

Area School Teachers' Collective Agreement 2026-2028

Includes the following variation:

Date of Variation	Summary of Changes
20 April 2026	Inclusion of Government Fuel Response (Appendix 1, cl 1.7; and a new Appendix1A)

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Part 1: General

1.1 Name of the Agreement

1.1.1 This agreement will be called the Area School Teachers' Collective Agreement and referred to hereafter as the "agreement".

1.2 Parties

1.2.1 The parties to this agreement will be:

- (a) the Secretary for Education acting under delegation from the Public Service Commissioner made pursuant to clause 6 of schedule 3 of the Public Service Act 2020 and acting in accordance with section 586(5) of the Education and Training Act 2020; and
- (b) The New Zealand Post Primary Teachers' Association Te Wehengarua and The New Zealand Educational Institute Te Riu Roa (referred to hereafter as the "PPTA Te Wehengarua" and the "NZEI Te Riu Roa" respectively).

1.3 Coverage

1.3.1 This agreement covers teachers (excluding principals) employed in area schools as defined in clause 1.8.1(b) and RTLB referred to in clause 1.3.2(c) below.

1.3.2 This agreement will be binding on:

- (a) All employees who come within the coverage clause and who are at the commencement of the agreement or who become during the term of the agreement, members of the NZEI Te Riu Roa or the PPTA Te Wehengarua.
- (b) Pursuant to section 586 of the Education and Training Act 2020, the employers of those teachers.

- (c) Those RTLB who are no longer covered by clause 1.3.2(a) of this collective agreement after 28 January 2012 (but who were covered by it as at 27 January 2012) and who accept employment in the new lead employing school, so long as they remain employed as an RTLB with that lead school employer, and retain their union membership as at 27 January 2012.

1.4 Employees and Employers Bound Subsequent to Settlement

- 1.4.1 New employees whose work falls within the coverage clause of this agreement will, in accordance with the Employment Relations Act 2000, be advised of the existence of this agreement and be offered the opportunity to join the PPTA Te Wehengarua or the NZEI Te Riu Roa and thereby become bound by this agreement.
- 1.4.2 Employees who join the PPTA Te Wehengarua or the NZEI Te Riu Roa during the currency of this agreement will become bound by this agreement from the date on which they joined.
- 1.4.3 The parties agree that this agreement will become binding on any new school board which employs a teacher to whom clause 1.3.1 applies.

1.5 Term of Agreement

- 1.5.1 This collective agreement is effective from 25 March 2026 and expires 24 May 2028, except as provided for by section 53 of the Employment Relations Act 2000.

1.6 Variations

- 1.6.1 The parties agree that the terms and conditions of this agreement may be varied at any time by written agreement between the Secretary for Education, under delegation from the Public Service Commissioner, and the PPTA Te Wehengarua and the NZEI Te Riu Roa. Any variation will take effect from the date of settlement unless otherwise specified.

1.7 Savings

1.7.1 Unless otherwise specified the terms and conditions of employment of every teacher covered by this agreement will be identical with those that applied prior to 1 April 1988.

1.8 Definitions

1.8.1 The following definitions apply unless the agreement otherwise specifies:

- (a) Except for fixed term positions of responsibility “advertised” means advertised nationally online in the *Education Gazette*.
- (b) “Area School” means a composite school as defined in the Education and Training Act 2020 other than:
 - (i) specialist schools, including specialist residential schools and regional health schools
 - (ii) year 7 to 10 (restricted composite) schools
 - (iii) year 7-13 secondary schools; and
 - (iv) Te Aho o Te Kura Pounamu.

Note: Without limiting the operation of subclause (b) above, the insertion of this definition does not indicate any party having accepted a particular view as to the coverage of Annex 1 schools prior to the date of ratification.

- (c) “PPTA Te Wehengarua”, means the Post Primary Teachers’ Association Te Wehengarua and “NZEI Te Riu Roa” means the New Zealand Educational Institute Te Riu Roa. “Unions” means both the PPTA Te Wehengarua and the NZEI Te Riu Roa.

- (d) “Employer” will mean a School Board or a Commissioner where a Commissioner has been appointed under the Education and Training Act 2020 to act in place of the school board, of a state or integrated school which employs teachers as described under clause 1.3 above. It also means a new school board of a school created by the establishment of a new state or integrated school, or by the merger of two or more existing schools where either event occurs during the term of this agreement as described in clause 1.5 above.

Note: *In relation to a dispute about the interpretation, application or operation of this agreement, the employer will act, if the Public Service Commissioner and/or the Secretary for Education acting under delegation so requires, together or in consultation with the Public Service Commissioner and/or the Secretary for Education.*

- (e) “Employee” means any person who is or becomes bound by this agreement under clauses 1.3 or 1.4.
- (f) “Converted School” has the same meaning as in clause 114 of Schedule 1 of the Education and Training Act 2020.
- (g) “Transferred Employee” means any employee who was transferred from employment in a state or state integrated school to employment in a charter school under clause 119 of Schedule 1 of the Education and Training Act 2020.

1.9 Declaration Pursuant to Act

1.9.1 Pursuant to section 595 of the Education and Training Act 2020 the terms and conditions of this agreement will be actual terms and conditions.

1.9.2 Provided that the Secretary for Education may approve additional terms and conditions of employment where such terms are not inconsistent with the terms and conditions of this agreement.

Part 2: Terms of Employment

2.1 Good Employer/Equal Employment Opportunities [sections 597 and 600 of Education and Training Act 2020]

2.1.1 Every employer bound by this agreement will:

- (a) Operate a personnel policy that complies with the principles of being a good employer - providing equal access and consideration and equal encouragement, in areas of recruitment, selection, promotion, conditions of employment and career development ensuring people can pursue their careers without their chances being reduced by factors which are irrelevant to the requirements of the position such as race, sex, sexual orientation, country of origin, marital status, family responsibilities, age, disability and HIV status;
- (b) Make provision for:
 - (i) good and safe working conditions; and
 - (ii) the impartial selection of suitably qualified persons for appointment;
 - (iii) take all reasonable steps to remove obstacles which may impact on the:
 - aims and aspirations of Māori people;
 - employment needs of the Māori people;
 - need for the greater involvement of the Māori people in the education service;
 - (iv) take all reasonable steps to remove obstacles which may impact on the:
 - aims, aspirations and employment needs of women;
 - aims, aspirations and employment needs of people with disabilities;

- aims, aspirations, employment needs and cultural differences of ethnic or minority groups;
- (v) opportunities for the enhancement of the abilities of individual employees;
- (c) Develop, publish and comply with an equal employment opportunities programme in accordance with the above, on a yearly basis.

2.1.2 Attention is drawn to the personnel provisions of the Education and Training Act 2020. These provisions in this Act or any amendment or Act passed in substitution of this Act will apply with particular regard to good and safe working conditions and opportunities for the enhancement of the abilities of individual teachers.

2.2 Appointments

2.2.1 In appointing the person best suited to the position the school board will have regard to the experience, qualifications and abilities relevant to the position and such other relevant matters as it determines. Good employer and equal employment opportunities principles and responsibilities will be applied and demonstrated in appointment procedures.

2.2.2 Advertising and Appointments

- (a) The following vacant positions or roles must be advertised in the Education Gazette at least 14 days before the date specified in the advertisement as the closing date for applications, and no appointment (provisional or otherwise) will be made before that closing date:
 - (i) permanent full-time positions;
 - (ii) permanent part-time positions;
 - (iii) long-term relieving positions of more than one term;
 - (iv) fixed-term positions of more than one term;
 - (v) permanent Community of learning | Kāhui Ako Teacher (within school) roles, whether full-time or part-time.

Note: *It is not necessary to advertise where, by the agreement of the school board, an existing permanent full-time employee transfers to a permanent part-time position within the same school.*

- (b) A Community of Learning | Kāhui Ako Teacher (across community) role is not required to be advertised in the Education Gazette but must be advertised within the Community of Learning | Kāhui Ako. Where the appointment at the end of the initial fixed-term period of up to two years is renewed in accordance with clause 3.32.4, that renewal does not need to be advertised.
- (c) A fixed-term Community of Learning | Kāhui Ako Teacher (within school) role, of one school year or less, is not required to be advertised in the Education Gazette, but must be advertised within the school.
- (d) In circumstances where clause 3.31 applies advertising in the Education Gazette is not required, but the role will be advertised within the Community of Learning | Kāhui Ako.
- (e) The allocation of fixed-term units to an existing employee does not require the position held by the employee to be advertised.
- (f) No person will be appointed permanently to any position unless that person is eligible to be appointed to such a position in a state or integrated area school.
- (g) Employers are required to make available to all applicants on request details of the duties to be carried out and the criteria being adhered to in making that appointment.
- (h) Part-time teachers' hours of work will be confirmed as follows:
 - (i) All part-time teachers will have their hours of work confirmed in writing on appointment.
 - (ii) Any agreed changes to permanent hours of work will be confirmed in writing.

(iii) Any non-permanent hours of work that apply for a period of four weeks or more will be confirmed in writing.

(i) Fixed-term teachers will, in their letter of appointment, be advised when or how the employment will end and the reason for it ending in that way.

2.2.2A Fixed-term (non-permanent) employment

(a) Full-time and part-time teachers may be employed on a fixed-term (non-permanent) basis where the employer and the employee agree that the employee's employment will end:

(i) At the close of a specified date or period; or

(ii) On the occurrence of a specific event; or

(iii) At the conclusion of a specific project.

(b) Before an employee and employer agree that the employment of the employee will end in a way specified in clause 2.2.2A(a), the employer must have genuine reasons based on reasonable grounds for specifying that the employment of the employee is to end in that way.

(c) The following are not genuine reasons for the purpose of clause 2.2.2A(b):

(i) To exclude or limit the rights of the employee under the Employment Relations Act 2000;

(ii) To establish the suitability of the employee for permanent employment.

2.2.3 Job sharing appointments

(a) Where two people apply to share any advertised permanent full-time position and the employer is satisfied that the job share applicants are the best suited for appointment and that the arrangements for sharing the position are acceptable to it then the position will be filled as a job share position and the applicants appointed.

- (b) Teachers who are job sharing a permanent full-time position are entitled to the same terms and conditions of employment as permanent full-time teachers.
- (c) Where a teacher who is job sharing resigns or is removed from the position the other teacher will elect to:
 - (i) Take up the entire full-time position; or
 - (ii) Find another sharer acceptable to the employer for the same or different proportion of the time as previously.
 - (iii) With the agreement of the employer, continue employment as a permanent part-time employee, with either the same or different proportion of time.
- (d) Where one teacher who is job sharing takes leave which entails absence for a period of time the other sharer will:
 - (i) Elect to relieve in the vacant slot; or
 - (ii) Find another sharer acceptable to the employer who would be a reliever; or
 - (iii) Take leave also, in which case the employer may appoint a reliever.
- (e) Where it is proposed to vary the agreed proportions of time in a position the job sharers will give one month's notice to the employer of their wish to do so, provided that no changes to such proportions of time will be made without the consent of the employer.
- (f) Where the holder of a permanent full-time position wishes to job share that teacher's position and the employer is satisfied with the job share arrangements, and the teachers are suitable, they will be appointed without advertising.

2.3 Teacher Competence

2.3.1 The employer will provide reasonable opportunities for appropriate and effective professional development for all teachers.

2.3.2 Where there are matters of competence which are causing concern in respect of any employee (including failing to meet the professional standards as appropriate), the employee concerned will be advised as early as possible. Questions of competency should be handled in a manner which protects the mana and dignity of the teacher concerned. The teacher will be advised of their right to seek whānau, family, professional and/or union support in relation to matters of competence and to be represented at any stage. An appropriate assistance and personal guidance programme to assist that employee will be put in place.

2.3.3 When this assistance and guidance has not remedied the situation, then:

- (a) The teacher will be advised in writing of the specific matter(s) in relation to the relevant section(s) of the professional standards, causing concern and of the ways that such concerns can be remedied. The teacher will be advised of their right to consult their union and of the right to be represented at any stage of the process.
- (b) The teacher is to be given a reasonable opportunity, normally 10 school weeks, to remedy the matter(s) of concern that have been identified. It is recognised that there may be circumstances where a timeframe of less or more than 10 weeks will be reasonable. The teacher is to be advised of the actual timeframe for the necessary improvement to be achieved and of the monitoring or guidance that will be provided.
- (c) At the end of this timeframe an assessment is to be made whether or not the teacher has remedied the matter(s) causing concern. The process and results of any evaluation are to be recorded in writing by the employer, and sighted and signed by the employee.

- (d) No action will be taken on a report until the employee has had a reasonable time to comment (in writing or orally or both) to the employer.
- (e) If a teacher has failed to remedy the matter(s) causing concern then they may be dismissed without notice and paid one month's salary in lieu, or if a holder of units the teacher may be reduced in status if the circumstances warrant such a reduction rather than dismissal, or if appointed to a Community of Learning | Kāhui Ako Teacher role under clause 3.31, 3.32 or 3.33, and the competency issues relate to that role, then the teacher may be removed from that role and lose the associated allowance if the circumstances warrant it rather than be dismissed from their substantive position.
- (f) A copy of any report to the Teaching Council arising under clause 2.3.2 will be made available to the teacher.

2.4 Teacher Conduct and Discipline

2.4.1 Where a breach of discipline appears to have occurred, the employer will determine whether disciplinary procedures should be initiated.

Where the employer considers it appropriate it will make initial enquiries to establish whether the disciplinary procedures should be initiated.

In some cases, where the facts are clear and acknowledged, resolution may be achieved informally by discussion between the parties without the need for initiating the disciplinary procedures.

The teacher will be informed of any allegation of a breach of discipline and of their right to consult the union and of the right to be represented at any stage.

2.4.2 Questions of conduct or discipline should be handled fairly in a manner which protects the mana and dignity of the teacher concerned. Teachers may seek whānau, family, professional and/or union support in relation to such matters.

2.4.3 When an employer decides to initiate formal disciplinary procedures against a teacher, the following principles are to be observed:

- (a) The employer or its agents will advise the teacher in writing of the reason for the disciplinary procedures being initiated, invite the teacher to respond in writing, and advise the teacher of their right to request union assistance and/or representation at any stage.
- (b) Before any substantive disciplinary action is taken, an investigation must be undertaken by the employer. The teacher is to be invited to attend any such investigation and to make a statement concerning the matter either personally or through a representative.
- (c) Notwithstanding clause 2.4.3(b) above, if the employer is satisfied that the welfare and interests of any student attending the school so requires, the employer may, at any time before the matter has finally been disposed of, either:
 - (i) suspend the teacher
***Note:** suspension would normally be on pay except in exceptional circumstances); or*
 - (ii) transfer the teacher to other duties.
- (d) Where a breach of discipline is held to have occurred, the employer will not impose a penalty on the teacher without first:
 - (i) giving the teacher the opportunity to make representations to it; and
 - (ii) taking into account any period of suspension already imposed.
- (e) In the case of a finding of serious misconduct the employer may dismiss the teacher without notice.

2.4.4 Where a teacher has been suspended, and subsequently a breach of discipline is held not to have been proved, the teacher will, unless the teacher has already resigned, be entitled to resume forthwith, teaching duties.

