

Area School Teachers' meetings to discuss Remuneration and Recognition

Key points

- At the NZEI Annual Meeting an important paper, Remuneration and Recognition in a Quality Public Education System was adopted. The paper takes the NZEI vision for Advancing Quality Public Education and looks at how our remuneration and recognition systems align with that vision.
- In Term Four teachers will have the opportunity for in-school discussions to
 - build understanding of our Advancing Quality Public Education vision
 - begin thinking about remuneration and recognition development work
 - provide some initial feedback to guide ongoing development work
- Field staff will attend as many of these meetings as possible but, due to the abbreviated nature of term four, will not be able to get to all area schools / wharekura.

Actions by Worksite Representative

- Lead a discussion with teachers in your school. (Note: in some cases a NZEI field officer or takawaenga will assist you with the facilitation of this meeting)
- Collate the teachers' responses to a question and survey sheet.
- Complete a survey monkey.

Resources provided

The resources enclosed are:

1. A meeting guide
2. A summary of the NZEI Te Riu Roa vision for Advancing Quality Public Education
3. *Remuneration and Recognition in a Quality Public Education System* Paper to Annual Meeting 2011
4. A discussion and survey sheet.
5. An information sheet about a possible new model for remuneration and recognition

If you have further queries, please contact RandR@nzei.org.nz

Information Sheet: Remuneration and Recognition

Why are we discussing this?

We all need to work to ensure we continue to have a quality public education system in New Zealand

We have developed a strong vision for the type of quality public education system we want to best support teaching and learning. We are determined to make our already great system into an excellent one!

The vision raises the key question about whether we need to make changes to our current systems and if so, what. One aspect we must consider is whether the remuneration and recognition systems (pay structures) we have match our vision. This year, at the NZEI Annual Meeting, it was decided that it was time to review the current teachers' pay system and a set of principles to guide development work was endorsed.

We also face a political environment that has already introduced a significant level of controversial and potentially damaging change to primary education. Many politicians are making claims that we should introduce a pay system which "pays the best teachers more". This has raised alarm bells for many teachers who do not want to see performance pay introduced that is subjective and / or based on invalid measures such as National Standard scores. Such a system would inevitably undermine collaborative practice between teachers by making them compete with one another. Clearly we need to be able to put forward a viable alternative to this sort of pay system.

Focus point: Consider what has been said about teachers and education by politicians and the media. Think about what we need to campaign for and against to ensure we continue to have a quality public education system.

What do we need to think about?

What this work will look like for Area School Teachers

Next year negotiations for the Primary Teachers' Collective Agreement (PTCA) will take place. It is likely that our claims will include some changes to existing pay structures. Although the Area School Teachers' Collective Agreement (ASTCA) is not up for negotiation until the following year, it is important that Area School teachers have started thinking about remuneration and recognition and are aware of developments for primary teachers so they can be considered when it comes time to develop claims.

PPTA is also a party to the Area School Teachers' Collective Agreement so any development work that we do will have to take into account the approach that PPTA takes in the development of the claims for the Secondary Teachers' Collective Agreement (STCA).

For your information, one of the results of the PPTA opting to settle on a slightly different pay scale and collective agreement term for secondary teachers is that there are now three separate pay scales for teachers in schools and three different expiry dates of the collective agreements. The PTCA expires on 15 August 2012, the STCA on 15 January 2013, and the ASTCA on 29 March 2013.

NZEI is committed to ensuring that this separation of the collective agreements does not disadvantage area school and wharekura teacher members. Throughout 2012, as the process for the negotiation of the PTCA unfolds, we will ensure that you are kept informed of any developments. NZEI remains committed to maintaining pay parity for all teachers.

Discussion Sheet and Survey: Remuneration and Recognition

The Annual Meeting report sets out the principles that an effective remuneration and recognition system should be founded on. These are set out below with key focus questions. Discuss and respond to these as part of your staff meeting. Please enter the collated response from your school at www.nzei.org.nz

Principle 1: Appropriate recognition for roles and responsibilities	
Do teachers at your school think the current system for recognising roles and responsibilities (e.g. the allocation of units, tutor teacher allowances) is fair?	Comment on why
Yes	
No	

Principle 2: Recognition of expertise / added skills	
Apart from the allocation of units and allowances to recognise specific roles and responsibilities, do the teachers at your school think the current salary scale adequately recognises teachers' expertise/added skills?	Comment on how might recognition be altered or enhanced.
<p>Not at all Very well</p> <p>1 2 3 4 5</p>	

Principle 3: Professional development opportunities for all	
How do the teachers at your school rate access to appropriate professional development?	Comment on how professional learning and development opportunities could be better encouraged and supported
<p>Not at all Very well</p> <p>1 2 3 4 5</p>	

Discussion Sheet and Survey: Remuneration and Recognition

Principle 4: A consistent attestation model based on practice	
<p>i) How are teachers at your school attested– e.g. classroom observation, appraisal meetings, reflective conversations?</p> <p>Please List</p>	<p>Comment on how attestation (and appraisal) processes could be improved</p>
<p>ii) Do you believe the way teachers are attested and/or appraised across the teaching service nationally is fair and equitable?</p>	<p>Comment</p>
<p>Yes</p>	
<p>No</p>	

