

# PRIMARY TEACHERS

## 2010 PLANNING AND INFORMATION





Kia ora koutou katoa

Welcome back to a new school year – and a very busy and significant year for primary education it will be!

This booklet sets out our planning for 2010, as well as ongoing opportunities for members to participate and shape the direction we go in. All members can be active in their union, and our success depends on us all working together.

Opportunities to participate take many forms, from attending paid union meetings, to participating in the National Standards campaign, being active in the collective agreement negotiations, getting involved in local activities and interacting with fellow members on-line.

This booklet contains a range of information about the year ahead for primary teachers. A significant event this year is the negotiation of the Primary Teachers Collective Agreement (PTCA) and the proposed claims for those negotiations are in this booklet. However, those collective agreement negotiations are one part of a much bigger picture of teachers working together in NZEI Te Riu Roa to promote and enhance teaching and learning.

### **An NZEI Te Riu Roa vision for primary teachers**

As part of our planning, we have been talking about a vision for primary teachers. Our National Executive has determined that this is to have active and engaged members supported by effective leadership at worksite, local and national level. This will contribute to the establishment of strong and respectful relationships between teachers, community and government. We know that we will have to work hard to enhance the value placed on teachers' professionalism and ensure that teachers' commitment to the delivery of quality education for children is respected.

### **External context**

As everyone is aware, the political and economic environment is somewhat different this year than it has been in previous years, particularly for the most recent round of teacher negotiations in 2007. There are many different opinions about the state of the economy and the impact this will have on bargaining. Regardless of what the true state of the economy is, Bill English is on record stating that teachers should expect a zero pay rise.<sup>1</sup> NZEI Te Riu Roa does not believe that this is acceptable but it does mean that we will have to work hard to achieve a reasonable settlement in the negotiations.

We have great strength through working together and I look forward to working with you over the coming year.

Kia kaha,

Frances Guy

NZEI TE RIU ROA PTCA NEGOTIATING TEAM LEADER AND NATIONAL EXECUTIVE MEMBER

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<sup>1</sup> <http://www.stuff.co.nz/national/politics/2858934/Pay-rise-out-of-question-teachers-nurses-told>

This booklet contains information about the draft claim, the National Standards campaign, and how you can find the latest developments and ways to get involved; it also sets out a calendar with key dates and activities.

**Please retain this booklet for the year as a reference tool.**

## **Planning, activity and involvement**

The internal review of NZEI Te Riu Roa over the last couple of years has had a major aim of ensuring that all NZEI Te Riu Roa members have a strong voice in the direction of NZEI Te Riu Roa. This means providing more opportunities for involvement, but in ways that fit with our busy lives. Ultimately, success will only be achieved by working together more effectively.

Members in all parts of the union have been involved in planning processes to set our direction and to determine how we get there. Local branches, aronui tomua and komiti pasifika will share information about these processes in their local area.

## **Goals for primary teachers**

Primary teacher member leaders have set goals for our sector to guide us towards achieving positive outcomes this year. These goals have shaped planning for the year. They are:

- High levels of membership.
- All members involved in campaign activities.
- The development of local networks and clusters to organize local initiatives and activities.
- Strong member leadership working locally as well as nationally.
- Effective communication amongst NZEI Te Riu Roa members as well as externally with communities. Using the internet in new ways is helping with this enormously.

## **NZEI Te Riu Roa Membership**

The vast majority of primary teachers are members of NZEI Te Riu Roa, but some are not. We strongly urge all members to try to encourage any non member teachers at your school to join the NZEI Te Riu Roa – there are major issues facing primary education this year and these are issues that impact on all teachers, not just those who are members.

In particular, beginning teachers and teachers who have recently transferred to a new school should be approached about joining NZEI Te Riu Roa or ensuring that their membership has remained current.

## **The support staff experience**

Support staff negotiations in 2009, which ultimately resulted in a relatively small but still significant pay increase, demonstrated that it is possible to overcome the government's wage freeze. However, it took ongoing membership commitment and activism throughout the whole year to do so. We have already started working together more actively and will continue to do so this year. The goals set for our sector take into account many of the things we learnt from the support staff experience in 2009.

# National Standards

## NZEI's position

Now that the teaching profession has finally been able to see the National Standards, it is clear they need to be trialed. NZEI is calling for National Standards to be road-tested before being rolled out nationwide — or abandoned altogether.

From the moment National Standards were first suggested, NZEI adopted the position that they must enhance and support teaching and learning and not damage it.