- 2.4.5 Where the teacher has been suspended without pay and subsequently the breach of discipline is held not to have been proved the salary withheld for the period of suspension will be reimbursed.
- 2.4.6 If any penalty is imposed by the employer, the teacher must be advised of their right to pursue a personal grievance in terms of the employment relationship problem resolution provisions referred to in Part Eight of this agreement:
- 2.4.7 The following are examples of matters that may warrant disciplinary action. This is not an exhaustive list, nor is it intended that every such matter listed here must always be treated as a disciplinary matter. Each case must be assessed on its individual merits.
- (a) disobedience of lawful orders or instructions;
 - (b) negligence, carelessness or indolence in carrying out their duties as a teacher;
 - (c) gross inefficiency as a teacher;
 - (d) misuse or failure to take proper care of school property or equipment in their custody or charge;
 - (e) absence from duty without valid excuse;
 - (f) conduct in their capacity as a teacher or otherwise which is unbecoming to a member of the teaching service.

2.5 Conflict Resolution

2.5.1 Ngā Kōrero me ngā Tikanga

- (a) Me tuku reta atu ki te kaimahi hei whakamārama atu i ngā raruraru kua puta noa. Mehemea he pai ki te kaimahi rāua tahi ko tōna tumuaki (hei māngai mō te Poari ā-Kura), e āhei ana ki te whakahaere tonu i ngā whakaritenga i raro i ngā tikanga Māori.
- (b) Anei rā ātahi momo tikanga hei kōwhiringa mā rātou:
 - he huihuinga kei te marae;

- he whakawhiti kōrero kanohi ki te kanohi;
 - ka hui mai te whānau hei tuarā mō te katoa; ā
 - ka hui mai ngā kaumatua me ngā kuia hei ārahi hei tohutohu i a rātou katoa;
- (c) Mēnā ka whakaaetia e te kaimahi rāua ko tōna tumuaki (hei māngai mō te Poari ā-Kura), ō rāua kaihautū rānei, kia oti pai ai te kaupapa, mā rāua mā ngā kaihautū rānei e haina ngā whakaaetanga i tūhia. Makaia atu tētahi kape o ngā whakaaetanga nei ki te kōnae whaiaro o te kaimahi.
- (d) He māmā noa iho ēnei whakawhiringa mehemea e hiahia ana tētahi taha kia waiho tārewa ake ngā tikanga Māori kia huri kē ia ki ētahi (te katoa rānei) o ngā whakaritenga, arā 2.3 me 2.4 e whai ake nei. Engari, mehemea ka huri kē atu i ngā tikanga Māori, ehara tērā i te tino raruraru kia oti hē rawa ngā whakaritenga katoa. Inā hoki ka tahuri mai tētahi taha ki ēnei ki 2.3 me 2.4 i raro nei, me tuhituhi hei whakamārama ki tērā atu taha.

Discussions in a Māori Context

- (a) The employee must be advised in writing of the specific matter(s) causing concern. The employee and employer may, depending on the nature of the complaint, agree to attempt to deal with a complaint by it being heard in a Māori context and manner.
- (b) A Māori context and manner relates to the following:
- meetings can be held on marae;
 - there is face to face engagement;
 - there can be whānau support for all involved; and
 - guidance and advice is often provided by kaumatua and kuia for all involved.

- (c) Should the employee and employer, or their representatives on their behalf, agree to a resolution of the matter, then this will be recorded in writing and signed by both parties and/or their representatives on their behalf. A copy of the agreement will be placed on the employee's personal file.
- (d) This is a discretionary option and either party may withdraw at any time, and nothing in this section prevents the employer or the employee deciding at any time that any or all of the procedures in clauses 2.3 and/or 2.4 will be used. Where either party decides to withdraw from this process, such a decision will not of itself give rise to any claim of procedural deficiency or unfairness. The decision to withdraw from this process and/or for the employer to use any or all of the procedures in clauses 2.3, and/or 2.4 will be notified in writing to the other party.

2.6 Personal Files

- 2.6.1 The employer will ensure that personal files are held in a secure place and that access to them is confined to authorised personnel and the employee concerned.
- 2.6.2 Personal file information transferred to any employer must be relevant to the employment/service needs of the employer.

***Note:** attention is drawn to the Privacy Act 2020.*

2.7 Re-Entry after Absence Due to Childcare

- 2.7.1 An employee who resigns from a permanent position to care for pre-school children may apply to re-enter the service under preferential provisions provided that:
 - (a) The absence does not exceed four years from the date of resignation or, five years from the date of cessation of duties to take up parental leave.
 - (b) The employee must:
 - produce a birth certificate for the pre-school child;

- sign a statutory declaration indicating that absence has been due to the care of a pre-school child and paid employment has not been entered into for more than 15 hours per week during that absence (other than employment as day relief or a part-time teacher).

2.7.2 Where the employee meets all the provisions of clause 2.7.1 above and, at the time of application:

- (a) has the necessary skills to fill competently a vacancy which is available in the profession; and
- (b) the position is substantially the same in character and at the same or lower salary and grading as the position previously held, then the applicant under these provisions is to be appointed in preference to any other applicant for the position.

2.7.3 The period of preferential appointment expires six months after the period in clause 2.7.1(a).

2.7.4 Absence for childcare reasons will interrupt service but not break it. The period of absence will not count as service for the purposes of sick leave or annual leave or any other leave entitlement.

2.8 Termination of Employment

- (a) The notice required to be given to a permanently appointed teacher who holds a position which was advertised will be two months, and for such a teacher who holds such a position the notice to be given to the employer will be two months, except where the teacher and the employer agree to a lesser period of notice from the teacher.
- (b) Where an employer has dismissed an employee, except in cases of serious misconduct, the employer at their discretion may provide up to two months' salary in lieu of notice. In cases of serious misconduct the provisions of clause 2.4.3(e) will apply.

- (c) Notwithstanding clause 2.8.1(a), where a long-term reliever's employment is to terminate on the occurrence of a specified event they will be entitled to one month's notice, or payment in lieu of the whole or remaining part of the notice on the occurrence of the event i.e. clause 2.8.1(a) does not apply.
- (d) Except in the case of serious misconduct, where an employer dismisses an employee pursuant to clauses 2.3, 2.4 or 2.5 of this agreement, a short-term reliever will work the full duration of time, event or project for which they are employed. No notice is therefore required by either party.
- (e) The notice requirements in clause 2.8.1(a) do not apply where the Secretary for Education gives concurrence under medical retirement – serious illness.

2.9 Medical Retirement

Note 1: *A teacher who is eligible for medical retirement for terminal illness may elect to take retirement under the provisions for either serious illness or terminal illness but not both and will be entitled to one payment only.*

Note 2: *In the event that an employee deceases in service without activating or uplifting the medical retirement provisions outlined in medical retirement terminal illness or medical retirement serious illness, the estate of the employee will have no claim on the medical retirement provision.*

Note 3: *When an employee has ceased to be a permanent employee the school board may no longer approve medical retirement.*

Terminal illness

2.9.1 A permanently appointed teacher may be granted medical retirement in circumstances where the teacher has a terminal illness which causes them to be incapable of continuing to work or returning to work.

- 2.9.2 In such circumstances, the employee will provide to the employer evidence of their illness from the teacher's registered medical specialist with a prognosis attesting to the incapacity to work both currently and in the future. The employer may request a further medical certificate from a registered medical practitioner nominated by the employer and will reimburse the cost where this is requested.
- 2.9.3 The employer will, on receiving an application for medical retirement, take account of the information provided by the teacher when making the decision whether or not to grant the medical retirement. Where the information provided does not provide sufficient medical reasons to support the granting of medical retirement, the application can be declined.
- 2.9.4 Where the employer agrees to the medical retirement, the teacher is entitled to receive as a lump sum the greater of either:
- (a) the balance of their unused sick leave entitlement as provided for in clauses 5.1 or 5.2 of this agreement; or
 - (b) two months' normal salary in lieu of notice.

Serious Illness

The following is a summary of the serious illness provisions which are detailed in full in Appendix 6. Where there is an intention to use these provisions then refer directly to Appendix 6.

- 2.9.5 A permanently appointed teacher, currently in service, may be granted medical retirement under this clause in circumstances where the teacher has a serious illness or serious injury.
- 2.9.6 A teacher is considered to be medically unfit for work by reason of serious illness if they are wholly or substantially unable to perform the duties of the position at the school and is unlikely currently or at any time in the foreseeable future to be able to return to work. An application for medical retirement must be supported by medical evidence.

- 2.9.7 Either the employee or the employer can initiate the medical retirement processes. Where the employer initiates, they must have reasonable grounds to do so.
- 2.9.8 If the employee is medically retired, they may choose one of the following options:
- (i) A medical retirement payment of 13 weeks' salary plus an additional week for every year's service in a state or state integrated school or as a transferred employee after 25 years. The maximum payment is 26 weeks' salary. Any sick-leave taken in the four weeks leading up to the application to medically retire will be subtracted from the payment; or
 - (ii) Remaining on sick-leave until their entitlement is exhausted and the employer immediately appointing a permanent teacher to replace the medically retired teacher; or
 - (iii) Receiving the remainder of their sick-leave entitlement as a lump-sum payment. This payment does not attract any holiday pay.
- 2.9.9 There must be concurrence from the Secretary for Education before the employee may be medically retired under these provisions.

Note: *Teachers considering medical retirement processes are advised to check out any implications of being medically retired on any retirement saving scheme or superannuation scheme they may contribute to.*

2.10 Beginning Teacher Time Allowance

- 2.10.1 Trained beginning teachers in their first year of a provisional appointment who are employed full-time will be an 0.8 charge against the school staffing entitlement but will receive full salary and will not have more than 20 hours of allocated duties during normal school hours each week. Trained beginning teachers in their first year who are less than full-time but who are employed for 0.5 or more of a full-time load will receive 0.1 FTTE. These time allowances are for advice and guidance purposes.

2.10.2 Trained beginning teachers in their second year who are employed full-time will be a 0.9 charge against the school staffing entitlement but will receive full salary. These teachers will receive 0.1 FTTE time allowance for advice and guidance purposes.

2.10.3 For clarity, the time allowances provided in clause 2.10 will operate to reduce the maximum timetabled classroom teaching time specified in clause 4.2 of this agreement.

2.11 Te Atākura Time Allowance

2.11.1 Te Atākura graduates trained in 1987, 1988, 1989, 1990, 1991 and 1992:

(a) Will be allocated a time allowance of up to 0.5 FTTE as a special allowance for teachers trained under Te Atākura scheme for the use of their special skills in the areas of Taha Māori, of support for Māori students and for liaison between the school and the Māori community; and at least 0.5 FTTE from the school's normal staffing entitlement.

(b) For clarity, these allowances are in addition to those provided under clause 4.2.

2.12 Retirement Savings Scheme

2.12.1 Teachers are eligible to join Kiwisaver schemes in accordance with the terms of those schemes.

2.12.2 Employer or government contributions to retirement or superannuation schemes which are closed to new members (and include the Teachers' Retirement Savings Scheme and the Government Superannuation Fund), will continue in accordance with the terms of those schemes.

2.12.3 Where government or employer contributions are made to another retirement or superannuation scheme of which a teacher is a member, then that teacher is only eligible to receive employer or government contributions to a KiwiSaver scheme to the extent that those combined contributions equal the minimum KiwiSaver employer or government contributions. If the government or employer contributions made to another retirement or superannuation scheme of which a teacher is a member equal or exceed the full minimum KiwiSaver employer or government contributions, then that teacher is not eligible to receive employer or government contributions to a KiwiSaver scheme.

Note: *School boards are obliged to enrol eligible new employees in a KiwiSaver scheme in accordance with the KiwiSaver Act 2006.*

2.13 Surplus Staffing Provisions

- (a) Where, by reason of a reorganisation of, or a change in, the attendance at a school; or by reason of the closure, or change of classification of a school that is initiated by the Secretary for Education, Minister of Education, or by operation of the Staffing Orders an employer is required to reduce the number of teaching positions or to alter the status of positions to which units are allocated, the position(s) to be disestablished or altered in status will be determined in accordance with the provisions set out in this part and in Appendix 5. These provisions apply only to an employee appointed as a permanent area school teacher.
- (b) Where it is the employer, rather than the Secretary for Education, Minister of Education, or operation of the Staffing Orders, that has initiated the reorganisation, change, reduction or alteration, then other than when the employer is proposing to relinquish its role as RTLB Cluster Lead School Employer:
 - (i) The employer must provide a written proposal as part of its consultation process with all potentially affected employees.

- (ii) Where, following the consultation process, a teacher's position is to be disestablished or the number of allocated units are to be reduced, the teacher must receive at least two months notification of the change.
- (iii) Any teacher whose position is disestablished under these provisions will be entitled to select one of the options set out in clause 2.13.3.
- (iv) A teacher whose number of allocated units are reduced is entitled to the salary protection outlined in clauses 2.13.5(b) or 3.4.8 as appropriate.

Note: see Appendix [8] for the procedure when an employer is proposing to relinquish its role as a RTLB Cluster Lead School Employer.

- (c) Where, by reason of a merger of a school (including where applicable, a centre) an employer is required to reconfirm or reassign teaching positions, or to alter the status of positions to which units are allocated, or to reduce the number of teaching positions, the position(s) to be reconfirmed, reassigned, altered in status or disestablished will be determined in accordance with the provisions set out in this part and in Appendix 4. These provisions apply only to permanently appointed employees.

2.13.2 **Notice Period**

Positions identified as surplus in the procedures set out in Appendix 4 and Appendix 5 will be effectively disestablished at the start of the next school year. In the period between notice of disestablishment being given and the effective date of disestablishment, the following provisions will apply:

- (a) Subject to clause 5.5 of Appendix 5, where an employee's position is to be disestablished and where, before the effective disestablishment of that position takes effect, the roll increases sufficiently to justify its continuation at its current level, the notice of disestablishment will be withdrawn and the employee concerned will continue in the position at the level which existed prior to the notice of disestablishment being issued unless that employee has, in the meantime, resigned or been appointed to another permanent position;
- (b) Where, as a consequence of the closure of a school a replacement school is created, positions at the replacement school will be advertised nationally in the Education Gazette and notice of intention to advertise will be given to the school board of the closing school. Teachers at the closing school may apply for the advertised positions. Selection will be on merit with no automatic right to appointment. The entitlement to the options set out in clauses 2.13.3 and 2.13.4 applies where the employee does not secure a position in the replacement school;
- (c) Where, in the case of the merger or change of classification of a school as a consequence of the operation of clause 2.13.1, an employee applies for a permanent teaching position of equal or lower status for which they are suitable at the merged or reclassified school, then the provisions of clauses 4.5, 4.6, 4.7 and 4.8 of Appendix 4 will apply. The entitlement to the options set out in clause 2.13.3 and clause 2.13.4 applies where the employee does not secure a position in the new school;
- (d) Prior to the effective date of disestablishment of a position, the employer will support the employee's finding a suitable alternative permanent teaching position either within or outside the school and will meet the actual and reasonable expenses of attending interviews at other schools where prior approval is given;

- (e) Where an employee holds a position which is about to be disestablished and, before the effective date of disestablishment, the employee declines an offer of suitable permanent appointment at the same salary from the employer or applies for and declines an offer of appointment to a teaching position for which the employee is suitable from another school board, the employee's employment may be terminated from the effective date of disestablishment and no further compensation paid;
- (f) Where an employee is appointed, under the provisions of this part, to a suitable permanent teaching position with another school board and a transfer of location is involved, the employee will be entitled to normal removal expense provisions provided that this entitlement will be exercised for one transfer only.

