachers without permanent units must be timetabled for a minimum of 5 hours of non-contact time.

Activities that fall outside the periods when students collectively are scheduled for lessons are not timetabled time. They do not count as either contact or non-contact time for the purposes of the STCA provisions.

An example is given on the next page.

## WHOLE SCHOOL TIMETABLE

In this example of a school timetable the shaded areas represent the 'timetabled school day'. The unshaded areas are outside the timetabled school day and do not count as timetabled time for the purposes of part 5 of the STCA.

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-form time					
Form time	Form time	Form time	Form time	Form time	Form time
Period 1	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Period 2	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Period 3	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Lunch time					
Form time					
Period 4	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Afternoon break					
Period 5	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
After school					

## INDIVIDUAL TEACHER TIMETABLE– Example 1

In this example of a **full time, experienced base scale teacher's** individual timetable the grey areas represent the 'timetabled contact time'. The black areas represent the 'timetabled non-contact time'. The white areas are outside the timetabled school day and do not count as timetabled time for the purposes of part 5 of the STCA.

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Morning briefing					
Form time	Form class	Form class	Form class	Form class	Form class
Period 1		Scheduled class	Scheduled class	Scheduled class	
Period 2	Scheduled class		Scheduled class	Scheduled class	Scheduled class
Period 3	Scheduled class	Scheduled class		Scheduled class	Scheduled class
Lunch time		Duty			
Form time	Form class	Form class	Form class	Form class	Form class
Period 4	Scheduled class	Scheduled class	Scheduled class		Scheduled class
Afternoon break				Duty	
Period 5	Scheduled class	Scheduled class	Scheduled class	Scheduled class	Scheduled class
After school duty					Duty

### INDIVIDUAL TEACHER TIMETABLE– Example 2

In this example of a full time, **year 1 base scale teacher's** individual timetable the grey areas represent the 'timetabled contact time'. The black areas represent the 'timetabled non-contact time'. The pale grey areas represent the BTA advice and guidance periods. The white areas are outside the timetabled school day and do not count as timetabled time.

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Morning briefing					
Form time	Form class	Form class	Form class	Form class	Form class
Period 1		Scheduled class	BTA	Scheduled class	
Period 2	Scheduled class		Scheduled class	BTA	Scheduled class
Period 3	BTA	Scheduled class		Scheduled class	Scheduled class
Lunch time		Duty			
Form time	Form class	Form class	Form class	Form class	Form class
Period 4	Scheduled class	BTA	Scheduled class		Scheduled class
Afternoon break				Duty	
Period 5	Scheduled class	Scheduled class	Scheduled class	Scheduled class	BTA
After school duty					Duty

### INDIVIDUAL TEACHER TIMETABLE– Example 3

In this example of a full time, HoD with two permanent units the grey areas represent the 'timetabled contact time'. The black areas represent the basic 'timetabled non-contact time'. The pale grey areas represent the unit holders additional 'timetabled non-contact time'. The white areas are outside the timetabled school day and do not count as timetabled time.

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Morning briefing					
Form time	Form class	Form class	Form class	Form class	Form class
Period 1		Scheduled class	PU N/C	Scheduled class	
Period 2	Scheduled class		Scheduled class	Scheduled class	Scheduled class
Period 3	Scheduled class	Scheduled class		Scheduled class	Scheduled class
Lunch time		Duty			
Form time	Form class	Form class	Form class	Form class	Form class
Period 4	Scheduled class	Scheduled class	PU N/C		Scheduled class
Afternoon break				Duty	
Period 5	Scheduled class	Scheduled class	Scheduled class	Scheduled class	Scheduled class
After school duty					Duty

### 3 So the form times and assembly times never count as timetabled time?

Form time is not considered part of the timetabled day unless:

- it is extended wholly or partly into a normal timetable period (i.e. when students would usually be taking curriculum instruction) or
- the form teacher is required to deliver some form of curriculum tuition during the form periods (such as aspects of the health curriculum)

In either case the form period, or part of it, becomes timetabled contact time.

Most assemblies fall outside the normal timetabled day and are not related to curriculum delivery. Generally then they would not count as part of the 25 hours. If they are occurring when there would be timetabled lessons on other days, they count as part of the 25 hours and if teachers were required to attend then would be contact time, otherwise they would be timetabled non-contact time. Similarly, if the assembly is outside normal timetabled hours, but there is curriculum content delivery then it is in effect an extension of the school timetable and should be considered as part of the 25 timetabled hours.

Such exceptions will need to be worked through by the school and teaching staff in determining the operation of the non-contact provisions and the outcome should be reflected in the timetable policy.