Throughout 2009, in the primary teacher discussion processes, NZEI members talked about what standards might mean. The creation of league tables, narrowing of the curriculum and unhelpful, dangerous labeling of students and schools were identified as potential issues, not to mention the fact that standards may not address issues of underachievement and that most schools already have effective assessment and reporting practices. The extra workload is also problematic.

Teachers did not get to see National Standards in their entirety until they were launched in October last year, and we were not involved in developing the standards. This means that until recently it has not been possible for teachers to really think about what the standards mean to teaching and how they will affect children's learning.

NZEI President Frances Nelson says that now schools have seen the standards, the reality is sinking in. "The standards are being imposed on schools with absolutely no evidence that they will raise student achievement as the government so confidently claims," she says. "As practitioners, we have not been engaged with standards and the impact of a National Standards regime is completely untested. There is a growing body of opinion that National Standards represent a considerable risk to the teaching process, the implementation of the revised curriculum, and most of all to student learning."

NZEI Te Riu Roa will continue to plan and roll out a campaign to ensure that National Standards do not harm children's learning. The first step towards this is the campaign calling for a trial. Schools will be sent regular updates and resources, and there are many local activities planned.





# 2010 at a GLANCE

Date	Event	Action/preparation	Local school/branch activities
<b>FEBRUARY</b>			
2	First day term one		
2-28	National Standards National Bus Tour begins in week one	Follow the tour and get the latest updates on <a href="http://www.handsupforlearning.org.nz">www.handsupforlearning.org.nz</a>	
<b>MARCH</b>			
8-26	Primary teachers paid union meetings	Make arrangements to ensure all teachers are able to attend the meeting in your area. Meet together as a school staff before the meeting to discuss the issues and prepare for the meeting.	
31	Rally at Parliament to present school support statements	Make sure you get your school statement to Wellington by March 26. You can hand it in when the bus is in your area or mail it.  If you are in Wellington, come along to Parliament at lunch time.	
<b>APRIL</b>			
1	Last day of term 1		
2-6	Easter		
	YMN hui	Information will be sent out during the term. Who can you encourage to attend?	
19	First day term 2		
<b>MAY</b>			
	Worksite Representative training		
	Primary Teachers Collective Agreement (PTCA) - Negotiations initiated		
31	Government presented with National Standards petition calling for a trial	<b>Make sure your completed petition forms are sent to NZEI Te Riu Roa. PO Box 466 Wellington.</b>	
<b>JUNE</b>			
	Negotiations begin? NZEI will attempt to begin negotiations before the expiry of the current PTCA on 30 June	Keep an eye on <a href="http://www.nzei.org.nz">www.nzei.org.nz</a> and sign up to receive NZEI News electronically for the latest updates.	
16	Support Staff Day	Make plans to acknowledge the role of support staff in your school.	

Date	Event	Action/preparation	Local school/branch activities
<b>JULY</b>			
	Negotiations continue	Updates will be sent out in hard copy and email.	
2	Last day of term 2	Relax!	
19	First day of term 3		
<b>AUGUST</b>			
	Activities to support negotiations Ongoing National Standards campaign	Keep an eye on <a href="http://www.nzei.org.nz">www.nzei.org.nz</a> and sign to receive NZEI News by email each fortnight. Watch the websites!	
<b>SEPTEMBER</b>			
6-22	Primary teachers leaders seminars	Invitations will be sent out to teachers who are undertaking leadership roles. If you are interested in this, contact NZEI.	
20	Discussion sheets for ongoing planning sent to schools**	These will be about identifying key issues for primary teaching and learning that we need to incorporate into planning.	
24	Last day of term 3	Time to recharge your batteries.	
26-29	Annual Meeting		
<b>OCTOBER</b>			
11	First day of term 4		
11-22	Cluster meetings**	Information about these will come out closer to the time. They provide a chance for NZEI Te Riu Roa members to talk about key issues in ongoing planning.	
29	World Teachers Day	Note the date and start thinking about how your school and community can celebrate teaching and learning.	
<b>NOVEMBER</b>			
This is a very busy time of year for teachers and we will keep activities to a minimum, although it's impossible to tell whether NZEI will still be negotiating and needing members' support.			
<b>DECEMBER</b>			
	Local activities to celebrate newly registered teachers and retiring teachers.		
20	Last day of term 4		

\*\* Note: These events will depend on the progress of the PTCA negotiations

The plan is that we will be implementing the negotiations settlement, talking about where to from here for teaching and learning, and discussing key issues for primary education that we need to be highlighting and debating in the general election! Get involved to make sure you have your say in setting the agenda!