2.13.3 **Voluntary Options**

Any employee (including an employee holding a job sharing position) whose position as a permanently appointed area school teacher is disestablished in accordance with Appendix 4 or Appendix 5 as a result of voluntary election or otherwise, has the following options available where applicable as provided for in Appendix 4 and Appendix 5 and clause 2.13.4 of this part. The options will become available at the date of disestablishment. The employee must advise the employer before the date of disestablishment which option they have selected. If no selection is made by this date the employee will be deemed to have supernumerary status. The options are:

- (a) Supernumerary employment;
- (b) Retraining;
- (c) Severance payment (this option does not apply where the employee volunteers to be considered for disestablishment as set out in Appendix 5); and
- (d) Long service payment.

2.13.4 The options set out in clause 2.13.3 will have the meaning set out in this clause and apply in the following manner. The term ‘school weeks’ used in clause 2.13.4(1) and clause 2.13.4(2) below means those weeks forming part of the period during which in the normal course of events the school would be open for instruction.

(1) Supernumerary employment:

Supernumerary employment is employment for a period of up to 30 school weeks. An employee whose position is disestablished as a result of voluntary election or otherwise who has either elected to be employed as a supernumerary teacher, or who has not taken up any of the other options set out in clause 2.13.3 before the date of disestablishment, will be entitled to supernumerary employment in accordance with the following provisions:

- (a)
 - (i) the employee will continue to be employed at their existing salary for a period of 30 school weeks from the effective date of the disestablishment of the position (normally at the beginning of term one of the following year);
 - (ii) in the case of school mergers, the employee may elect to be employed at their existing salary for a period of 40 school weeks at the merged school or in any other school – provided that the school board of that school gives consent – from the effective date of the disestablishment of the position and the provisions of clause 4.4.1(a) and clause 4.4.1(b) of Appendix 4 apply;
 - (iii) in the case of school closure, the employee may be supernumerary for 40 school weeks in any other school provided that the school board of that school gives consent;
- (b) the employee may elect to take up their supernumerary employment at the same school or at any other school at the request of the employee and with the approval of the original employer and the school board at the other school;

- (c) the employer will encourage the employee to find a suitable alternative permanent teaching position and will meet the actual and reasonable expenses of attending interviews at other schools where prior approval is given;
- (d) if during the supernumerary period the employee applies for a permanent position of equal or lower status for which they are suitable at the school or centre where they are employed at the time, they will be appointed to, or in the case of a merger reconfirmed or reassigned to that position;
- (e) the employee's supernumerary employment will cease upon the employee being appointed to a new teaching position or upon the employee choosing to resign or at the expiration of the applicable number of school weeks specified in clause 2.13.4(1)(a) from the effective date of the disestablishment of the position, whichever is the earlier;
- (f) in the case of the closure, merger or change of class of a school, the supernumerary period will begin on the date of the opening of the new school, unless the employee takes up their supernumerary position at another school in terms of (b) above, in which case supernumerary status will begin from the effective date of disestablishment. Where a school is closed without replacement the employee is entitled to the options set out in clause 2.13.3;
- (g) where a supernumerary teacher is appointed to a new permanent teaching position or is accepted for supernumerary employment at another school, and a transfer of location is involved, that employee will be entitled to normal removal expenses provisions provided that this entitlement will be exercised once only for each supernumerary period;

Note: Attention is drawn to clause 7.2.1 of this agreement in relation to removal expenses

- (h) where a supernumerary teacher declines an offer of suitable appointment at the same salary from the employer with whom they are employed at the time, or applies for and declines an offer of appointment from another school board, the employee's supernumerary status will cease forthwith;
- (i) during any period of supernumerary employment an employee is entitled to any salary increases or increments due.

(2) Retraining

Where an employee's position is disestablished as the result of voluntary election or otherwise the employee may elect to take a course of study approved by the Secretary for Education that will enhance or upgrade the employee's skills as a primary, area or secondary teacher, provided that:

- (a) the employee will continue to be employed at their existing salary for a maximum period of 40 school weeks from the effective date of the disestablishment of the position (normally at the beginning of term one of the following year);
- (b) the employee is employed as a supernumerary teacher during this period and has the rights and obligations of a supernumerary teacher except as specifically provided in this clause;
- (c) there is no requirement on the employer to meet any costs and expenses of training, including course fees;
- (d) the employee will provide evidence of attendance at the approved course of study where requested by the employer. The employer may make enquiries during the retraining period to establish that the employee is undertaking the approved course of study;

- (e) where the approved course of study is for a shorter period than 40 school weeks the employee is required to attend the school as a supernumerary employee in periods when the school is open for instruction provided that where the approved course of study is less than the applicable period under clause 2.13.4(1)(a) supernumerary status from the effective date of disestablishment of the position will not extend beyond that period.
- (f) where the approved course of study commences later than the effective date of disestablishment, the employee is required to attend the school as a supernumerary employee in periods when the school is open for instruction, except in special circumstances approved by the employer;
- (g) where the employee chooses to withdraw from the course before its completion, further employment will cease, except where the employer and the Secretary for Education agree that there was just cause for the withdrawal, the employee will return to the school as a supernumerary for the remainder of the retraining period.

(3) Severance Payment

When an employee's position is disestablished as a result of the application of the provisions in Appendix 4 or in clause 5.3 of Appendix 5, the employee may elect to be paid a severance payment provided that:

- (a) the employee will be deemed to have supernumerary status for the period after disestablishment until severance payment is paid. This period will usually be that between the beginning of the next school year and the first of March census of the school roll. During this period, the rights and obligations of a supernumerary teacher will apply;

- (b) where a school is closed without replacement at the end of a school year the employee will receive a salary for the supernumerary status up to 1 March. The severance payment will be paid in the pay period immediately after 1 March. An employee may request to be paid the severance payment prior to 1 March (although no earlier than the end of the school year) and in these circumstances the payment for the supernumerary period will be for the period between the end of the school year and the date of payment of the severance payment.
- (c) payment under this clause will be made in accordance with the provisions below. For the purpose of these provisions, ordinary pay is defined as basic taxable salary, plus regular taxable allowances paid on a continuous basis as at the effective date of disestablishment of the position. For employees on leave without pay, ordinary pay will be the ordinary pay at the time of taking leave;
- (d) an employee whose position is disestablished who elects to take a severance payment will be paid according to the table below:

Length of Service	Weeks of Payment (ordinary pay)
Up to 3 years	7 weeks
over 3 years and up to 5 years	15 weeks
5 years and over	23 weeks

- (e) for the purposes of calculating length of service for clause 2.13.4(3) and clause 2.13.4(4) only service as a teacher in a state or integrated school or as a transferred employee will be counted. Non-permanent part-time service will be calculated on the basis that 80 hours equals one month's service and 1000 hours equals one year's service. Where non-permanent part-time service consists of 20 or more hours per week it may be credited as full-time service. For the purposes of this clause service includes service credits for childcare where an employee resigned or took leave to care for their children, on the basis of one third credit for each year of such leave up to a maximum of five years credit;
- (f) where an employee, having received a severance payment, commences permanent employment within a number of weeks which is less than the number of weeks of payment received by the employee as a severance payment under clause 2.13.4(3)(c) above, the employee will refund the difference between the number of weeks for which they were without employment and the number of weeks for which severance payment was received.

Provided: that for the purposes of this clause, employment means employment as a teacher in a state or integrated school or employment as a manual training teacher in an approved manual training establishment;

- (g) any employee receiving the severance payment will be deemed to have been paid in full for service to that date for the purpose of calculating service for any future sick leave, severance or long service payment entitlements;
- (h) pay for employees will be defined as:
 - (i) for full-time employees, "Weekly" pay will be 7/365 of ordinary pay;

(ii) for part-time employees, “Weekly” pay will mean the employee’s average weekly earnings for the previous six/twelve months (whichever is more favourable to the employee);

(i) payment under this provision is conditional upon the employee finishing on an agreed date (usually the first of March). Where the employee resigns their position or is appointed to another teaching position before the date of payment, no payment will be made.

(4) Long Service Payment:

(a) Where an employee’s position is disestablished either as the result of voluntary election or otherwise, the employee may elect to receive a long service payment. The intention of this payment is to assist the employee to withdraw from the teaching service. This option will be available on the following basis:

- (i) the employee will be deemed to have supernumerary status for the period from the effective date of disestablishment until long service payment is paid. This period will usually be that between the beginning of the next school year and first of March census of the school roll. During this period, the rights and obligations of a supernumerary teacher will apply;
- (ii) those with 25 years’ service and less than 30 years’ service will be paid a lump sum of 25 weeks’ ordinary pay;
- (iii) those with 30 years’ service or more will be paid a lump sum of 30 weeks’ ordinary pay;

- (b) Where a school is closed without replacement at the end of a school year the employee will receive salary for the supernumerary status up to 1 March. The long service payment will be paid in the pay period immediately after 1 March. An employee may request to be paid long service prior to 1 March (although no earlier than the end of the school year) and in these circumstances the payment for the supernumerary period will be for the period between the end of the school year and the date of the payment of the long service payment.
- (c) For the purposes of the long service payment, the definitions of service and of weekly ordinary pay are the same as those for severance set out above;
- (d) Where an employee having received a long service payment commences permanent employment within a number of weeks which is less than the number of weeks of payment received by the employee as a long service payment under clause 2.13.4(4)(a) above, the employee will refund the difference between the number of weeks for which they were without employment and the number of weeks for which long service payment was received provided that for the purposes of this clause, employment means employment as a teacher in a state or integrated school or employment as a manual training teacher in an approved manual training establishment;
- (e) any employee receiving the long service payment will be deemed to have been paid in full for service to that date for the purpose of calculating service for any future sick leave, severance or long service payment entitlements;
- (f) payment under this provision is conditional upon the employee finishing on an agreed date [usually the first of March].

2.13.5 Preference in Appointment

- (a) Where a position which has permanent units attached has been reduced in status because of the operation of clause 2.13.1 and the actual roll is sufficient to justify its continuation or resumption at the former level before the actual reduction in status takes effect, the employee concerned will continue to be employed in the position at its former status unless they have resigned or been appointed to another permanent position. This subclause is not applicable to the holder of fixed term unit(s).
- (b) Any employee who holds a position which has permanent units attached, and that position is or is about to be altered in status as a consequence of the operation of clause 2.13.1, who applies for the position as advertised at its new status will be appointed to that position unless in the meantime the employee has been appointed to another permanent position, provided that where the position has been reduced in status the employee concerned will continue to be paid at the salary they were receiving immediately prior to the reduction, for a period of one year from the effective date of the reduction provided that they continues to hold that position. This sub-clause is not applicable to holders of fixed-term unit(s).
- (c) During the period of salary protection an employee is entitled to any salary increases or increments due.

2.13A Employment Protection Provisions

2.13A.1 'Restructuring' is given the same definition as in section 690I of the Employment Relations Act 2000 and includes:

- (a) contracting out; or
- (b) selling or transferring the employer's business (or part of it) to another person;
- (c) but excludes mergers and school reorganisations as defined in Appendix 4.

- 2.13A.2 Where work undertaken by an employee covered by this agreement will be, or is likely to be, undertaken by a new employer (whether or not the new employer is an “employer” defined in clause 1.8) the employer will notify the National Offices of NZEI Te Riu Roa and PPTA Te Wehengarua where the employee affected by the restructuring is a member of the union. In such circumstances the employer will meet with representative(s) of the union to:
- (a) Identify the issues the employee wishes to have considered by the new employer;
 - (b) Ensure that all current terms and conditions of employment of the employee are accurately recorded; and
 - (c) Determine the process by which communications to/from the employee will be conducted.
- 2.13A.3 The employer will encourage the new employer to agree to the involvement of the union(s) in the processes described in clauses 2.13A.4 and 2.13A.5 below.
- 2.13A.4 Having completed the process described in clause 2.13A.2 above, the employer will meet with the new employer to:
- (a) provide the new employer with details of the work currently performed by the employee concerned together with details of the terms and conditions of their employment; and
 - (b) seek a proposal for the employment of the affected employee by the new employer, including clarification of the terms and conditions upon which that employee would be offered employment by the new employer.
- 2.13A.5 The following will be matters for clarification under clause 2.13A.4(b) and again should be read in conjunction with the surplus staffing provisions of this agreement.
- (a) the number and type of positions that may be offered by the new employer to the employee affected by the restructuring;

- (b) the terms and conditions of employment to be offered to the employee (including whether the employee will transfer to the new employer on the same terms and conditions of employment);
- (c) the arrangements, if required, for the transfer of any accrued benefits and entitlements in relation to those employees;
- (d) the arrangements, if required, for when and how offers of employment are to be made to the employee and the mode of acceptance, including whether any offers of employment made by the new employer will be conveyed through NZEI Te Riu Roa and PPTA Te Wehengarua.

2.13A.6 The process to be followed at the time of the restructuring to determine what entitlements, if any, are available for employees who do not transfer to the new employer are set out in Appendix 4. This clause, 2.13A, as a whole will be read in conjunction with those provisions.

Note: *Section 605 of the Education and Training Act 2020*

2.14 Head of Department/Tutor Teacher Time Allowance

2.14.1 Each school will receive an additional 0.04 FTTE for each full-time year-one beginning teacher granted the year-one beginning teacher allowance as in clause 2.10.1.

2.14.2 The school will allocate the equivalent of one-hour non-teaching time per week to the person responsible for directly providing an advice, guidance and support programme to that beginning teacher. Schools have flexibility to decide how they allocate this time within or across weeks.

2.14.3 Time allowances will aggregate where the individual is providing an advice, guidance and support programme to two or more beginning teachers who generate the time allowance.

2.14.4 Where more than one Head of Department or Tutor Teacher is responsible for providing an advice, guidance and support programme to the beginning teacher the time allowance will be shared equitably.

2.14.5 If the advice, guidance and support programme is provided by a Head of Department or Tutor Teacher who is employed at another school, the employer of the beginning teacher will transfer this time allowance to the employing school of the Head of Department or Tutor Teacher.

***Note:** 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 Teachers), except where the support role is separate from their generalised responsibility for beginning teachers at the school.*

2.15 Specialist Teacher

2.15.1 Each area school will be entitled to select a permanent teacher to perform the role of a Specialist Teacher.

2.15.2 A school with a school roll of 1-99 will receive a time allowance of 0.08 FTTE per week. This time allowance will be timetabled Specialist Teacher time and will be in addition to non-contact time or classroom release time. The Specialist Teacher will allocate a minimum of two hours in their timetabled week to the professional development and guidance of other teaching staff. Schools with rolls of 1-99 may opt, by mutual agreement with another school, to engage a teacher employed at that other school to perform this role. In such circumstances the staffing will be transferred to the employing school board of that teacher.