#### Assembly outside timetabled hours

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-form time	School assembly				
Form time		Form time	Form time	Form time	Form time
Period 1	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Period 2	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Period 3	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes

#### Assembly inside timetabled hours

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-form time					
Form time	Assembly	Form time	Form time	Form time	Form time
Period 1	Assembly Schld class	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Period 2	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Period 3	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
Lunch time					
Form time	Form time	Form time	Form time	Form time	Form time
Period 4	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Assembly
Afternoon break					
Period 5	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes	Scheduled classes
After school					



This shows an assembly as partly timetabled time (Monday period 1) and fully timetabled time (Friday period 5)

**4 So how do the form times, assembly times and other times outside class time fit into the scheme of things?**

- The school must include in its timetable policy, after consultation with teaching staff, statements about the duties that are outside the timetabled day.
- Activities outside the timetabled school day can be used as part of the agreed compensatory mechanisms required by the Collective Agreement for cases where for genuine reason some one cannot receive their full allocation of non-contact entitlement.

**5 Do we have to give five hours minimum non-contact – will five fifty minute periods do?**

The entitlement is to 5 hours per week (300 minutes per week). However, the entitlement can be met by combinations of timetabled time that are less than an hour each.

Five fifty minute periods per week would leave a deficit of 50 minutes non-contact time which the school would need to devise ways of addressing either by timetable change, a general time in lieu practice, or by use of the 'genuine reason' policies it has to agree with the teaching staff in individual cases.

**6 If we run a 26-hour week timetable, are we obliged to change to a 25 hour week timetable?**

No. Each individual teacher can be timetabled for only 25 hours per week, including both their timetabled contact and their timetabled non-contact time. This does not preclude a school operating or continuing to operate school-wide timetable that is more than 25 hours per week, it simply limits the use of individual teachers to 20 hours contact within that overall school timetable.

**7 How many hours can we timetable classes for year one and two beginning teachers?**

Full-time Year 1 beginning teachers have 5 hours per week for advice and guidance (for which schools receive an additional staffing allowance of 0.2 FTTE or 5 hours per week) and 5 hours minimum non-contact time. These entitlements are deducted cumulatively from the maximum 25 timetabled hours. They can be timetabled for no more than 15 hours teaching.

Part-time Year 1 beginning teachers employed for 12.5 hours or more each week must be timetabled for 2.5 hours non-contact time per week for advice and guidance (for which schools receive an additional 0.1 staffing allowance). There will be further non-contact time if the teacher is employed for 18 hours or more per week and the school must endeavour to provide pro rated non-contact time for those employed for more than 12 hours per week.

Full-time Year 2 beginning teachers have 2.5 hours per week for advice and guidance (for which schools receive an additional 0.1 staffing allowance) and five hours minimum non-contact time. They can be timetabled for up to 17.5 hours.

Part time beginning teachers in their second year ought not be timetabled for class contact for more than 16 hours per week.

If any beginning teacher holds permanent units the contact time identified above must be further reduced by an hour per unit per week.

## **8 What are teachers supposed to do during their non-contact time?**

The non-contact time provisions arose from the recognition of the workload pressures on secondary teachers and the need to provide non-teaching time during the school day for them to be free to undertake work arising from their teaching duties and which required time during the school day. There is a written understanding between the Ministry of Education, NZSTA and PPTA, signed immediately after the 2004 STCA settlement round, that non-contact time is for individual duty during the timetabled school day.

The collective agreement refers to the types of duties that these non-contact periods are provided for (5.1.1 (a) to (c)). Specifically:

- (a) The preparation, evaluation and assessment time that may be generated by those classes and the students within them or by other requirements such as external examination prescriptions or the need to report on the progress of individual students;
- (b) The counselling and pastoral needs of students; and
- (c) The administrative responsibilities of individual teachers either in respect of their curriculum or pastoral responsibilities or in respect of the general administration of the school;

**These are individual duties**

## **9 What about staff meetings or PD during the timetabled non-contact time?**

The non-contact time provisions arose from the recognition of the workload pressures on secondary teachers and the need to provide non-teaching time during the school day for them to be free to undertake work arising from their teaching duties and which required time during the school day. There is a written understanding between the Ministry of Education, NZSTA and PPTA, signed immediately after the 2004 STCA settlement round, that non-contact time is not to be used for directed professional development.

Schools wishing to use time for whole staff activities will need to use the mechanisms they operated prior to the introduction of guaranteed non-contact time, such as:

- Teacher-only mornings/afternoon/days.
- Providing contact time above entitlement for the purpose.
- Providing time in lieu as compensatory.
- Deferred starts or early finishes to the day.
- Using the call back days of part 5.4

**10 What about sustained silent reading session (or similar programmes) during the timetabled non-contact time?**

If they are short and occur, for example, during the form time they may be outside the timetabled time. If they are extended then they are likely to be considered part of the timetabled time and constitute timetabled contact within the timetabled day.

The school and staff will need to determine into which category any particular programme falls using the guidelines in this advice. The timetable policy document should record the status.

