

# Information for members on term 4 STCA variation

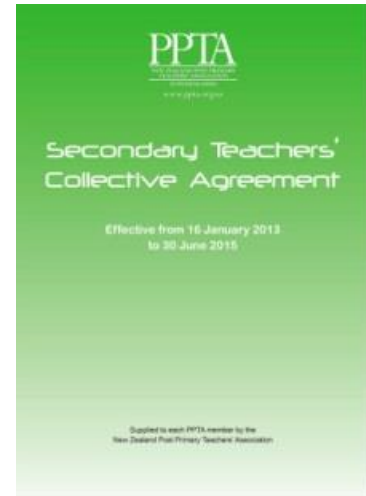


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# What is a variation?

- A variation to a Collective Agreement is:
  - a way to deal with a particular issue arising during the term of an agreement
  - conducted like the main CA negotiations
  - bargained between the union and the Ministry
- Any provisional agreement (settlement) reached must go to members to vote on
- If members vote for (ratify) the new provisions, they are added to the CA
- If members vote against (non-ratification) we return to bargaining or cease participation in the process



# Purpose of this STCA variation

Communities of Schools will start operating in 2015

They will have access to:

- Resourcing for the three new roles (time, pay, travel and support funding)
- Higher duties payments if taking on duties transferred by those in roles
- Teacher inquiry time for others to work with those in new roles

The key purpose of the STCA variation is to secure the terms and conditions of employment for the two new teacher roles in the collective agreement

*NB. The CoS Leadership position is subject to inclusion in the principals' collective by a separate ratification process*





# Quick timeline

- **January**
  - **February**
  - **February to June**
  - **April 30**
  - **May 15**
  - **June**
  - **June to September**
  - **August 22**
  - **August-September**
  - **September 20**
  - **September 30**
  - **September 29-October 2**
  - **October-November**
  - **November 10-20**
- IES announced as budget initiative
  - PPTA rejects details but agrees to work to change
  - PPTA engaged in
    - Focussed membership consultation
    - Making changes in working party/workstreams
  - Working Party Report to Cabinet
  - Budget – policy and funding established
  - Cabinet agrees changes, MoE makes variation offer
  - PPTA engaged in
    - Wider membership information processes
    - Making changes in workstreams/variation negotiations
  - Provisional agreement on final core components of new roles
  - Finalising details, agreed guidelines, terms of settlement
  - General election results in no change in policy priority
  - Settlement of proposed variation
  - PPTA Annual Conference. Executive endorse settlement
  - Information to members, regional meetings, branch meetings
  - Membership vote to ratify/reject



# PPTA policy

Executive has worked from established policy:



Conference policy:

- Career Pathways (2005)
- Shared Vision Statement (2005)
- Qualifications Pathways (2007)
- Concerns about Tomorrow's Schools (2008)
- Mentoring (2009)
- Previous work endorsed by members:
  - Ministerial Taskforce on Secondary Teacher Remuneration (2003)
  - MTSTR Work streams 2004-7
  - PPTA Guidelines for introducing SCT role
  - PPTA SSAs
  - Previous STCA claims endorsed by members

There was also consultation with groups of members throughout



# PPTA bottom lines for variation met

- Voluntary participation by schools
- No performance pay
- Time allocations for all new roles
- Relativities with existing roles
- Roles also open to unit holders & part timers
- Provision of PLD resourcing for each role
- Time and pay for acting up to release new roles
- Funding for school costs
- Secondary-only CoS where genuine reason
- About collaboration, not more management





# Aims of IES

Raise student achievement by:

- Improving student outcomes
- Encouraging collaboration between schools
- Expanding teacher and principal career pathways
- Encouraging teaching as inquiry

Executive approved the aims but rejected the detail of the first Cabinet Paper in February



# Communities of Schools



- Funding for 250 Communities of Schools (CoS)
- Schools do not have to take part, but if they do they self-select into a CoS
- 'Around 10 schools' per CoS = 7-13 schools, but smaller if sensible
- Most geographically-based and most expected to be cross sector - but may be good reason for alternatives (like e-based CoS or secondary-only)
- They will agree an achievement plan and common educational targets
- Work collaboratively together but remain autonomous schools
- 3 year funding phase-in (20-80 CoS in 2015, 150 in 2016, up to 250 in 2017)



# CoS (across community) teacher(ACT)

- Work with teachers across CoS to support, promote, strengthen best teaching practice to support CoS achievement plan
- Fixed term, 2 years and may be renewed for a further two (can then reapply after)
- 10 hours pw time allowance to teacher to undertake the duties.  
*Could be fixed periods each week, or flexible blocks of time - unlikely to be out 2 days per week*
- \$16,000 allowance. *Could also hold up to two permanent units and/or allowances and/or fixed term units*