Worksite rep training is planned for March and throughout the year there will be processes designed to encourage all teachers to speak out about what really matters for teaching and learning.

And of course through it all we will continue our high quality teaching and learning practices so that our children receive a world class education.

## Draft claims for the renewal of the Primary Teachers' Collective Agreement 2010

The claim developed for teachers was done by way of schools-based discussions about key topics, reference groups, cluster meetings and focus groups. The negotiating team then came together and determined the claim on the basis of all this feedback. This is a more comprehensive process than we have ever undertaken together before. Large numbers of members got involved.

Issue	Pay increases and maintaining pay parity with secondary
What teachers said	A pay increase is important to ensure that teacher salaries don't lose value, but at the same time we need to be aware of economic factors and the way they affect the communities we work in. Pay parity with secondary continues to be seen as a 'must'.
Claim	<ol style="list-style-type: none"> <li>1. That there is an increase to teachers' remuneration (PTCA clause 3.1.8). The guiding principle that the Unified Pay Scale (pay parity) is maintained shall apply to the base scale salary negotiations and, therefore, is key to establishing the level of increase to be claimed. <i>This will be discussed further at the paid union meetings – come along to have your say!</i></li> <li>2. Renew the entrenchment provisions to preserve parity with secondary teachers.</li> <li>3. A 2 year term from 1 July 2010 through to 30 June 2012</li> </ol>

Issue	Workload
What teachers said	Workload continues to be a very significant issue and the best way to address it would be to reduce class size
Claim	<ol style="list-style-type: none"> <li>4. Introduce a time allowance for unit holders on the following basis:               <ol style="list-style-type: none"> <li>i) That all schools would receive additional staffing allocation on the basis of 10 hours per term, per unit to be used to release unit holders to complete tasks associated with their unit(s).</li> <li>ii) That schools which are not eligible for units would receive additional staffing on the basis of 10 hours release time per teacher per term in order to provide time for management and leadership tasks that need to be completed in small schools.</li> </ol> </li> </ol>
Comment	By claiming additional staffing, schools will be able to use the new staffing to provide release to teachers in leadership roles. This will allow these teachers to undertake roles to support other teachers, without schools having to use the staffing they receive for class teaching to do so. This will have the flow on effect of reducing class size.

Issue	Performance pay
What teachers said	No way to performance pay! However, a skills-based-pay model that can objectively identify exemplary teaching practice and provide additional remuneration has merit and further developmental work on it should be done. This is very different to, and is potentially a counter to, any proposal to move towards performance pay. Any skills based pay system would have to be objective, fair and rigorous and look at teachers' knowledge skills and attribute, not student results. It must not lead to competition amongst teachers.
Claim	That the Advanced Skills Teacher qualification be defined and made available to teachers, including a support and remuneration package.
Comment	<p>The practice-based attestation (PBA) process which was developed by NZEI Te Riu Roa members in a pilot in 2009 is an example of a skills-based pay model. The pilot demonstrated to us the important factors needed for a successful skills-based-pay model. We were pleased to see information in the evaluation report indicating that there were many teaching and learning benefits for schools that undertook the process.</p> <p>The Advanced Skills Teacher would be another type of skills-based pay model. It is intended to incorporate the positive practice elements from the PBA along with the rigor of an academic qualification.</p> <p>We are currently working hard to get the Ministry of Education to roll out the PBA nationwide for teachers who chose to undertake it. At the same time, work has been going on to develop a qualification for teachers.</p> <p><i>Note: additional information about the PBA will be available as a fact sheet at the paid union meetings</i></p>

## Other issues

This section contains claims related to issues that were not resolved during the last round of negotiations, or that have been identified by members during the consultation processes in 2009. This group of claims would be applicable to all members covered by the collective agreement.

<b>Costs incurred in use of private vehicles clause 5.8</b>	
<b>Issue</b>	Many members report that the current mileage rate does not provide adequate reimbursement for the costs they incur using their car. It also does not change regularly to reflect changing costs.
<b>Claim</b>	Replace the current set rate of 58c per km for a car and 18c per km for a motor cycle with a mechanism that adjusted the rate annually, based on the IRD's rate of reimbursement at the time.
<b>Comment</b>	This claim would introduce the flexibility for the reimbursement rate to be reviewed on a regular basis using an objective process.