**AVERAGE CLASS SIZE QUESTIONS**

**11 Does this mean an average of 26 across the whole teaching staff?**

No. The average applies to each individual teacher with two or more classes. The average class size across all staff maybe 22.7 but it may vary teacher by teacher above or below this. It is the figure for the individual teacher which applies.

**12 Does this mean no class in the school can be larger than 26?**

No. The maximum class size is established by the school's policies. This provision does not prevent individual classes from being more than 26 students. Individual teachers can have one or more classes of over 26 students, as long as they have smaller classes to balance this.

**13 Doesn't this mean someone could have a class of 10 and a class of 42?**

Theoretically yes, however it would be hard for schools to justify educationally or on health and safety grounds such large classes to parents, students or teachers. Most schools currently endeavour to keep general classes at 30 or below.

**14 What if some classes are taught for more periods than others?**

The mechanisms for calculating average class size in section 5 of this guide deals with classes taught for different numbers of periods. This means that very large or very small classes which are taken for just one period do not have an undue effect on the average class size.

**15 Can a teacher have an average class size of more than 26?**

Individual teachers may have enough classes over 26 to make their average greater than 26. If that is so, if there is genuine reason and if the school cannot reasonably make adjustments to reduce it then the teacher would continue with the higher average but would be compensated through the agreed mechanisms.

**16 Why does the average class size not apply to teachers with just one class?**

This would have the effect of creating a maximum class size for some teachers. The balance for larger classes than 26 is that the teacher is only responsible for one group of students.

**17 What about homeroom teachers at years 7 & 8?**

Since they have one class for which they are continually timetabled the class may be larger than 26.

**18 What about classes that have more than one teacher at the same time?**

When there are two people teaching a class or group at the same time then for the purpose of calculating the average class size for each teacher the roll should be divided between them. For example, when two teachers are taking a combined group of 50 students for PE the class would count as 25 students for each teacher.

**19 What if a student is temporarily included in the class?**

If a student is temporarily included with a class, but not added to the official class roll (e.g. a student is placed with the class for a period as time-out) then this will not alter the teachers average class size.

**20 What if a student is temporarily absent from the class?**

If a student is temporarily away from a class, but not deleted from the official class roll (for example a student is away ill for a week) then this will not alter the teachers average class size.

**21 What if I do an emergency relief and the class is bigger/ smaller than my average class size?**

Temporarily reliving in a class which is not part of your normal timetable will not change your class size average. If the relief reduces your non-contact time below your entitlement the compensatory mechanism applies for the reduced non-contact, not for the average class size provision.

Similarly, if you are receiving compensatory for an average class size of more than 26 then temporarily relieving in a very small class will not alter your entitlement to the compensatory mechanism(s).

**22 What happens in the fourth term when seniors go?**

The absence of senior classes at the end of the year will not change your established average class size. The increase in the average size of the remaining junior classes is balanced by the increase in the number of non-contacts the loss of the smaller senior classes generates.

**23 What happens in the students are added to, or taken off the class roll during the year?**

Long term or permanent adjustment to a class roll will require a recalculation of your average class size.

If you are over an average of 26 you are entitled to the compensatory provisions. If you were over 26 and the change puts you on or under 26 then you cease to be eligible for the compensatory provision, except that any deferred compensatory outstanding from prior to that change will still apply.

## **24 What happens if there are timetable changes during the year?**

If there are timetable changes increasing or decreasing the timetabled contact with your classes, or changing the classes you have assigned then this will require a recalculation of your average class size.

If you go over an average of 26 you become entitled to the compensatory provisions. If you were over 26 and the change puts you on or under 26 then you cease to be eligible for the compensatory provision, except that any deferred compensatory outstanding from prior to that change will still apply.

If the change is a short term (such as shortening afternoon periods one day to accommodate an early finish for a special event) then this will not change your established average class size.

## **25 What happens if I supervise assemblies?**

Only classes timetabled for teaching/learning are included in the average class size calculations.

## **26 What happens about my form class?**

Only classes you are timetabled to teach are included in the average class size calculations. If form time includes a teaching component then the form class would be included in the calculation.

## **27 What happens about a class of sustained silent reading?**

Any class timetabled for teaching/learning activities for which you are responsible on an ongoing basis should be included in the average class size calculations; this includes sustained silent reading classes.

## **28 What happens at the start of the year?**

In the first two weeks of schools it might reasonably be expected that class rolls and timetable allocations are still in a state of flux as students arrive unexpectedly and/or shift options.

While it will be necessary for timetablers to monitor average class sizes through this period, it is not unreasonable for assessing the application of clause 5.9 that the branch and employer agree that the formal calculation of average class size is to be done at the start of the third week of the first term.