# CoS ACT continued

- CoS select (with advice from Independent Advisor) but appointed to role by own school
- \$750 induction and networking allowance per annum
- Over the year must maintain on average minimum 8 hours pw teaching
- Up to 400 FTTE extra staffing across all schools to support the time allowance
- About 1 position per 50 teachers



# CoS (within school) teacher (WST)

- Work with other teachers in school to promote best practice and further CoS achievement objectives – similar to SCT but without school-wide PLD responsibility
- Own school selects after internal application process, remain employed by own school
- 2 hours per week time allowance to school for teacher to undertake the duties. *Could be timetabled like an HoD with 2 units or have blocks of release time or released on request, etc*
- \$8,000 allowance. *Could also hold up to two permanent units and/or other allowances and/or fixed term units*



# CoS WST continued

- Minimum 60% of roles permanent - up to 40% fixed term
- \$400 induction and networking allowance per annum
- In each year must maintain minimum of 16 hours teaching pw if fulltime, 12 hours if part time
- About 1 position per 10 teachers
- 400 FTTE extra staffing across all schools to support time allowances



# CoS Leadership Role (CoSL)



*NB. This role is subject to inclusion in the Secondary Principals' Collective Agreement by a separate ratification process. It is included here for completeness*

## **Agreed functions:**

### **i. is offering leadership to:**

- promote/co-ordinate collaboration across the CoS
- facilitate agreement of shared objectives/achievement plan
- support professional growth across schools

### **ii. has no role in:**

- operations of other schools (they remain autonomous)
- review or assessment of principals in other schools



# CoSL continued

- 2 years fixed term, renewable for further 2 (*can reapply after*)
- Can be job share and/or senior teacher other than a principal
- Selected by CoS after application process supported by Independent Advisor. Employed by own school
- 10 hours pw extra staffing to support the role, flexible use - what works - unlikely to be out of school 2 days per week
- \$30,000 allowance, pro rata if job share
- \$1000 induction and networking allowance per annum
- 250 roles nationally
- 100 FTTE extra staffing nationally to support time allowances

*NB: The variation also includes time/acting-up allowances to teachers picking up principal's duties*





# Inquiry time

- Time to release others to work with CoS AC teacher or CoS WS teachers, or other appropriate people, e.g. SCT or HoD
- May release people for special projects related to achievement objectives
- Each school in CoS gets extra staffing – 4 hours per FTTE p.a.
- 200 FTTE extra staffing across all schools when fully implemented



# Teacher-Led Innovation fund

**\$10 million fund to enable teachers to develop innovative and effective teaching practices**

- Open to all teachers, not just in communities of schools
- Three or more teachers in a school/group of schools may apply
- Requires a good monitoring and evaluation process
- Expected external expertise will be used by applicants
- Dissemination of outcomes to share findings with all teachers
- Funding initially for three years
- Reviewed in second year to evaluate success



The background of the slide features a collage of New Zealand banknotes. Visible are a red 100 NZD note with the portrait of Sir James Cook, a blue 10 NZD note, and a green 20 NZD note. The text 'RESERVE BANK OF NEW ZEALAND' and 'GOVERNOR' is visible on the red note.

# Resourcing

- Funding phasing in over 2015-2017
- \$359 million cumulatively over those years
- \$155 million per year from 2017 on-going funding to resource components
- **Costs:**
  - 50% for extra teacher staffing to provide role release time and inquiry time (*1100 FTTE over primary, secondary, area*)
  - 40% for salary allowances for 6250 new roles and acting up allowances
  - 10% for all other components and reimbursements

# Better way to spend the money?

If asked PPTA has other priorities for \$155M p.a.

## **BUT this was never an option**

- It is a Government policy priority
- Money is in 2014 budget for IES only
- No NZ government ever put its budget up for a veto
- Unspent IES money goes to consolidated fund (more roads? budget surplus?)

Only way to redirect the IES money is to change government at next general election (2017)



# Next steps



- A proposed settlement for a variation of the STCA to include the two new teacher roles will be taken out to PUMs between 10<sup>th</sup> and 20<sup>th</sup> November
- You will then vote to ratify or reject the variation
- If ratified the two new teacher roles will be added to the STCA



# PUM motion

The motion to be voted on in November PUMs:

*That the variation of 30<sup>th</sup> September 2014  
be ratified for inclusion in the Secondary  
Teachers' Collective Agreement (STCA)*

A 'No' vote would mean the two new roles will not be covered by the Collective Agreement

It would also be deemed to mean that PPTA members oppose the implementation of the IES policy



# What if...

... NZEI does not vary their collective agreement?

- IES will be rolled out regardless by the National Government
- It would be progressed in primary schools that join CoS using individual agreements or extra-contractual payments
- It is likely to form part of the Government's claim in the primary collective agreement round in 2015
- Individual primary boards would need to be persuaded by NZEI members not to participate until the Government is changed
- Secondary-only CoS could form in the interim