<b>Tutor teacher allowance clause 3.29</b>	
<b>Issue</b>	The tutor teacher allowance has not changed for some time and does not provide adequate recognition of the important role tutor teachers have in the induction and mentoring of provisionally registered teachers.
<b>Claim</b>	Increase the tutor teacher allowance to the value of a unit.
<b>Comment</b>	This claim was not successful during negotiations in 2007. The importance of advice and guidance programmes and the role of tutor teachers for provisionally registered teachers have been identified through research. At present the rate of pay for tutor teachers does not reflect this.

<b>Definition of a short term reliever clause 3.25.3(a)</b>	
<b>Issue</b>	Currently teachers working continuously in one school for up to 6 weeks are paid as short term relievers. This means that they have their salary capped at step 10 and do not accrue holiday pay. Schools also report difficulty in finding teachers willing to take on this sort of work because of the disadvantages.
<b>Claim</b>	Change the definition of a short term reliever from a teacher employed for 6 weeks, to a teacher employed for 11 continuous days.
<b>Comment</b>	This claim is based on identifying a period of time after which a reliever would be expected to be responsible for the whole teaching and learning cycle, including assessment and planning. It was not successful in the 2007 negotiations although the ministry agreed to continue work on it after the negotiations. To date they have not been able to provide a definition of what they believe a short term reliever is.

<b>Camp allowance clause 5.4</b>	
<b>Issue</b>	There is frustration that this has not changed for some years.
<b>Claim</b>	Increase from \$19.97 to \$60.00
<b>Comment</b>	The current rate has not changed for many years and is now rendered ridiculous.

<b>Associate teacher allowance clause 3.23</b>	
<b>Issue</b>	The role of the associate teacher is a critical one in initial teacher education and yet this is not reflected in the value of the allowance.
<b>Claim</b>	Increase the weekly payment to \$79.75
<b>Comment</b>	Teachers are aware that teacher trainees bear the cost of this in their fees, but note that this needs to be balanced against recognising the significance of the work required of an associate teacher. This claim is based on the rate currently available to secondary teachers.

## Claims for specific member groups

These are claims that apply only to specific groups of teachers covered by the collective agreement. They do not apply across the board. These groups have identified these claims through specific processes. They are included here for information for all members.

<b>Maori immersion teachers</b>	
<b>Issue</b>	There are very significant recruitment and retention issues for Maori immersion teachers. High levels of immersion are essential for ensuring children grow up as fluent te reo Maori speakers.
<b>Claim</b>	Introduce an allowance equivalent to the value of a unit for kaiako who teach in level 1 immersion settings.

<b>Special duties increment allowance clause 3.20</b>	
<b>Issue</b>	It hasn't changed for some years, and changes to the value of salary steps mean the value of this allowance is no longer in step with the pay scale and does not provide adequate pay to recognise the additional knowledge and skills of teachers working in special education.
<b>Claim</b>	Increase the allowance for teachers on or beyond the maximum step to \$2,000 per year.

<b>Recognition of previous service for speech language therapists clause 3.3.3</b>	
<b>Issue</b>	Currently there is dispute about whether service as a speech language therapist counts as service for salary purposes.
<b>Claim</b>	Add notation confirming that service as a speech language therapist counts as service for salary progression purposes.

<b>Sign language allowance clause 3.31</b>	
<b>Issue</b>	The current limit is an arbitrary one and can lead to teachers with the same qualifications and skills in the same role being paid differently.
<b>Claim</b>	Remove the cap (50) on the number of qualifying teachers who may access this allowance.

<b>Professional leadership opportunities for RTLB</b>	
<b>Issue</b>	Resource teachers of learning and behavior (RTLBs) report the need to create professional leadership structures to support them in their role. In some areas this has already happened, but there is no formal recognition of this and no remuneration for RTLBs who provide this leadership.
<b>Claim</b>	Undertake a specific project to develop and resource leadership structures for RTLB clusters to ensure that RTLBs are appropriately supported and managed and that people undertaking these roles are appropriately remunerated.

<b>Braille allowance</b>	
<b>Issue</b>	Teachers working with sight impaired students have the same additional qualifications as teachers working with hearing impaired students but do not have this recognised through an allowance.
<b>Claim</b>	Introduce a Braille allowance for teachers employed by BLENNZ, on the same basis as the sign language allowance.

<b>Recognizing early childhood teaching service clause 3.3.1(d)</b>	
<b>Issue</b>	Early childhood teachers are now qualified and registered but do not have this service recognised if they move into primary teaching.
<b>Claim</b>	Amend clause by adding 'service as a qualified and registered early childhood teacher'.