## **PART TIME NON-CONTACT QUESTIONS**

### **29 We have a permanent part time teacher on 16 hours per week. Do we have to give them extra hours?**

The school must endeavour to give the teacher non-contacts proportionate to those of a full time teacher. There are two ways to do this:

1. Maintain the teacher's hours at 16 per week but to reduce their teaching time to 12.8 hours and timetable them for 3.2 hours non-contact. This will not change their pay and the hours they are employed for stays at 16.

2. Maintain their teaching time at 16 hours per week but provide them with an additional 4 hours timetabled time as non-contact. This will increase their paid hours to 20 per week and their pay would increase in proportion.

**30 How do we work out how many hours non-contact we should be endeavouring to give?**

- If you start with how many hours you want to employ them for:

*Non-contact hours = total hours times 0.20*

*Contact hours = total hours times 0.8*

- If you start with how many hours you want them to teach for:

*Non-contact = teaching hours times 0.25*

*Total hours = teaching hours times 1.25*

**31. We have two part time teachers at 12.5 hours each. Are we better off having a full timer instead?**

The non-contact time applies equally to the full time teacher and the two part time teachers. There is no gain to be made in having a full time teacher rather than the two part time teachers.

25 hours of classes covered by 2 part timers at 12.5 hours each => Total cost to school staffing = 1 FTTE

A full time teacher = 20 hours teaching and 5 hours non-contact.

Two half time part timers with proportionate non-contact each have 10 hours teaching and 2.5 hours non-contact = 25 hours in total = 1 FTTE.

**32 We have three part time teachers respectively employed for 10 hours, 8 hours and 7 hours. Do we have to give any of them non-contact?**

All of these teachers teach less than 12 hours per week and currently none of them are covered by the endeavour provision. This means that during this agreement term there would be no change required of the school for these three teachers.

However, schools are advised to consider that there is an expectation that in the longer term non-contact time provisions for part time teachers will be extended.

**33 I am a part timer and have now been given some non-contact time. Do I have to be on site when in my non-contact periods?**

Part timers receive non-contact time for the same purposes as full timers. Like full time teachers they are expected to be on site for their timetabled non-contact hours, unless there is agreement with the employer otherwise.

The employer has to discuss with the part time teacher where their non-contact should be placed in the timetable.

## Appendix 4: Part time non-contact allocations

This table should assist with the calculation of appropriate contact time for currently employed part time teachers for the purposes of part 5 of the STCA:

Total paid hours pw	FTTE	Absolute Entitlement		Endeavour	
		Maximum teaching hours pw	Minimum timetabled non-contact hours pw	Timetabled teaching hours pw	Timetabled non-contact hours pw
22.25	0.89	19.25	3.00	17.8	4.45
22.00	0.88	19.25	2.75	17.6	4.40
21.75	0.87	19.25	2.50	17.4	4.35
21.50	0.86	19.25	2.25	17.2	4.30
21.25	0.85	19.25	2.00	17.0	4.25
21.00	0.84	19.25	1.75	16.8	4.20
20.75	0.83	19.25	1.50	16.6	4.15
20.50	0.82	19.25	1.25	16.4	4.10
20.25	0.81	19.25	1.00	16.2	4.05
20.00	0.80	19.00	1.00	16.0	4.00
19.75	0.79	18.75	1.00	15.8	3.95
19.50	0.78	18.50	1.00	15.6	3.90
19.25	0.77	18.25	1.00	15.4	3.85
19.00	0.76	18.00	1.00	15.2	3.80
18.75	0.75	17.75	1.00	15.0	3.75
18.50	0.74	17.50	1.00	14.8	3.70
18.25	0.73	17.50	0.75	14.6	3.65
18.00	0.72	17.50	0.50	14.4	3.60
17.50	0.70	17.50	0.00	14.0	3.50
17.00	0.68	17.00	0.00	13.6	3.40
16.50	0.66	16.50	0.00	13.2	3.30
16.00	0.64	16.00	0.00	12.8	3.20
15.50	0.62	15.50	0.00	12.4	3.10
15.00	0.60	15.00	0.00	12.0	3.00
14.50	0.58	14.50	0.00	11.6	2.90
14.00	0.56	14.00	0.00	11.2	2.80
13.50	0.54	13.50	0.00	10.8	2.70
13.00	0.52	13.00	0.00	10.4	2.60
12.50	0.50	12.50	0.00	10.0	2.50
12.00	0.48	12.00	0.00	9.6	2.40
Below 12	Below 0.48	Paid hours	0.00	Paid hours	0.00

For non-permanent part time teachers employed for 12 hours or more per week the school will endeavour to include in the hours for which they are employed 1 hour non-contact for every 4 hours of timetabled teaching time.

Part time Year Two Beginning Teachers ought not to be timetabled for more than 16 hours per week regardless of their actual paid hours.

***See also Frequently Asked Questions 29-33, pages 45-46 above.***