Principle 5: Accessible career progression opportunities	
<p>How do the teachers at your school rate the career progression opportunities available to teachers at present?</p>	<p>Comment on your rating.</p> <p>If 'not good', how could this be improved?</p> <p>If 'fine' then what opportunities need to be retained?</p>
<p>Not at all Very well</p> <p>1 2 3 4 5</p>	

Area School Teachers Remuneration and Recognition Meeting Guide

Meeting Overview			
	Focus and purpose	Resources	Time
1	Introduction and purpose What is our vision?	Meeting Guide <i>Advancing Quality Public Education Vision Summary</i>	5-10 mins
2	Remuneration and Recognition Activity	<i>Remuneration and Recognition in a Quality Public Education System</i> Discussion and survey sheet	15-20 mins
3	Conclusion and thanks		5 mins
4	Providing feedback to the Workgroup	WSR to complete Survey	After meeting

Part One: Introduction and NZEI's Vision (5-10 minutes)

Set the scene with the following information.

What is the purpose of today's discussion?

There are three things we intend to do today:

- to build understanding of our Advancing Quality Public Education (AQPE) vision
- to introduce you to the remuneration and recognition discussion
- to gather responses to help further develop this work.

Why do we have a vision and what is that vision?

Give out copies of the Vision summary, and explain:

- Our vision for AQPE ensures we look positively to the future, and are clear in what we want for quality education.
- It is a vision rather than a workplan, and so we are developing specific campaigns and work programmes to see the vision become a reality.
- Today we will look at ways of working towards achieving part of our vision, the area of quality teaching and quality teachers for every child, as outlined in the third part of the vision.

Group focusing discussion: What would this vision mean in practice for your school?

Area School Teachers Remuneration and Recognition Meeting Guide

Part Two: Remuneration and Recognition (15-20 minutes)

Use the following notes to explain the work so far:

What has happened so far?

NZEI's Annual Meeting adopted a paper, *Remuneration and Recognition in a Quality Public Education System*. (A copy is provided).

The paper takes the vision for quality teachers and education sector workers, and looks at how our remuneration and recognition systems align with that vision.

This means:

- Analysing our current system for strengths and issues
- Using research and evidence bases to develop possible new models
- Being aware of the political context and likely issues for teachers, such as the potential for the government to attempt to use National Standards outcomes as the basis for remuneration
- Making sure we are reinforcing ways of moving our system from 'great to excellent' rather than acting defensively.

Set up the following activity:

Activity: Group Discussion about Remuneration and Recognition Principles

Resources: Question and Survey Sheet
Remuneration and Recognition paper

The question sheet contains some questions and seeks comments about some of the principles from the Remuneration and Recognition paper.

In small groups work through the principles' discussion sheet, and record your responses. You can all work through each of the questions, or allocate one per group. Share your responses, and collate a whole staff response to be uploaded at www.nzei.org.nz This information will be collated nationally and used to inform further planning and development.

Part Three: Conclusion and thanks (5 minutes)

What happens now?

Thank you for today's input, your feedback will help to ensure models are based on the views of members.

The following things will happen:

- Information from these meetings will be collated nationally
- The National Executive Work group will consider feedback and develop models for members to consider in 2012
- Any possible changes will be discussed as part of claims development next year. Members will have a chance to vote on everything before it is taken any further.
- Any potential changes are likely to be sought as part of negotiations.

If you have further queries, please contact RandR@nzei.org.nz

Information Sheet: Possible Concepts and Frameworks

Some initial thinking has been undertaken about how key elements of our current system and ideas from the Longer Term Work Programme and other research and development could contribute concepts and /or frameworks for a possible new model or models.

As you look at the comparisons below, consider:

- What are the components of your teaching role that you believe should be recognised as part of your salary?
- Is this possible in the current system?
- Would this be possible in a new framework?

Current System	Possible New Concepts/Frameworks/Models
Teachers enter at different steps on the pay scale and reach different maximum steps based on qualifications. Time as a teacher and qualification is the basis of pay and career progression for most teachers	Establish a 'rate for the job' for all teachers that recognises the knowledge, skills and attributes that all teachers are required to be able to demonstrate Provide additional payment to recognise additional or advanced qualifications
Progression through the pay scale is on an annual basis until the maximum step is reached.	Progress through the 'rate for the job' via a limited number of annual steps.
Career development tends to be through taking up roles such as resource teaching or senior leadership positions, usually out of the classroom.	Create multiple options for teachers, including recognition of expertise gained through ongoing professional learning to enable teachers who choose to stay in the classroom to be appropriately recognized as is the case currently for those taking up other roles.
Additional roles and responsibilities may be recognised with units. Units are most commonly awarded for specific roles (eg such as AP or DP)	Create a variety of different 'add-ons' to the 'rate for the job' scale to recognise both roles and responsibilities.
Allowances to recognise additional skills (eg Te Reo Māori fluency) or roles (eg as a tutor teacher) are provided for with-in the collective agreement.	