2.15.3 A school with a school roll of 100 or more will receive a time allowance of 0.16 FTTE per week. This time allowance will be timetabled Specialist Teacher time and will be in addition to non-contact time or classroom release time. The Specialist Teacher will allocate a minimum of four hours in their timetabled week to the professional development and guidance of other teaching staff.

2.15.4 Appointment criteria to the position of Specialist Teacher include:

(a) being a permanently appointed registered teacher; and

- (b) having at least six years total teaching experience (either in New Zealand or overseas); and
- (c) having had three successful attestations against the experienced classroom teacher standards (Schedule 1 of this agreement), or overseas equivalent; and
- (d) being a full-time teacher, or a part-time teacher with a significant classroom teaching load at time of application; and
- (e) other criteria that may be subsequently agreed and promulgated by the parties.

2.16 Start of Year

2.16.1 Regardless of the first day schools are open for instruction in Term 1, for normal pay and employment purposes the start of the school year is 28 January for those teachers that are employed for that year, except that for teachers being employed for the first time in a state or integrated school, or being employed after a break in service, their start day is as advised to payroll by the employer.

2.17 Cultural Competitions

2.17.1 *Te whakataetae mo ngā kapa haka kura tuarua | National Secondary School Kapa Haka Competition*

- (a) 100 teacher relief days are available to area or secondary school teachers involved in organising the biennial national secondary schools Kapa Haka contest in the year the contest is held.
- (b) 70 teacher relief days will be allocated biennially for area or secondary school teachers supporting students in Kapa Haka competitions.

2.17.2 ***Te whakataetae te Mana Kuratahi | National Primary Kapa Haka Competition***

2.17.3 *140 teacher relief days will be made available every two years for area or primary teachers supporting students participation in Te Mana Kuratahi (the National Primary Kapa Haka Competition).*

2.17.4 **Polyfest** Competitions

30 teacher relief days will be allocated annually for area and secondary teachers supporting students participating in Polyfest competitions.

2.18 Overseas Teacher Time Allowance

2.18.1 School boards that employ an overseas trained teacher, are entitled to receive an Overseas Teacher Time Allowance of an additional 0.1 FTTE provided that the teacher meets the criteria outlined in clause 2.18.2. The allowance is available for a maximum of 20 weeks. The allowance may be applied for by the school board at any time within the first 12 months of an overseas teacher's employment.

2.18.2 For the school to receive an Overseas Teacher Time Allowance, the employed teacher must:

- (a) be an overseas trained teacher whose qualification(s) are recognised for New Zealand teacher registration; and
- (b) be appointed to their first teaching position in a New Zealand state or state integrated school; and
- (c) have completed less than 10 weeks teaching in a New Zealand state or state integrated school; and
- (d) be fully employed from within the school's staffing entitlement i.e. Teacher Salaries; and
- (e) be employed full-time, i.e. 1.00 full-time teacher equivalent (FTTE); and
- (f) be appointed to a position for a minimum of two terms; and
- (g) not be eligible for the Beginning Teacher Time Allowance generated under clause 2.10 of this agreement.

2.18.3 A school board may not receive the Overseas Teacher Time Allowance for a teacher who is receiving or has received the Beginning Teacher Time Allowance.

2.18.4 The school board 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.

2.19 Professional Learning Days

2.19.1 Schools deemed isolated (at time of this settlement being those covered by Targeted Funding for Isolation) will have funding for three professional learning days per annum (per school) for the purpose of enabling permanent and long-term relieving teachers to visit other schools for professional learning.

2.19.2 The parties developed guidelines for the use of this time during 2008. The guidelines include consultation between employers and teachers on the processes of allocation of the professional learning days.

2.20 Community of Learning | Kāhui Ako-level Induction and Networking Programmes

2.20.1

(a) Each teacher employed in a Community of Learning | Kāhui Ako Teacher (across community) role will generate \$750 per annum to the employing school to support Community of Learning | Kāhui Ako-level induction and networking programmes.

(b) Each teacher employed in a Community of Learning | Kāhui Ako Teacher (within school) role will generate \$400 per annum to the employing school to support Community of Learning | Kāhui Ako-level induction and networking programmes.

Note: see also clauses 3.32 and 3.33.

2.21 Teacher-led Innovation Fund

2.21.1 During the 2015-2018 school years groups of three or more teachers may apply for funding from the Teacher-Led Innovation Fund for practice-based research.

Part 3: Remuneration

3.1 Base Salary Scales

3.1.1 The following salary scales are payable to teachers covered by the Agreement.

3.1.2 Base Salary Scale – Trained Teachers

This base salary scale applies to all certificated teachers (including Provisionally Certificated and Subject to Confirmation categories but not Limited Authority to Teach) by the Teaching Council of Aotearoa New Zealand as they are considered, for the purposes of this clause, to be trained and qualified as teachers to teach in NZ.

New Step	Qualification Group Notations	Rates effective from 2 December 2024	Rates effective from 25 March 2026	Rates effective from 28 January 2027
1	H3E	\$61,329	\$62,862	\$64,119
2	H3+E	\$64,083	\$65,685	\$66,999
3	H4E	\$66,586	\$68,251	\$69,616
4	H5E	\$70,779	\$72,548	\$73,999
5		\$75,340	\$77,224	\$78,768
6		\$80,224	\$82,230	\$83,874
7		\$86,123	\$88,276	\$90,042
8		\$90,960	\$93,234	\$95,099
9	H3M	\$97,920	\$100,368	\$102,475
10	H3+M, H4M, H5M	\$103,086	\$105,686	\$107,886

Note: where a teacher has been on their maximum step for three years, they may be entitled to the Service Increment under clause 3.18.

3.1.3 Salary Qualification Groups

The H notations in this collective agreement recognise that the New Zealand Register of Quality Assured Qualifications provides the appropriate framework for determining the linkage between the qualification and the salary. This should be read in conjunction with Appendix 7 Salary on Appointment and Affect of Improved Qualifications, which sets out credits for previous teaching and/ or other recognised service and/ or relevant work experience. Teachers who subsequently improve their qualification(s) should refer to clause 8 of Appendix 7.

The Qualification Group Notations entry points (E) and base scale maximum points (M) listed on the unified base salary scale for trained teachers for each qualification group defined below:

H3 for teachers who hold a current practicing certificate issued by the Teaching Council of Aotearoa New Zealand but no subject or specialist qualification at level 7 or above on the NZQF, or equivalent overseas teaching qualifications recognised by the NZQA.

***Note:** also includes teachers previously placed in H1 or H2 qualification groups.*

H3+ for teachers who hold a current practicing certificate issued by the Teaching Council of Aotearoa New Zealand and:

- a subject or specialist level 7 qualification on the NZQF (i.e. not an initial teacher education qualification) which can be a Diploma (excluding a National Diploma), Graduate Diploma or Degree; or
- an initial teacher education qualification at level 8 on the NZQF; or
- equivalent overseas qualifications recognised by the NZQA or an overseas qualification where NZQA has determined that the qualification has level 7 (graduate) study in a subject or specialist area(s) i.e. any area of study that is not initial teacher education; or

- Where an area school teacher holds a qualification listed in clause 9 of Appendix 7, or its equivalent, which does not have a level 7 subject or specialist qualification on the NZQF available and they have completed 6000 hours of work experience in their applicable trade, they will be placed in H3+.

(refer to Appendix 3 for further clarification).

H4 for teachers who hold a current practicing certificate issued by the Teaching Council of Aotearoa New Zealand and:

- a subject or specialist level 8 qualification on the NZQF which can be an honours degree or a Post Graduate Diploma; or
- two subject or specialist level 7 qualifications on the NZQF (as listed above); or
- an initial teacher education qualification at level 9 of the NZQF; or
- equivalent overseas qualifications recognised by the NZQA.

H5 for teachers who hold a current practicing certificate issued by the Teaching Council of Aotearoa New Zealand and:

- a subject or specialist level 9 qualification on the NZQF; or
- equivalent overseas qualifications recognised by the NZQA.

3.1.4 Base Scale – Untrained Teachers

This scale will apply to teachers who are employed with a Limited Authority to Teach.

Step	Rates effective from 2 December 2024	Rates effective from 25 March 2026	Rates effective 28 January 2027
1	\$53,155	\$54,484	\$55,574
2	\$55,316	\$56,699	\$57,833
3	\$56,397	\$57,807	\$58,963
4	\$57,496	\$58,933	\$60,112

3.1.5 Untrained teachers will progress to the subsequent step on the scale upon completion of each twelve months service, subject to satisfactory performance as assessed by the principal, until reaching the maximum salary rate.

Note 1: *The Qualifications Chart (MoE Circular 99/11) and subsequent lists that were compiled through the qualifications verification process undertaken by the PPTA Te Wehengarua, the NZEI Te Riu Roa, and the Ministry of Education | Te Tāhuhu o te Mātauranga will continue to be used to inform judgments about qualifications unable to be allocated a level by reference to the Register of Quality Assured Qualifications.*

Note 2: *Quality Assurance Processes*

- *The NZQA registers New Zealand qualifications at levels on the New Zealand Register of Quality Assured Qualifications and assesses overseas qualifications against the Register.*
- *Teaching Council of Aotearoa New Zealand (Teaching Council) approves and monitors teacher education courses.*
- *Secondary teacher education providers of approved courses limit entry into their courses to those with Level 7 qualifications that support the teaching of the New Zealand secondary curriculum in years 7-13.*
- *Teacher education providers graduate only those who meet the Teaching Council's Standards for the Teaching Profession.*

- *Ministry of Education | Te Tāhuhu o te Mātauranga verifies the level(s) of qualification(s) for pay purposes using information from the NZQA, the Teaching Council and teacher education providers.*

Note 3: *Issues Committee*

A committee, called the Issues Committee (Committee), made up of representatives of the NZQA, the Teaching Council, the Ministry of Education | Te Tāhuhu o te Mātauranga, Te Whakarōputanga Kaitiaki Kura o Aotearoa | the New Zealand School Boards Association (NZSBA), the PPTA Te Wehengarua, and the NZEI Te Riu Roa will meet from time to time, upon request of any of the named organisations, to consider and resolve any outstanding or new issues about teachers' qualifications in relation to salary. These may be either individual cases or more general qualification or teaching qualification issues.

- *In the first instance the Teaching Council or the NZQA respectively make decisions about teacher education requirements and qualifications.*
- *Where a matter remains unresolved, the Committee will be convened to seek to resolve the matter.*
- *Where the Committee is unable to resolve the issue, the Secretary for Education may exercise discretion to determine an appropriate placement or progression on the salary scale.*

3.1.6 Salary when moving from the untrained to trained teacher scale

- (a) Where an untrained teacher applies for and is subsequently granted a practising certificate from the Teaching Council of Aotearoa New Zealand, the following will apply.
 - (i) The teacher will, subject to (ii) and (iii) below, translate to the entry step for their qualification group on the Base Salary Scale - Trained Teachers. The date of this change will become their new anniversary date for salary progression purposes.

- (ii) Where the teacher has service as an untrained teacher in a state or state integrated school that has not contributed to progression on the Base Scale - Untrained Teachers, they will have this service added to their entry step as per (i) on the Base Salary Scale – Trained Teachers. This will happen as part of their assessment under Appendix 7.
- (iii) Where the teacher had relevant work experience and/or other teaching service already counted in their first salary assessment (see clause 2 of Appendix 7), provided they were employed as an untrained employee while they were undertaking their initial teacher education programme (recognised by the Teaching Council of Aotearoa New Zealand), they will have this work and/or service included in their assessment under Appendix 7.

Note: Clause 3.1.6 is not intended to be used for teachers who are commencing their first ever teaching position in the state and state integrated school sector after having become qualified but who are still awaiting confirmation of registration/certification from the Teaching Council of Aotearoa New Zealand. Beginning teachers who commence their first ever teaching position after becoming qualified should generally be assessed under Appendix 7.

3.1.7 Secretary's discretion in exceptional circumstances

- (a) In exceptional circumstances the Secretary for Education may exercise discretion to approve the higher placement or faster progression of a teacher within the salary scale, having regard to a teacher's previous service and professional, technical, practical or other suitable experience, subject to the provisions of Appendix 7.

3.2 Resource Teachers – Salary on Appointment

3.2.1 Resource Teachers Learning and Behaviour (RTLB)

Subject to clause 3.2.4 below, a teacher appointed to a position of RTLB will be paid on the appropriate step on the base scale and will be entitled to a permanent unit as per clause 3.4.2.

3.2.2 **Resource Teachers Māori (RTM)**

- (a) The entry step for RTM whose qualification group is H3 will be step 9 and for RTM whose qualification group is H3+, H4 or H5 will be step 10.
- (b) Subject to clause 3.2.4 below, a teacher appointed to a position of RTM will be paid on the appropriate step on the base salary scale and will be entitled to a permanent unit on appointment as per clause 3.4.2.
- (c) Subject to clause 3.2.5 below, after 12 months continuous service in the role of RTM, the teacher will be entitled to an additional permanent unit.

3.2.3 **Resource Teachers Literacy (RT:Lit)**

- (a) The entry step for RT:Lit whose qualification group is H3 will be step 6 and for RT:Lit whose qualification group is H3+, H4 or H5 will be step 7.
- (b) Subject to clause 3.2.4 below, any RT:Lit employed before 1 July 2019 as a Resource Teacher Reading (RTR) in a permanent position will be entitled to a permanent unit as per clause 3.4.2.
- (c) Subject to clause 3.2.3(d) and 3.2.4 below, any teacher appointed to a RT:Lit position who was not employed before 1 July 2019 as a RTR will be entitled to a permanent unit from the date on which they commence the RT:Lit training programme unless they receive a Ministry of Education | Te Tāhuhu o te Mātauranga exemption from undertaking the training, or the training ceases to be provided, in which case the unit will be allocated from the date of their appointment as per clause 3.4.2.
- (d) Where an RT:Lit is required to undertake the RT:Lit training and does not commence, or withdraws from, or does not complete the RT:Lit training the unit will be withdrawn by the employer.

3.2.4 **Unit on appointment**

For all new appointments if the teacher is employed in more than one position that would entitle them to a unit under clauses 3.2.1, 3.2.2(b), 3.2.3(b) and/ or 3.2.3(c) they will be entitled to a maximum of one permanent unit under these clauses paid as per clause 3.4.2.

3.2.5 **Unit for continuous service – RTM**

Teachers employed in more than one position that attracts the unit provided under 3.2.2(c) who are entitled to receive an additional permanent unit after 12 months continuous service will receive a maximum of one additional permanent unit.

***Note:** these units are provided separately in the Staffing Order i.e. not part of the entitlement units.*

3.3 **Salary Payments**

3.3.1 Salary Payments

Salaries will be paid fortnightly by direct credit to the employee's nominated bank account.

3.3.2 Payment for Work on a Public Holiday

Where a teacher is asked by their employer to work a Public Holiday, and agrees to do so, they will be entitled to be paid in accordance with s50 of the Holidays Act 2003.

