

Teachers' meetings to discuss Remuneration and Recognition

Key points

- NZEI's Annual Meeting recently adopted Remuneration and Recognition in a Quality Public Education System - a paper examining how our vision for Advancing Quality Public Education aligns with remuneration and recognition.
- Teachers will have an opportunity in term 4 to talk about these issues and provide responses for use in 2012.

Actions for Worksite Representatives

- Set up teachers' discussions in your school
- Collate your teachers' responses on the discussion sheet
- **Complete survey by November 25 at www.nzei.org.nz**

Resources provided

- Remuneration and Recognition: Information Sheet
- Discussion sheet
- Possible Frameworks and Concepts: Information Sheet
- Remuneration and Recognition in a Quality Public Education System

NZEI Te Riu Roa Vision for Advancing Quality Public Education is available on www.nzei.org.nz

For more information on remuneration and recognition contact:
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Information Sheet: Remuneration and Recognition

Why quality education is important?

NZEI has developed a strong vision for a quality public education system that we believe best supports teaching and learning. We want our already great system to move from great to excellent!

NZEI's vision raises questions about what, if any, changes we need to make to our current systems. A key question is whether our remuneration and recognition and pay structures match our vision. This year, the NZEI Annual Meeting decided to review the current pay system for primary teachers and principals and a set of principles to guide this work was endorsed.

In a broader context, we are working in a political environment that has already seen significant controversial and potentially damaging changes introduced into our primary schools.

Many politicians believe we should introduce a pay system that “pays the best teachers more”. This has raised alarm bells for many teachers who don't want to see a type of 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 forcing teachers to compete with one another. We need to put forward a viable alternative so this doesn't happen.

Focus: Consider what's 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 has happened so far?

- NZEI has developed a set of guiding principles for the remuneration and recognition work.
- During term 3, teachers and principals met to discuss these principles and look at how they can translate into practical changes.
- This term's activity builds on those discussions, and poses key questions for feedback by teachers by November 25.

Next steps

- National Executive has set up steering groups to develop new remuneration and recognition models.
- All feedback from Term 3 and 4 school discussions will be considered by these groups.
- They are also considering the Primary Longer Term Work Programme, including the Practice Based Attestation (PBA), and research into international models.
- Any new developments and ideas will be analysed by members in term 1, 2012.
- The claims development processes for next year's collective agreement negotiations, including endorsement of the final claim, will take place in term 2, 2012.

Remuneration and Recognition Discussion Sheet

These themes and questions have been developed from term 3 discussions on the principles provided in the remuneration and recognition paper.

Theme One: Appropriate recognition for roles and responsibilities

Members' discussions noted...

- significant inconsistency across the primary sector in the way roles are supported. The number of units for similar roles is different from school to school and many roles are not able to be remunerated at all
- additional responsibility creates extra workload, and having time to do the work is a key concern
- workload pressure for classroom teachers, particularly related to class size.

Discuss the following questions and use this sheet to collate the responses from the teachers in your school. As the worksite representative you are asked to please upload your school's answers and comments onto www.nzei.org.nz by **November 25**.

NB: In term 3 discussions, the impact of class size on teacher workload was identified as an issue. NZEI has a specific policy on reducing class size and will continue to work on achieving it.

	Recognition for Roles and Responsibilities	Yes	No
1	Is there appropriate recognition for additional responsibilities in your school?		
2	Is the use of units to recognise roles and responsibilities in schools fair and equitable?		

Comments

Remuneration and Recognition Discussion Sheet

Theme Two: Career progression and recognition of expertise and added skills

Members' discussions noted...

- inconsistent opportunities and lack of transparency in career progression
- insufficient recognition of expertise (except where teachers picked up additional responsibilities)
- the importance of interweaving of both career progression and recognition of expertise so effective teachers can stay in the classroom

The *Longer Term Work Programme* looked at establishing a model that provided both options and flexibility for teachers to develop their expertise and have it recognised in a variety of different ways. We need to consider how we can update that model to address the issues identified, whilst at the same time retaining important features of our current system.

Effectively a teachers' pay system can either be based on recognising the skills, knowledge, experience and responsibilities of a teacher (the professionalism of teachers) or, on outputs such as student results. **A pay system based on outputs is performance pay however it is dressed up.**

	Career Progression and Recognition of expertise and added skills	Yes	No
3	Should our pay system be based on recognising the skills, knowledge, experience and responsibilities of individual teachers?		
4	Is establishing a standard rate for the job for all teachers, with separate recognition for qualifications, fair?		
5	Do we need to establish processes and entitlements to recognise teacher expertise so they can develop their careers whilst remaining in the classroom?		
6	Should additional qualifications (such as postgraduate diplomas and masters degrees) be recognised with additional pay?		

Comments

Please upload the responses from your school to www.nzei.org.nz

Thank you for your participation and leadership in this work. It is an additional task but a very important one for all members, and your comments will help shape any future actions.

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.	