<b>Units for assessment teachers at BLENNZ clause 3.3.4</b>	
<b>Issue</b>	Changes that occurred some years ago meant that a small group of teachers closely aligned with resource teachers were excluded from receiving the unit allocated to all resource teachers.
<b>Claim</b>	Amend the clause by including assessment teachers at BLENNZ.

<b>Year 7 and 8 teachers working in middle and secondary schools</b>	
<b>Issue</b>	In the last few years several new models of schools have been opened that are different from traditional primary and secondary models. As a consequence the coverage clause in the collective agreement doesn't reflect the new models. This means that potentially some teachers in these schools could miss out on coverage and entitlements in the collective agreement.
<b>Claim 1</b>	Clarify coverage of teachers who work in new models of schools that include year 7 and 8 students by removing the reference to 'Intermediate Departments' and replacing it with 'teachers who teach predominately year 7 and 8 students'.
<b>Claim 2</b>	Provide entitlement to middle management allowances for teachers employed in schools already receiving an allocation of them. Note: The intention of this claim is to address an anomaly that exists in these schools rather than introduce a new entitlement. Schools are already resourced for this.

<b>The Correspondence School</b>	
<b>Issue</b>	
<b>Claim 1</b>	Surplus Staffing 8.8. Add clause that teachers may choose to move as a result of surplus staffing processes but that they can not be required to change location.
<b>Claim 2</b>	8.6 Offsite Allowance. Claim an increase to the allowance to \$60 to match the camp allowance claim.

## Operation of the agreement

The claims outlined above are all claims to make some sort of change to the entitlements currently available in the collective agreement. Technical claims don't change existing entitlements. Instead they support the operation of the agreement by reflecting changes to legislation or nomenclature, clarifying wording that may have caused confusion or correcting errors that occurred in printing. Technical claims have been identified in the following areas:

- to further clarify the Q3+ definition
- making sure the wording of the "acting as principal" salary entitlements match the wording in the principals' agreement
- updating the name of the mobile reserve allowance to reflect current nomenclature
- updating the resource teacher surplus staffing process wording to reflect correct dates and timeframes
- updating nomenclature for The Correspondence School positions to reflect changes that occurred during its reorganization
- incorrect numbering of some references in the Part 8 as a result of renumbering in other parts of the collective agreement.

## Hands Up!

**For up-to-date information about what's happening and how to get involved:  
0800 NZEI HELP (0800 693 443)**

This is a free call from a land line and calls are answered weekdays between 8.30am and 5pm. It is the first port of call for all NZEI Te Riu Roa members wanting information or support.

### **[www.nzei.org.nz](http://www.nzei.org.nz)**

This is the main NZEI website that sets out all the information about NZEI Te Riu Roa and has links to all other sites that relate to NZEI activities. It also has information about membership structures and activities.

### **[www.teachersmatter.org.nz](http://www.teachersmatter.org.nz)**

This site is especially for teachers to network, share photos, stories, ideas, opinions and to get involved in NZEI Te Riu Roa campaigns. All teachers can join, set up networks, make postings about events and upload photographs.

### **[www.nationalstandards.org.nz](http://www.nationalstandards.org.nz)**

Run like the Teachers Matter site, this one is all about national standards. There is lots of discussion and opinion!

### **[www.handsupforlearning.org.nz](http://www.handsupforlearning.org.nz)**

This website has all the information about the National Standards campaign, including ways to get involved in it.

## **Local Branch/Aronui Tomua/Komiti Pasifika/Area Council**

These are geographically-based membership structures of NZEI Te Riu and the easiest way to get involved in NZEI Te Riu Roa in your area. They have a variety of different ways of communicating with local members, and their leaders always welcome contact from interested members. Find out who to talk to by looking on the NZEI website or calling the 0800 number.

## **Networks**

There are many other formal and informal networks in NZEI Te Riu Roa based on the issues and interests of particular groups of members. Some operate nationally and some are set up by local groups of members. More information is available on the NZEI website

## **Primary Classroom Teachers Advisory Group (PCTAG)**

This is national group of elected teacher representatives who organise local networks and activities to meet NZEI goals, and who come together nationally to represent their area in discussions about issues and ongoing planning. Your local PCTAG rep is always looking for interested members to get involved in their networks. Contact details for your rep are available on the NZEI website on the primary teachers' home page.

## **Got an idea or issue? Want to get involved?**

There are many different ways of addressing issues, promoting good ideas and getting involved in NZEI Te Riu Roa. The website gives you information about existing planning, networks and activities. The 0800 number is a great place to start to talk to someone who can help you work out your next steps in getting involved and getting your ideas out there.