3.4 **Units**

3.4.1 School boards will be entitled, in any one school year, to a number of units for the purposes of management, responsibility (which may include responsibility for curriculum), recruitment, retention and/or reward, generated by formula in the Area Schools Staffing Order. The employer, following consultation with its teaching staff, will determine the use of units. Up to 40% of the units may be allocated on a fixed term basis.

- 3.4.2 Units are paid at the rate of \$5,000 per annum. From 25 March 2026, the rate of each permanent or fixed term unit is \$5,500 per annum. They are paid at the substantive rate (i.e. not divisible) to both full-time and part-time teachers. The only circumstance in which the units may be proportioned is in an approved full-time job share position.
- 3.4.3 At the time of allocating a fixed term unit or units the employer will specify either the period of time for which the teacher will be entitled to that fixed term unit or units, or the particular assignment or task to be undertaken for which that fixed term unit or units has been allocated.
- 3.4.4 The entitlement to that fixed term unit or units will cease at the expiry of the specified period or on completion of the specified assignment or task.
- 3.4.5 Fixed term units allocated for any reason will be paid in addition to the teacher's rate of pay, including any permanent units.
- 3.4.6 The employer may reallocate to the same teacher a fixed term unit or units for a further period of time or for a further particular assignment or task.
- 3.4.7 Untrained teachers holding permanent units will be entitled to progress to their qualification maximum on the base salary scale.
- 3.4.8 Where a teacher appointed to a position to which unit(s) are allocated loses that position or has the position altered in status because of the application of the surplus staffing provisions of this agreement the salary protection arrangements of those provisions will apply provided:
- (a) that where the allocation has been made on a fixed term basis the period of protection will be for the lesser of the term of the appointment agreed or for one year while the teacher continues to hold a position at the school; and provided also;
 - (b) that in no case will the eventual salary reduction be to a rate less than would otherwise apply had the teacher not been appointed to a position to which unit(s) had been allocated.

3.5 Middle Management Allowances

- 3.5.1 An employer will be entitled, in each school year, to a number of Middle Management Allowances generated by formula in the Education (School Staffing) Order. The employer, following consultation with its teaching staff, will determine the allocation of these allowances. Up to 40% of the allowances may be allocated on a fixed term basis in schools with four or more middle management allowances and schools with fewer than four middle management allowances will be able to allocate one on a fixed term basis.
- 3.5.2 The Middle Management Allowances are restricted to:
- (i) teachers without units who have a designated curriculum or pastoral management responsibility;
 - (ii) teachers with one to four units who have a designated curriculum or pastoral management responsibility; and
 - (iii) teachers with five units who have significant designated curriculum-related management responsibilities.
- 3.5.3 Schools with a total of seven or more Middle Management Allowances may allocate up to 20% of these allowances to teachers without units who have designated curriculum or pastoral management responsibilities. Schools with fewer than seven middle management allowances will be able to allocate one of these to such teachers.
- 3.5.4 An individual teacher with fewer than five units may be allocated no more than two Middle Management Allowances. An individual teacher with five units may be allocated no more than one Middle Management Allowance.
- 3.5.5 Each Middle Management Allowance will generate an additional salary payment of \$2,000 per annum increasing to \$2,400 from 25 March 2026.
- 3.5.6 Middle Management Allowances are not divisible and the attached salary will be paid at the substantive rate to both full-time and part-time teachers.

3.5.7 Where a school is obliged to reduce the number of Middle Management Allowances allocated to teachers, including those allocated permanently, the same process as for reduction in the number of units (as outlined in clause 2.13.5 and Appendix 5) will be followed. A teacher may have Middle Management Allowances allocated to them withdrawn if the circumstances warrant such action rather than dismissal when the assistance and guidance provided under clause 2.3 has not remedied the matter(s) of competence causing concern.

3.5.8 Where a teacher appointed to a position to which Middle Management Allowances are allocated loses that position or has the position altered in status because of the application of the surplus staffing provisions of this agreement the salary protection arrangements of those provisions will apply provided that where the allocation has been made on a fixed-term basis the period of protection will be for the lesser of the term agreed or for one year while the teacher continues to hold a position at the school.

3.6 Scale Increments

3.6.1 Subject to the provisions of clause 3.7 and clause 3.8 below, all full-time, and permanent part-time teachers will, as a minimum, annually advance step by step to the maximum of the appropriate scale, providing that the employer has attested that the teacher meets the requirements of the appropriate level of the professional standards included in Schedule 1 to this agreement. The professional standards may only be varied during the term of this agreement according to the process set out in clause 1.6.

3.7 Progression for Base Scale Teachers

3.7.1 Annual Assessment against Professional Standards

- (a) For the purposes of determining progression from one salary step to the next each teacher's performance will be assessed annually against the relevant professional standards.

- (b) When setting performance expectations and development objectives with individual teachers for the coming year, appraisers and the individual teachers will have regard for:
 - (i) the number of years taught and the appropriate level of the professional standards to be applied;
 - (ii) the subject(s), the class level(s) and the nature of classes taught;
 - (iii) the degree to which achievement and development are expected within each criterion;
 - (iv) any other agreed factors.
- (c) For each teacher to progress to their next step they will need to demonstrate that they meet the professional standards at the appropriate level.
- (d) Beginning classroom teachers will have at least two annual assessments against the professional standards for the beginning teacher level before moving to the classroom teacher level, except where the teacher and the employer agree that assessment against the beginning standards for more than one annual assessment is not appropriate because of the teacher's previous relevant experience. In such cases teachers may be assessed against the classroom teacher standards after one assessment against the beginning teacher standards.
- (e) Classroom teachers will have at least three annual assessments against the professional standards for classroom teachers before moving to the experienced classroom teacher level regardless of whether or not they have reached their qualifications maximum.

- (f) Experienced Classroom Teachers are teachers who have had at least three successful annual assessments against the classroom teacher professional standards and who then meet the experienced teacher professional standards. Experienced Classroom Teachers will continue to be assessed annually against the experienced teacher professional standards.

3.8 Deferred Progression

3.8.1

- (a) Principals will be able to defer progression for teachers who have not met the professional standards at the appropriate level throughout the assessment period.
- (b) If it is agreed that the teacher has demonstrated within the timeframe determined by the principal (in consultation with the teacher) that they are meeting the appropriate standards, they will progress to the next step from the date of the second assessment. The teacher's anniversary date for the purposes of progression only, would move to the date on which the teacher's performance was deemed to have met the required standards.
- (c) Where a teacher is unable to attain the standards within the specified time period, the teacher will be required to undergo competence procedures as set out in Part Two.

3.9 Local Review Process

3.9.1

- (a) Where a teacher disagrees with the deferral of their salary increment the teacher may, within 14 working days of being notified of the deferral, seek a review.
- (b) The employee may be represented during the process.

- (c) A reviewer will be a person nominated by the school board and acceptable to the employee. The reviewer may be another staff member but should not be someone connected with the original decision to defer progression. In the event that agreement cannot be reached on a reviewer within a reasonable time the school board will determine who the reviewer will be.
- (d) The reviewer will give the employee and the principal fair opportunity to make representations.
- (e) The reviewer will make recommendations to the school board within 30 days of receiving the employee's application for review.
- (f) The school board will make a final decision within 14 days of receiving the recommendation.
- (g) Where requested, the employee will have access to the information about themselves provided to the school board by the reviewer.
- (h) Nothing in this clause prevents the employee from taking a personal grievance in accordance with Part Eight of this agreement.

Note: *In cases of very small schools, it may be necessary to develop a reciprocal arrangement with a neighbouring school.*

3.10 Progression for Resource Teachers

- (a) Progression through the salary steps for resource teachers up to the second to top step for the relevant qualification maximum for that teacher will be on an annual basis from the date of appointment, dependent on competent performance as attested by the principal.

- (b) Progression from the second to top step to the top step for the relevant qualification maximum for that teacher will be on an annual basis from the date of appointment and is dependent upon proven initiative in the performance of their duties which will be carried out in a highly competent manner as attested by the principal: Provided that where the principal is unable to make this assessment because of the itinerant nature of the teacher's duties over this 12 month period, the teacher may progress to the top step in terms of subclause (a) above (i.e., competent performance).

3.11 Acting or Relieving Principals

- 3.11.1 When a permanent teacher acts in the position of principal in the same school for a period of more than two school weeks, payment for the period concerned will be an allowance representing the difference between their salary and the minimum rate applicable to the principal's position but will not be less than the rate of salary in the employee's own permanent position.
- 3.11.2 When a teacher relieves in the position of principal in another school for more than two school weeks, the rate of salary payable as per clause 3.11.1 or the teacher's own rate, whichever is the higher will apply. Boarding allowance is payable in addition if appropriate.
- 3.11.3 Where the teacher is required to undertake principal duties on days that fall during a closedown period (as per clause 5.13) the teacher will take those days of annual holidays at another time, usually during a term break, by prior arrangement with the employer whose consent will not be unreasonably withheld. Where agreement between the employer and teacher cannot be reached, the employer may direct the teacher to take their annual holidays by giving the teacher not less than 14 days' notice.

3.11.4 When a permanent teacher(s) relieves in the position of principal in the same school because the principal has been released to undertake the functions of the Community of Learning | Kāhui Ako Leadership role they will be paid an allowance from the date that they began the additional functions provided that:

- (a) they will be undertaking the additional functions for a cumulative period of more than two weeks; and
- (b) the payment will be an allowance representing the difference between the teacher's salary and the minimum rate applicable to the principal's position but will not be less than the rate of salary in the teacher's own permanent position; and
- (c) as the teacher(s) is not undertaking the whole of the principal's role, the allowance will be pro-rated provided the payment(s) to the teacher, or teachers in combination, do not exceed the total allowance payable for the portion of the time the principal is undertaking the Community of Learning | Kāhui Ako Leadership role.

3.12 Acting in a Higher Position (other than as Principal)

3.12.1 A permanent teacher who relieves in a designated position above the base scale will be paid for the period concerned, an allowance representing the difference between their and the rate for the position the teacher is relieving in, but not more than the rate which is equivalent to three units above the teacher's own permanent position, and subject to the conditions in clauses 3.12.3 and 3.12.4 below such conditions as the Secretary for Education may approve.

Note: *Salary for the purposes of clause 3.12.1 include fixed term and permanent units and middle management units.*

3.12.2 Payment for vacations is to be made on the basis of three-tenths of service.

3.12.3 A teacher acting in a higher position and receiving an allowance is subject to the following conditions:

- (a) The teacher must perform the extra duties and undertake the responsibilities of the higher position for a qualifying period of 21 working days, comprising:
 - (i) one continuous period;
 - (ii) any combination of periods of five working days or more totalling 21 working days in any period of 12 months.
- (b) Although not counting as part of the qualifying period, school vacation and leave do not interrupt the qualifying period if the teacher goes back to the higher position immediately after the vacation or the leave.
- (c) A teacher who is being paid additional salary in a relieving position on the last day of a school term will be paid the additional salary for the ensuing vacation for a period equal to three-tenths of the period of employment in the position or until the end of the vacation, whichever is the shorter period.
- (d) The temporary appointment is not a long-term relieving one made, after advertisement, in accordance with the usual procedure for permanent appointments. Any position which will be vacant for more than six months must be advertised as a long-term relieving position.
- (e) Once a teacher has qualified for this allowance and is being paid it before a period of sick leave, the teacher continues to receive the allowance providing the teacher returns to a higher duties position immediately after the leave. In the case of special leave on pay, the teacher will receive the allowance for up to one month of the period of leave provided they return to the higher duties position immediately after the leave.

3.12.4 When as a consequence of an appointment of a teacher to a Community of Learning | Kāhui Ako role the employer reallocates duties to a teacher or teachers then:

- (a) subject to (c) and (d) below, the higher duties allowance will be paid from the date the duties are transferred.

- (b) the higher duties allowance may be paid to both permanent and fixed-term teachers.
- (c) the qualifying period outlined in clauses 3.12.3(a) and (b) will not apply.
- (d) for each teacher to whom duties are to be transferred, the employer will identify either:
 - (i) the number of hours per week being transferred on a continuous basis. In these cases the higher duties allowance will be paid fortnightly, calculated as the proportion of the 25timetabled hours transferred each week; or
 - (ii) the total number of hours being transferred within each term when the duties are not performed on a continuous basis. In these cases a lump sum will be paid at the end of each school term. The FTTE will be calculated as total hours per term divided by 950 (inclusive of holiday pay).
- (e) the rate of the higher duties allowance will be calculated in accordance with clauses 3.12.1, 3.12.2 and 3.12.3 (c) of the ASTCA.

3.13 Careers Adviser Allowance

- 3.13.1 A teacher appointed as a careers adviser will be paid an allowance at the rate of \$2,250 per annum. This allowance is paid at the substantive rate for both full-time and part-time teachers, regardless of the number of units they hold.

3.14 Māori Immersion Teaching Allowance

- 3.14.1 The purpose of this allowance is to give practical recognition to te reo Māori as a taonga to be actively protected under te Tiriti o Waitangi and to recognise the special and valued skills and knowledge kaiako must have to teach the curriculum through te reo Māori.

3.14.2 A teacher is eligible for an allowance described in clause 3.14.3 if they meet the minimum teaching time requirements in that clause and have the language proficiency necessary to teach the curriculum through te reo Māori for the period required by the language immersion level in which they are engaged.

3.14.3 All teachers required to use te reo Māori for at least six hours per week in approved Māori immersion programmes at levels 1, 2 or 3 (pro-rated for part-time teachers based on the teacher’s total hours) will receive an allowance that relates to the highest language level in which they are teaching and their cumulative years of service at that level (including as a transferred employee) as provided for in the table below:

Teaching time curriculum taught in Te Reo Māori

Years of service	Level 1 (81% to 100%) From 17 July 2023	Level 2 (51% to 80%) From 17 July 2023	Level 3 (31% to 50%) From 17 July 2023
Up to 3 years’ service	\$6,000	\$5,000	\$4,000
After 3 years’ service	\$10,000	\$7,000	\$4,000
After 6 years’ service	\$12,000	\$8,000	\$4,000

3.14.4 A teacher can only receive one allowance i.e. they cannot receive a Level 1, a Level 2, and/or a Level 3 allowance concurrently. The employer will advise when a change of circumstances alters the allowance a teacher is eligible to receive.

- 3.14.5 Service for the payment of the Level 2 allowance will include any teaching service (including that as a transferred employee) at Level 1 or Level 2 Māori immersion. Service for payment at Level 1 will include any teaching service at Level 1 Māori immersion only.
- 3.14.6 Years of service in clause 3.14.3 will be recognised as all service described in Appendix 7, where that service was in Māori immersion.

3.15 Associate Teacher Allowance

- 3.15.1 A teacher who has been assigned by the principal to assist in the practical training of students from a college of education, or a teacher training provider approved and accredited under the provisions of the Education and Training Act 2020, or a teacher undertaking a full-time course of specialised training, will be paid an allowance for each hour of student contact up to a maximum of 16 hours contact with any one student in any week at a minimum rate of \$3.20 per student to a maximum rate consistent with arrangements made between the provider and the school board.

3.16 Tutor Teacher Allowance

- 3.16.1 A tutor teacher is a fully certificated teacher who has met the professional standards in this agreement as appropriate and is designated as being responsible for providing an advice and guidance programme to a provisionally certificated first or second year teacher working towards full certification. The responsibilities of a tutor teacher include assisting the provisionally certificated teacher to meet the requirements for becoming fully certificated.
- 3.16.2 The Tutor Teacher Allowance of \$4000 per annum is payable to a designated tutor teacher while they are responsible for a permanently appointed or long-term relieving first or second year provisionally certificated teacher or teachers. The Tutor Teacher Allowance is payable provided that:
- (a) the total combined hours worked by the provisionally certificated teacher(s) are at least 0.8 FTTE, and

(b) the tutor teacher is not receiving at the same time an allowance payable under clause 3.16.3.

3.16.3 A tutor teacher allowance of \$1000 per annum is payable to a designated tutor teacher while they are responsible for a permanently appointed or long-term relieving first year provisionally certificated teacher where the hours worked by the provisionally certificated teacher are 0.5 FTTE or greater but less than 0.8 FTTE, provided that the tutor teacher is not receiving at the same time an allowance payable under clause 3.16.2.

3.16.4 A tutor teacher may be responsible for tutoring more than one provisionally certificated teacher concurrently but will only receive one payment of the allowance.

3.16.5 Only one teacher may be designated as being responsible for tutoring any provisionally certificated teacher at any one time.

3.16.6 The designation of tutor teacher will be for no more than one school year on each occasion.

3.16.7 Where the provisionally certificated teacher is employed for part of a year, e.g. one term, the allowance will be paid to the tutor teacher for that part of the year only.

3.17 Special Duties Increment Allowance

3.17.1 A teacher appointed as a RTLB or appointed to a permanent or relieving position of at least one term in approved types of special classes or schools with special teaching problems will be paid a special duties increment allowance of one additional salary step or, if the employee is on the maximum step of the base salary scale, additional salary of \$995 per annum.

3.18 Service/Qualification Increment

3.18.1 A teacher is eligible for the Service Increment (Increment) if the teacher:

(a) is permanently appointed to a teaching position; and

- (b) has been attested by the principal as having met the requirements of the Schedule – Professional Standards for Area School Teachers – Criteria For Quality Teaching; and
- (c) has completed three years’ teaching service on their maximum step of the trained teachers’ base salary scale for the teacher’s qualification group; and
 - (i) is classified in qualification Group 1, 2, 3 or 3+ and has completed a qualification at Level 5 or higher on the National Qualifications Framework that is acquired after the qualification(s) used to determine the teacher’s qualification group; and
 - (ii) does not hold more than three permanent unit(s) in terms of clause 3.4 .

3.18.2 The acquisition of an additional qualification is not required of a teacher classified in qualification Group 4 or 5.

3.18.3 A teacher eligible for payment of the Increment will, upon application, be paid additional salary at the rate of \$2,000 per annum.

3.18.4 A teacher eligible for the Increment under clause 3.18.1 will have the payment backdated to the date they became eligible to receive the increment provided that no backdating exceeds 36 months from the date of application.

3.18.5 Eligibility for the Increment once approved, remains (subject to clause 3.18.7 and clause 3.18.8 below) if the teacher moves to a new teaching position in the area school sector, whether permanent or not, regardless of breaks in service.

3.18.6 Payment of the Increment will cease should a teacher be appointed to a position which has allocated more than three permanent unit(s), or upon the allocation of more than three permanent unit(s) to the teacher in their existing position. Payment of the Increment will resume should the teacher cease to hold a position allocated more than three permanent unit(s).

- 3.18.7 Payment of the Increment will cease should a teacher improve their qualification group. Once the teacher has met the eligibility requirements outlined in clause 3.18.1(b) to (c) for the new qualification group payment of the Increment will resume.
- 3.18.8 Primary or secondary school teachers or those in the advisory service who move to a position in an area school, either directly or after a break in service, who:
- (a) were in receipt of the Increment will receive payment of the Increment as per clause 3.18.4 (subject to clause 3.18.7 and clause 3.18.8) from the date of appointment to the new position; or
 - (b) have accumulated service towards eligibility for the Increment in terms of clause 3.18.1(c) will be able to count the accumulated service towards the service requirement in clause 3.18.1(c).
- 3.18.9 Teachers who were serving on or before 1 February 1971 will not be required to acquire an additional qualification if they fall within one of the categories outlined in Schedule 3 of this agreement.

Whakamātauri Tō Reo Māori Framework

- 3.18.10 Permanent teachers who have been assessed as Level 5 or higher on the Whakamātauria Tō Reo Māori framework are entitled to the allowance in clause 3.18.3 from the date their application is accepted. The increment is payable to a maximum of 20 area school teachers assessed at Level 5 or higher. If more than 20 teachers meet this criterion at any one time, only the first 20 applicants will be entitled to receive the increment. The increment is not payable where the teacher is receiving the Māori Immersion Teacher Allowance.

3.19 Bus Controller's Allowance

3.19.1 A teacher appointed as bus controller for a school district who undertakes the full bus controlling duties and responsibilities will be paid \$3.61 per day for the first route and \$1.26 per day for each additional route. The allowance is not payable on a runback within a route or where a bus makes a second trip over substantially the same route.

3.20 Staffing Incentive Allowance

3.20.1 An additional salary of \$1000 per annum will be payable to:

- (a) all full-time teachers appointed to advertised positions in schools designated as having serious staffing difficulties;
- (b) long-term relieving teachers appointed to long-term relieving positions for not less than two complete terms in schools designated as having serious staffing difficulties;
- (c) notwithstanding the above, permanent or long-term relieving teachers who receive three or more permanent management units are excluded from receipt of the staffing incentive allowance.

3.20.2 A school which is approved Staffing Incentive Allowance (SIA) status retains this status for three years.

3.21 Area Schools Priority Teacher Supply Allowance

3.21.1 The Area Schools Priority Teacher Supply Allowance (ASPTSA) applies to teachers employed in those area schools identified by the Ministry of Education | Te Tāhuhu o te Mātauranga as requiring additional support for recruitment and retention. The schools identified by the Ministry are those set out in separate advice and may be changed by the Ministry as needs change, no more than annually, after consultation with the unions.

3.21.2 Full-time and part-time (0.5 FTTE and above) teachers who hold a current practising certificate and are employed on a permanent or long-term relieving basis of two consecutive terms or more will be entitled to receive the ASPTSA of \$2,500 per annum, pro-rated for part-time teachers.

- 3.21.3 Teachers in receipt of the ASPTSA are not entitled to receive the SIA at the same time.
- 3.21.4 Where a school loses ASPTSA status, the school may apply for SIA status where there is a serious staffing difficulty.
- 3.21.5 Teachers moving to a school which has been designated as ASPTSA status are entitled to either the National Relocation Grant (as set out in the Ministry Guidelines on Teacher Supply Initiatives) or to the transfer and removal provisions of this Agreement where applicable. On completion of a minimum of three years' continuous service in one or more ASPTSA schools a teacher will have access to the transfer and removal provisions of this Agreement when moving from this category of school to another teaching position in a state or integrated school.
- 3.21.6 In the event that a school is removed from the ASPTSA coverage, teachers who were in receipt of the ASPTSA prior to that change, will continue to receive the allowance until the end of the school year. Teachers who are so affected will retain their entitlement to the transfer and removal provisions of this Agreement for a further three years.

3.22 Compassionate Grant

- 3.22.1 A compassionate grant is payable to the estate of a teacher who:
- (i) dies while employed in the state teaching service; or
 - (ii) dies within 12 months of the date of approved medical retirement under clause 2.9. For clarity, this date is from the date of retirement and excludes any notice period or period for which payment is made.

Compassionate grants are calculated as a proportion of the annual rate of salary payable to the teacher at the time of death as follows:

Length of service	Proportion of annual salary rate
20 years or more	One-eighth
10 years but less than 20 years	One-twelfth
Under 10 years	No grant payable

3.22.2 The following conditions apply to the payment of the grants:

- (a) No grant is payable if, as a result of death, payments under the Accident Compensation Act 2001 to an equivalent or greater extent have been made.
- (b) Service must be continuous except that intervals of up to one year (or the time to care for their own pre-school child(ren)) may be bridged and service aggregated, but the intervals do not count as service. If an interval exceeds one year, (or exceeds the time to care for their own pre-school child(ren)) the qualifying service commences afresh after the interval.
- (c) Allowance service comprises: service in state schools (including kindergartens) in New Zealand; service as a transferred employee; New Zealand Government service; teacher training which commenced in 1980 or earlier; active military service; service on the staff of New Zealand universities and service as a teacher on an official government exchange scheme, and in any government sponsored scheme.
- (d) Service not recognised includes: private school teaching; charter school teaching except as a transferred employee; full-time university study (unless on leave); trade or executive service; overseas teaching service (other than service as a teacher on an official government exchange scheme and as a teacher under a government sponsored scheme) and teacher training which commenced in 1981 or later.

- (e) For the purpose of calculating the grant, salary includes salary plus any other permanent salary allowances paid. Temporary allowances such as boarding, higher duties allowances, and remuneration for extra duties (e.g. overtime or hostel supervision payments) are excluded.
- (f) The grant is calculated to the nearest dollar and is payable to the dependant or the person acting on behalf of the dependants. Any salary or holiday pay due is payable to the estate.

3.23 Isolation Allowance

3.23.1 An employee whose work requires that they reside at an isolated locality as outlined in clause 3.23.5 or 3.23.6 below, will receive an isolation allowance.

3.23.2 The isolation allowance is not payable to short-term relievers defined in clause 3.27.1.

3.23.3 An isolation allowance will be paid fortnightly and during:

- (a) periods of annual leave, whether or not the employee remains in the isolated locality;
- (b) any absence from the isolated locality on sick leave or other paid leave of up to seven consecutive days.
- (c) periods where an employee is required to work at another locality for up to seven consecutive days.

3.23.4 Part-time teachers will be paid an isolation allowance on a pro rata basis.

3.23.5 For an employee whose full-time residence is:

- (a) in a locality with a population of less than 300 that is also between 60kms and 150kms (inclusive) from a population centre of more than 1,500 people; or
- (b) in one of the following locations – Hari Hari or Twizel;

the rate of the allowance will be \$1,200 per annum.

3.23.6 For an employee whose full-time residence is in a locality with a population of less than 300 that is also more than 150kms from a population centre of more than 1,500 people, the rate of the allowance will be \$2,200 per annum.

3.24 Holiday Pay

3.24.1 Definitions

The following definitions apply to this subsection:

- (a) **Holiday pay (HP):** Holiday pay is the salary payable to teachers on cessation of duty or for periods during which schools are closed for term vacations.
- (b) **Vacation:** is the period during which schools are closed for instruction at the end of a school term. Legislation determines the periods during which schools will be closed for vacations.
- (c) **Deduction from HP:** Deduction from holiday pay is a proportionate reduction in a teacher's holiday pay on account of leave without pay taken during the current school year.

3.24.2 General provisions

- (a) A permanent teacher is paid for all vacations which occur during the period of engagement, subject to clause 3.24.3.
- (b) **Holiday pay due on resignation:** A permanent teacher who resigns during a school year is paid, on ceasing duty, any balance of holiday pay due after taking into account:
 - (i) total teaching service for the year;
 - (ii) holiday pay already paid in that year;
 - (iii) any leave without pay taken during that year.

- (c) Holiday pay after sick leave without pay - No deduction is to be made from the holiday pay of teachers for periods of sick leave without pay or accident leave without pay for periods not exceeding three months in any one school year. Where the total number of days of sick/accident leave without pay is in excess of three months, the deduction is based on the period subsequent to the three months. The initial three months are not taken into account. In order to receive the benefits of holiday pay for periods of sick leave without pay, a teacher's current sick leave entitlement must first have been used, ie, teachers with current entitlements to sick leave are not covered by the non-reduction in holiday pay provision outlined above if they elect to receive sick leave without pay instead of using their entitlement.

3.24.3 Holiday pay after leave without pay

If a permanent teacher has been granted leave without pay (other than sick leave in terms of clause 3.24.2 in excess of five school days during any school year, the total holiday pay due is reduced in proportion to the total period of leave without pay. In special cases the Secretary for Education may approve holiday pay beyond entitlement (eg, periods of approved sports leave without pay).

3.24.4 Holiday pay on higher duties or relieving allowances - A permanent teacher receiving higher duties allowances, relieving allowance, staffing incentives allowance and/or special duties allowance at the end of the term receives holiday pay calculated on the higher salary for the period so employed or until the end of the vacation, whichever is the shorter.

3.24.5 Method of calculation - Holiday pay is based on the school year and is not payable beyond 27 January. For holiday purposes, teaching service comprises all paid service including weekends and statutory holidays, but not school vacations. Calculation of holiday pay is made to the nearest day and when a half-day is involved the calculation is made to the benefit of the teacher. In calculating holiday pay the following rules apply:

- (a) in schools open for fewer than 195 days in a school year, Holiday pay = $3/10 \times$ number of days;
- (b) if a permanent teacher has had leave without pay for a period exceeding five days, the holiday pay to be deducted is based on the total number of days without pay;
- (c) when a teacher resigns, any half-day resulting from calculation of holiday pay is to the benefit of the teacher;
- (d) when a school closes on a Friday and the vacation commences on the Monday following, the intervening weekend is school time and not vacation time;
- (e) the number of days' holiday pay is counted from the beginning of the vacation.

3.25 Basis of Calculation of Payment of Salaries

3.25.1 The salaries of employees will be paid fortnightly and the gross salary for a full pay period is calculated as $14/365$ ths of the annual salary rate. For broken periods the calculation is the number of days due multiplied by the annual rate and divided by 365. Gross salary comprises all salary and allowances (temporary and permanent).

3.26 Payment of Salaries (Part-Time Teachers)

The fortnightly salary of a part-time teacher will be based on the step in the applicable base salary scale that the teacher would receive if employed full-time subject to (i) and (ii) below:

- (i) For teachers predominantly teaching year 1-6 classes, the proportion of the salary payable will be based on their timetabled classroom teaching time increased by 11 per cent.
- (ii) For teachers predominantly teaching year 7-13 classes, the proportion of the salary payable will be based on the teacher's FTTE.

Examples:

- *A teacher who is predominantly teaching year 7 -13 classes and is employed in a 0.75 FTTE position will be timetabled for no more than 15 hours classroom teaching time i.e. three-quarters of the maximum classroom teaching time of a full-time teacher. The balance of their timetabled week will be non-contact time.*
- *A teacher who is predominantly teaching years 7 - 13 classes and is employed in a 0.5 FTTE position will receive 50% of the applicable base salary and will be timetabled for no more than 10 hours classroom teaching time i.e. half the maximum classroom teaching time of a full-time teacher. The balance of their timetabled week will be non-contact time*

Note: *For the purposes of this clause “predominantly” means 80% or more of the teacher’s weekly timetabled classroom teaching time.*

Where a teacher is timetabled for less than 80% of their teaching time with either years 1 – 6 or years 7 – 13 then for the purposes of the provision above, the employer and the teacher will agree which provision applies.

3.26.2 Temporary change in hours

Where a part-time teacher increases the number of class contact hours worked per week (but less than full-time) for a period of up to four weeks, the additional hours will be paid on the basis of 1/950 of the employee’s annual rate. As these hourly rates include a holiday component, no further calculation of holiday pay is required for payment for the additional hours.

Long term change in hours

Where a part-time teacher increases the class contact hours worked per week (but less than full-time) for a continuous period exceeding four weeks, an appropriate pro rata adjustment will be made. Holiday pay is calculated each term. Where there has been a long-term change in hours during the term, holiday pay is to be paid according to the number of hours per week worked over the greater part of the year.

3.26.3 Part-time teachers who temporarily work full-time

Where a part-time teacher works full-time for a period of one week or more, payment will be made on a full-time basis. Payment during vacations for holiday pay will be made at the full-time salary rate for a period equal to 30% of any period or periods in which the teacher worked full-time and the balance of vacations should be paid at the normal pro rata rate.

3.26.4 Increments - The following procedures apply for the payment of increments to part-time teachers:

- (a) Part-time teachers will receive increments when applicable, under the same conditions as full-time teachers.
- (b) Part-time teachers will receive credit for class contact hours only. If employment is less than 20 hours per week, each complete 950 hours is equivalent to one year's full-time teaching.

3.26.5 Credit as full-time service - For incremental purposes, periods of employment for 20 hours a week or more are credited as full-time salary service and this service is counted as for full-time teachers. Any part-time service less than 20 hours a week, performed since the last increment was paid, may be counted towards the next increment on the basis of one month's credit for each 80 hours worked.

3.27 Relievers

3.27.1 Definitions of reliever:

- (a) Short-term relievers are teachers who are temporarily employed on a casual basis to relieve in a teaching position during that teacher's absence for a period not exceeding three weeks.
- (b) Long-term relievers are teachers employed for a continuous period beyond three weeks.

3.27.2 Payment of Salaries –Short-term relievers

- (a) Short-term relievers employed will be paid at the rate of 1/190 of the appropriate annual salary for each day worked (inclusive of holiday pay); provided that the maximum daily rate payable for relievers employed for no more than three weeks, will not exceed 1/190 of step 6 on the base salary scale.
- (b) Short-term relievers employed on an hourly basis will be paid at the rate of 1/950 of the applicable annual rate to a maximum of step 6 on the base salary scale (inclusive of holiday pay); provided no reliever so employed will be paid for less than two hours per day of relief and, if there is a break in duties of one and a half hours or more, an allowance equivalent to one hour's pay will be paid.

3.27.3 Payment of salaries – Long-term relievers

- (a) Long-term relievers employed in excess of three weeks, will be paid a salary at the appropriate salary rate specified in this agreement.
- (b) If due, the following allowances will be paid in addition; boarding allowance; staffing incentive allowance.
- (c) Long-term relievers employed for one year or less will be entitled to the provisions of this agreement as specified.
- (d) A long-term relieving teacher appointed to a relieving position for a term of at least one year will be regarded as a permanent appointment in terms of the provisions of this agreement.

Note: For clarity, the professional responsibilities of a long-term reliever will be the same as a permanent employee.

3.27.4 Commencing date of salary

The rules for determining the commencing date of the salary of relievers who start on the first school day of the year will be:

To be paid from 28 January:

- (a) Relievers employed in state schools at the end of the previous year;
- (b) Permanent teachers who retired at the end of the year and resume as relievers.

3.27.5 Period for which relievers are entitled to be paid

A reliever will be entitled to be paid within the current or immediately following pay period.

3.27.6 Progression

Increments due will occur on completion of each 190 days relieving service.

3.27.7 Relieving teachers – Short-term relieving teachers are to receive holiday pay on a pay-as-you-go basis, paid at the same time as their pay for each engagement.

Long-term relieving teachers are to be treated the same as permanent teachers for holiday pay purposes.

3.28 Specialist Teacher Allowance

3.28.1 A teacher appointed as a Specialist Teacher under clause 2.15.2 will be paid an allowance of \$5,000 per annum. For clarity, this is an allowance and is not a salary unit.

3.28.2 A teacher appointed as a Specialist Teacher under clause 2.15.3 will be paid an allowance of \$10,000 per annum. For clarity, this is an allowance and is not a salary unit.

3.28.3 A teacher appointed as a Specialist Teacher may not also hold any permanent units and no more than one fixed term unit.

3.29 RTLB Leadership Payments

3.29.1 Boards with lead school responsibility for RTLB employed within a cluster will be entitled in any one school year, to a number of leadership payments of \$2,000 generated by formula in the relevant staffing order. The Board will allocate these leadership payments to the cluster manager or any RTLB with designated responsibility for providing leadership.

3.30 RTLB Cluster Manager Remuneration

3.30.1 The remuneration of a permanent full-time cluster manager appointed to a Ministry of Education | Te Tāhuhu o te Mātauranga approved RTLB cluster will be comprised of:

- A base salary as per clause 3.1.1
- An allowance equivalent to the Special Duties Increment Allowance paid to all RTLB (clause 3.17)
- One unit per annum (as per clause 3.4.2)
- Any RTLB leadership payments allocated under clause 3.29 above.

3.31 Allowances for Community of Learning | Kāhui Ako Leadership Role

3.31.1 Where the Secretary for Education approves the appointment of a teacher, who is not a principal, to the Community of Learning | Kāhui Ako Leadership role, then for those duties associated with the role of the proposed variation to the Area School Principals' Collective Agreement will apply to the teacher, in addition to the relevant provisions of this agreement.

3.32 Allowances for Community of Learning | Kāhui Ako Teacher (across community) Role

3.32.1 Boards within a designated Community of Learning | Kāhui Ako will be entitled to a number of allowances for a Community of Learning | Kāhui Ako Teacher (across community) role ("the role"), generated by formula in the relevant Staffing Order.

3.32.2 Subject to clauses 3.32.11 and 3.32.12 below, each appointment to the role:

- (a) is subject to an agreed selection process and criteria;
 - (b) is for a fixed-term of up to two years, subject to 3.32.4 and 3.32.6 below; and
 - (c) may be extended for one further period of up to 2 years.
- 3.32.3 A teacher appointed to the role will receive an allowance of \$16,000 per annum while they hold the role.
- 3.32.4 The appointment may be renewed without re-advertising the role for one further period of up to two years, subject to the incumbent teacher continuing to meet the relevant criteria.
- 3.32.5 In the event a part-time teacher is eligible for, and appointed to the role, the allowance will be paid at the substantive rate. As the allowance is not pro-rated, part-time teachers are required to do the full work of the role and to work with other teachers for the same amount of time as a full-time teacher in the role.
- 3.32.6 A teacher appointed to the role will be assessed annually during their fixed-term of appointment by their employing board against the agreed criteria for the role.
- 3.32.7 Where a teacher is relieving in the Community of Learning | Kāhui Ako Teacher (across community) role due to the absence of the teacher appointed to the role being on approved leave, the relieving teacher will be entitled to the allowance provided in clause 3.32.3 and time allowance for the role provided in clause 3.32.11 (h) or 3.32.12 (c) provided that:
- (a) The period the teacher is relieving in the role is no less than one term and no more than one year; and
 - (b) The teacher relieving in the role meets the criteria for appointment to the role.
- 3.32.8 The allowance will cease to be payable in the following circumstances:
- (a) Where the teacher ceases to be employed as a teacher at that school;
- or

- (b) Where, with the agreement of the employing board, the teacher voluntarily relinquishes the role; or
- (c) Where the teacher ceases to hold the role; or
- (d) Where the appointment is for a fixed period, when that fixed period ends, regardless of whether the teacher remains at that school; or
- (e) Where a teacher loses the role as a consequence of the withdrawal of the employing school from the Community of Learning | Kāhui Ako, subject to clause 3.32.9 (e); or
- (f) Where a teacher loses the role as a consequence of the disestablishment of the Community of Learning | Kāhui Ako, subject to clause 3.32.9 (e); or
- (g) Where a teacher loses the role as a consequence of a reduction in the number of these roles available to the Community of Learning | Kāhui Ako, subject to the provisions of clause 3.32.9 below; or
- (h) Where the teacher loses the role due to competency issues, subject to clause 2.3.3 (e).

3.32.9 Where Community of learning | Kāhui Ako Teacher (across community) roles are to be reduced in number as a consequence of a reduction in the allocation to the Community of Learning | Kāhui Ako then:

- (a) Schools within the Community of Learning | Kāhui Ako will review the current needs of the Community of Learning | Kāhui Ako in relation to its achievement plan and the number of roles to be reduced. This review will be carried out by the person in the Community of Learning | Kāhui Ako Leadership role in consultation with employing boards. The review will be of the functions of each position against the current needs of the Community of Learning | Kāhui Ako in relation to its agreed objectives and determine which role(s) is/are most needed.
 - (i) The employing boards will first seek to manage any required reduction by attrition.

- (b) Where the reduction cannot be managed by attrition then the process will be to:
 - (i) Reduce the fixed-term closest to the end of its term.
 - (ii) Where two or more fixed-term roles have an equal period to run to the end of their term, the employers will, in consultation with the person in the Community of Learning | Kāhui Ako Leadership role and representatives of the Community of Learning | Kāhui Ako, review the functions of each role against the current needs of the Community of Learning | Kāhui Ako in relation to its agreed objectives and determine which role(s) is/are most needed.
- (c) The employer of roles identified will issue notice of loss of role(s).
- (d) A surplus staffing process is not undertaken as a result of this process.
- (e) Salary protection provisions of clause 3.4.8 (a) will apply to teachers whose Community of Learning | Kāhui Ako Teacher (across community) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Community of Learning | Kāhui Ako Teacher (across community) role, the salary protection no longer applies.

Note 1: *Community of Learning | Kāhui Ako Teacher (across community) professional standards are to be developed. Until the professional standards are developed the annual assessment for this role will be based on the agreed Criteria for Selection developed by the Professional Standards Writing Group.*

Note 2: *Attention is drawn to clause 2.20 in relation to induction and networking for the role.*

- 3.32.10 For the purposes of this role, “predominantly” will mean 80% or more of the teacher’s weekly timetabled classroom teaching time as at the time they are appointed to the role.

- 3.32.11 The following provisions apply where the person appointed to the role is, at the time of appointment, a teacher predominantly teaching years 1 to 6 classes:
- (a) The responsibilities and / or activities of each role will be defined in substance and time by the Community of Learning | Kāhui Ako shared achievement plan;
 - (b) The teacher is appointed to promote best teaching practice across a Community of Learning | Kāhui Ako in line with the challenges in the Community of Learning | Kāhui Ako shared achievement plan.
Promotion of best teaching practice may include a focus on:
 - collaborative inquiry
 - expertise capacity building
 - pedagogy / teaching practice
 - community engagement
 - transition support
 - cultural competency.
 - (c) A teacher is appointed to the role through an agreed selection process, including:
 - (i) National criteria or professional standards (and is affirmed by the National Panel as having met the criteria or standards);
 - (ii) Demonstrating how they will meet the agreed purpose / focus of the role; and
 - (iii) In accordance with the agreed guidelines.
 - (d) The exact tenure of the appointment will be determined by the Community of Learning | Kāhui Ako based on the needs identified through the planning process, with the agreement of the Community of Learning | Kāhui Ako, teacher and employing board, subject to clause 3.32.2 (c) and clause 3.32.8.

- (e) Any extension will depend on the needs of the Community of Learning | Kāhui Ako and the progress of planning and inquiry, with the agreement of the Community of learning | Kāhui Ako, teacher and employing board.
- (f) As the role is intended to expand on career opportunities for classroom teachers to use and develop their professional leadership skills while remaining in the classroom, a teacher appointed to this role will maintain at minimum a 0.5 FTTE classroom teaching load.
- (g) Boards will take into account the work generated by the requirements of the role alongside any other responsibilities relating to units held by a teacher. There is no limit on the number of units a teacher may hold while in this role.
- (h) The employing board will receive additional 0.4 FTTE staffing for the period of the appointment to enable the functions of the role to be fulfilled.
- (i) Where a Community of Learning | Kāhui Ako cannot select a teacher to be in one of the roles it generates from within the Community of Learning | Kāhui Ako, or seeks an alternative period for the appointment of one or more of the roles, the Secretary for Education may agree to alternatives. This may result in alternative arrangements for the payment of the allowance outlined in clause 3.32.3 above and for the provision of the time allowance outlined in clause 3.32.11 (h) or 3.32.12 (c), or for the period of the appointment to the role outlined in clause 3.32.2 above.

3.32.12 The following provisions apply where the person appointed to the role is, at the time of appointment, a teacher predominantly teaching years 7 to 13 classes:

- (a) Appointment criteria to the role will include:
 - (i) the appointee may hold a maximum of two permanent units while in the role

- (ii) a teacher cannot concurrently hold both the Specialist Teacher role and the Community of Learning | Kāhui Ako Teacher (across community) role
 - (iii) current employment as a teacher within the Community of Learning | Kāhui Ako
 - (iv) a current practising certificate
 - (v) recent educational leadership experience relevant to the role
 - (vi) met professional standards relevant to their current position
 - (vii) the approval of their employing board
- (b) A Teacher appointed to the role will maintain at minimum an average of eight (8) timetabled class-contact hours per week.
- (c) The employing board will receive 0.4 full-time teacher equivalent (FTTE) time allowance for the period of the appointment to enable the teacher to fulfil their function in the role.
- (d) Each teacher in a Community of Learning | Kāhui Ako Teacher (across community) role will be allocated the equivalent of ten hours non-teaching time per week. The employing board, in consultation with the Community of Learning | Kāhui Ako and the employee has flexibility to decide how they allocate this time within or across weeks. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.

3.33 Allowances for Community of Learning | Kāhui Ako Teacher (within school) Role

3.33.1 Boards within each Kāhui Ako will be entitled to a number of within school teacher roles, generated by formula in the relevant Staffing Order. Each role has an allowance associated with it.

- (a) No less than 50% of these allowances must be allocated to teachers appointed to the role of Kāhui Ako Teacher (within school) (“within school role”);

(b) Up to 50% of the allowances may be used to provide Kāhui Ako Responsibility allowances for the purposes of:

- promoting effective teaching practice within the school, and
- strengthening the use of effective approaches to teaching and learning to achieve shared Kāhui Ako objectives
- recognising Kāhui Ako-related responsibilities undertaken by teachers (other than principals) who are not Kāhui Ako Teachers (within school).

3.33.2 The responsibilities and/or activities of each within school role will be defined in substance and time by the Kāhui Ako's shared achievement plan.

3.33.3 A Kāhui Ako Teacher (within school) role will be appointed to promote best teaching practice, in line with the challenges in the Kāhui Ako's shared achievement plan. Promotion of best teaching practice may include a focus on:

- collaborative inquiry,
- expertise capacity building,
- pedagogy/teaching practice,
- community engagement,
- transition support and
- cultural competency.

3.33.4 **Kāhui Ako Teacher (within school) Allowance**

A teacher appointed to the within school role will be entitled to receive an allowance of \$8,000 per annum. Such a teacher must, through an agreed selection process, have met the relevant criteria and demonstrated how they will help meet the agreed purpose/focus for the role within the Kāhui Ako.

3.33.5 Kāhui Ako Responsibility Allowance

- (a) A teacher allocated a Kāhui Ako responsibility allowance will be entitled to payment of \$2,000 per annum.
- (b) A teacher may be allocated more than one Kāhui Ako responsibility allowance.

3.33.6 The period of appointment to the Kāhui Ako Teacher (within school) role will be determined by the employing board based on the needs identified through the Kāhui Ako's shared achievement plan. The role can be appointed permanently.

3.33.7 The period of allocation of a Kāhui Ako Responsibility Allowance will be determined by the employing board. The allowance can be allocated permanently.

3.33.8 Where the Kāhui Ako Teacher (within school) role is appointed on a fixed term basis, or the Kāhui Ako Responsibility Allowance is allocated for a fixed term, the period of appointment or allocation may be for up to one year, taking account of the needs of the Kāhui Ako and the progress of planning and inquiry.

3.33.9 Where a Kāhui Ako Teacher (within school) is transferred from another board, it may only be allocated for a fixed period of up to one school year.

3.33.10 As the within school role is intended to expand on career opportunities for classroom teachers to use and develop their professional leadership skills while remaining in the classroom, a teacher appointed to the within school role must maintain at minimum a 0.8 FTTE classroom teaching load. There is no minimum required classroom teaching load for the Kāhui Ako Responsibility allowance.

3.33.11 The employing board will receive additional 0.08 FTTE staffing for each within school role to enable the functions of the role to be fulfilled, including those which the board has utilised for Kāhui Ako Responsibility allowances under clause 3.33.1(b).

3.33.12 The allowance payable to a teacher appointed to the within school role, and/or the Kāhui Ako Responsibility allowance may be suspended by the employing board where the teacher is undergoing competency processes as outlined in clause 2.3.

3.33.13 The within school allowance and/or the Kāhui Ako Responsibility allowance will only cease to be payable in the following circumstances:

- (a) where the teacher has been the subject of an adverse outcome following competency or disciplinary processes (or both); or
- (b) where the teacher ceases to be employed as a teacher at that school; or
- (c) where, with the agreement of the employing board, the teacher voluntarily relinquishes the within school role and/or the duties associated with the Kāhui Ako Responsibility allowance; or
- (d) where the teacher ceases to hold the within school role and/or the duties associated with the Kāhui Ako Responsibility allowance; or
- (e) where the appointment or allocation is for a fixed period, when that fixed period ends, regardless of whether the teacher remains at that school.
- (f) where a teacher loses the Kāhui Ako within school role or Kāhui Ako Responsibility allowance because the total number of Kāhui Ako within school roles generated by formula in the relevant Staffing Order is reduced

3.33.14

- (a) Where a teacher loses the Kāhui Ako within school role or Kāhui Ako Responsibility allowance because the total number of Kāhui Ako within school roles generated by formula in the relevant Staffing Order is reduced, the salary protection provisions of clause 2.13.5(b) or 3.4.8(a) will apply as appropriate.

- (b) If the teacher returns to or is subsequently appointed to a position of equal or higher remuneration than they received under (a) above, the salary protection will cease.

Note: *The reduction may be in conjunction with the surplus staffing process but is not in itself sufficient to require in the school the processes outlined in clause 2.13.1(a) of this agreement.*

3.34 Pastoral Care Time Allowances

The following provisions apply where the person appointed to the role is a teacher predominantly teaching years 7 to 13 classes.

- 3.34.1 From term 1 2025, the parties agree to introduce pastoral care time allowances of 0.25 FTTE that will be available for allocation, the number of which will be generated by formula in the relevant Staffing Order.
- 3.34.2 Criteria for accessing the allowance and other administrative requirements will be developed by the parties prior to the allowances coming into effect.
- 3.34.3 A teacher who has a role with specific leadership or responsibility for the pastoral care of students and who meets the criteria may be allocated a pastoral care time allowance. Individual teachers may be allocated up to a maximum of two allowances in accordance with the school's timetable policy.
- 3.34.4 The allocated time allowance(s) will be used for the purpose of pastoral guidance or career guidance of students, including the general administration or management of pastoral care systems.
- 3.34.5 Each allowance allocated will reduce further the maximum timetabled teaching time timetabled under clause 4.2.3, or any other time allowances the teacher holds.
- 3.34.6 Where the eligible duties are part of the teacher's ongoing role, any allowances will be permanent. Where duties are allocated for a specified period or project they will be for the term specified in writing by the employer.

3.35 Pacific Bilingual and Immersion Teaching Allowance

3.35.1 The purpose of this allowance is to recognise the additional skills teachers must have to deliver teaching and learning through a Pacific language in a Pacific bilingual or immersion context in a school or kura.

3.35.2 A teacher is eligible for an allowance described in clause 3.35.3 if they meet the minimum teaching time requirements in that clause and have the language proficiency necessary to teach the curriculum in a Pacific language for the period required by the Pacific bilingual or language immersion level in which they are engaged.

3.35.3 All eligible teachers teaching in a Pacific language in a Pacific bilingual or immersion unit/programme/class [as defined by the Ministry in School Roll Return Guidelines] will receive the allowance that relates to the highest language level in which they are teaching and their years of service teaching in a bilingual or immersion setting (including as a transferred employee) as provided for in the table below:

Teaching time that curriculum is taught in a Pacific language

Years of service	Level 1 (81% to 100%)	Level 2 (51% to 80%)
Up to 3 years' service	\$4,000	\$4,000
After 3 years' service	\$6,000	\$5,000
After 6 years' service	\$8,000	\$6,000

3.35.4 Each allowance outlined in the table at clause 3.35.3 will be pro-rated for part-time teachers (based on the teacher's total hours).

3.35.5 A teacher can only receive one allowance i.e., they cannot receive a Level 1 and Level 2 allowance concurrently. The employer will advise when a change of circumstances alters the allowance a teacher is eligible to receive.

3.36 Cultural Leadership Allowance

- 3.36.1 Each employer can allocate one Cultural Leadership allowance to a part-time or full-time teacher.
- 3.36.2 The allowance, which is \$5,000 per annum, will be paid at the substantive rate to both part time and full-time teachers unless 3.36.3 applies.
- 3.36.3 Where agreed by the employer, the responsibilities may be shared equally by two teachers, in which case the allowance will be split between them.

3.37 Learning Support Coordinators

- 3.37.1 Unless specifically stated in this part, the terms and conditions of employment of Learning Support Coordinators are the terms and conditions in this Agreement.
- 3.37.2 The number of Learning Support Coordinator (Coordinator) roles will be generated annually by the Staffing Order and allocated to boards.
- 3.37.3 The purpose of the Coordinator roles is to promote effective and inclusive teaching and learning practice within the schools including those in a Kāhui Ako or Cluster and to strengthen the support to children with additional learning needs.
- 3.37.4 Coordinators will be appointed permanently unless there is genuine reason to appoint to a fixed term position. Each Coordinator will be fully released from timetabled classroom teaching time.
- 3.37.5 Coordinators can be employed full-time or part-time, including job share arrangements as agreed by the employer.
- 3.37.6 The functions of the role are set out in the Coordinator Role Description drafted by the Ministry of Education along with any distinct responsibilities and/or activities that are defined by the employing school, in consultation with other schools in the Kāhui Ako or Cluster where applicable. To avoid doubt: any such distinct responsibilities and activities that sit outside those outlined in the role description by the Ministry of Education must be mutually agreed between employer and employee.

- 3.37.7 Where a Coordinator works across schools, this will be in conjunction with the Kāhui Ako or Cluster's shared plan for Learning Support. When allocating a Coordinator's time across the Kāhui Ako or Cluster schools, the employer will consider what is reasonable, taking account of the Coordinator's responsibilities, duties and travel requirements.
- 3.37.8 Where a Coordinator is allocated leadership, management or other additional responsibilities for learning support and/or allied staff by the employer, consideration should be given as to whether a unit should be allocated, in line with the school's unit allocation policy.
- 3.37.9 Where responsibilities allocated to the Coordinator are additional to those described in the Coordinator role description, e.g. leadership or management responsibilities, the employer must consider the balance of the allocated responsibilities to allow the Coordinator to fulfil their role effectively.
- 3.37.10 A teacher who relieves for a Coordinator while they are on approved leave, will be fully released from classroom teaching responsibilities for the time they are undertaking the Coordinator role.

3.38 Principal's Nominee

- 3.38.1 The employer may appoint one teacher as the Principal's Nominee for responsibilities associated with the school's NZQA-accredited Consent to Assess (or equivalent) during the school year.
- 3.38.2 From 14 July 2026 the appointed teacher will be entitled to an allowance of \$2,500 per annum. This allowance is not pro-rated except as provided for by clause 3.38.3.
- 3.38.3 In exceptional circumstances (and only with the employer's agreement), the role can be shared by two teachers. Where this applies, the allowance and the time allocation will be shared in proportion with each teacher's responsibilities - which must be agreed at the time the arrangement is entered into (or varied).

- 3.38.4 Each holder of the Principal's Nominee Allowance will be entitled to one hour of timetabled non-contact time.
- 3.38.5 The employer or the teacher appointed as the Principal's Nominee may end the responsibilities with a minimum of one term's notice.

Part 4: Hours of Work

4.1 General

- 4.1.1 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 responsibilities of individual teachers arising from their appointment to a Community of Learning | Kāhui Ako Teacher role;
 - (e) the extent to which individual teachers may participate in the extra-curricular programmes of the school.
- 4.1.2 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).
- 4.1.3 The clauses which follow identify the guidelines and requirements upon which the decisions in individual schools are made.

4.2 Maximum Timetabled Classroom Teaching Time

4.2.1 The non-contact time allocations for full-time teachers teaching across years 7-13 and the maximum timetabled classroom teaching time, are an acknowledgement of the importance to quality education of the duties other than classroom teaching (such as those referred to in clause 4.1.1(a to d) above) which teachers are required to undertake while schools are open for instruction. The parties are committed to the monitoring of the operation of these provisions

Note: *For the purposes of clauses 4.2.3 and 4.2.4 of this agreement, predominantly will mean 80% or more of the teacher's weekly timetabled classroom teaching time.*

4.2.2 Each employer must have a policy on timetabling, developed in consultation with its teaching staff. This policy will incorporate:

- (a) the implementation and administration of the maximum timetabled classroom teaching provisions of clause 4.2.3 to clause 4.2.5 below;
- (b) reference to other matters including class sizes and hours of duty outside of timetabled hours which impact on timetabling practices;
- (c) a process to provide for circumstances where, for genuine reason during timetabling or at short notice, the maximum timetabled classroom teaching time described in clause 4.2.3 are exceeded.

4.2.3 Teachers predominantly teaching year 7-13 classes

The following provisions, which are subject to clause 4.2.2, apply to teachers who are timetabled to teach 80% or more of their teaching time in year 7-13 classes.

- (a) A full-time teacher's maximum timetabled classroom teaching time will be 20 hours per week, which may be a combination of differing periods of time but may total no more than 20 hours.

- (b) No part-time teacher will be timetabled to teach more than the maximum timetabled classroom teaching time limits specified in clause 4.2.3(a) above as appropriate.
- (c) A part-time teacher's maximum timetabled classroom teaching time may be a combination of differing periods of time but must be proportionate to that of a full-time teacher, based on their FTTE. The balance of their timetabled week will be non-class contact time.

Examples:

- *A teacher who is employed in a 0.75 FTTE position will be timetabled for no more than 15 hours classroom teaching time i.e. three-quarters of the maximum classroom teaching time of a full-time teacher. The balance of their timetabled week will be non-class contact time.*
 - *A teacher who is employed in a 0.5 FTTE position will be timetabled for no more than 10 hours classroom teaching time i.e. half the maximum classroom teaching time of a full-time teacher. The balance of their timetabled week will be non-class contact time.*
- (d) The maximum timetabled classroom teaching time of teachers who hold permanent units will be reduced by the following
- (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.

The employer may continue to provide for less timetabled classroom teaching time for senior management positions in accordance with school policies.

4.2.4 Teachers predominantly teaching year 1 - 6 classes

The following provisions apply to teachers who are timetabled to teach 80% or more of their teaching time teaching year 1 to 6 classes.

- (a) Full-time teachers will, subject to clause 4.2.2 above, have an average of 22.5 hours maximum timetabled classroom teaching time per week.
- (b) Teachers employed part-time for 0.80 FTTE per week or more and who are predominantly teaching year 1 to 6 classes will have an average maximum timetabled classroom teaching time equivalent to 0.90 of the hours for which they are employed.
- (c) The maximum timetabled classroom teaching time referred to in subclauses (a) and (b) above may be averaged out on a per term per teacher basis in accordance with the maximum timetabled classroom teaching time policy formulated under clause 4.2.2.
- (d) Where possible, the school will endeavour to reduce the maximum timetabled classroom teaching time of unit-holders or their equivalents where they are required to carry out specific management and/or additional responsibilities
- (e) The maximum average timetabled teaching time for a teacher who holds one or more permanent units will have their average maximum timetabled teaching time decreased by an additional one hour per week. This is additional to their entitlement set out in clauses 4.2.4 (a) and 4.2.4 (b).

4.2.5 The individual time allowances provided under clauses 2.10 and 2.11 of this agreement will further reduce the maximum timetabled classroom teaching time per week applicable to individual teachers in accordance with clauses 4.2.3 and 4.2.4.

Where a teacher is timetabled for less of 80% of their teaching time with either years 1 – 6 or years 7 – 13 then for the purposes of the provision above, the employer and the teacher will agree which provision applies.

4.3 Definitions

4.3.1 For the purposes of this clause, unless the context otherwise requires:

- (a) “Half day” (HD) will have the meaning implied by its use in section 10 of the Education and Training Act 2020.
- (b) “Overtime” will mean any timetabled teaching time in excess of two HD on any one day, or in excess of 10 HD in any one week, and will include any timetabled teaching time scheduled on a Saturday or a Sunday except where the timetabled teaching time is correspondingly reduced, and any timetabled teaching time scheduled for any statutory or other full holiday specified in this agreement or during any vacation fixed in accordance with legislation.
- (c) The term “teaching time” can include supervision, non-scheduled supervision time of students, teacher non-contact time, administrative duties or other directed or non-directed duties.

4.4 Length of School Day

- 4.4.1 For each school the length of the “school day” will be determined according to the requirement that students are normally required to be in attendance for two HD, one before noon, the other after noon.
- 4.4.2 The normal teaching load in respect of any one day is therefore related to that requirement and takes account of the normal timetabling practices of each school.

4.5 Length of School Week

- 4.5.1 Except where interrupted by any public holiday or any other holiday allowed for in accordance with legislation or by any provision in this agreement authorising the absence of teachers, the length of the school week for each school will be determined according to the requirement that students are normally required to be in attendance for 10 HD on the days Monday to Friday inclusive.
- 4.5.2 The normal teaching load in respect of any one week is therefore related to that requirement.

4.5.3 As noted in subclause 4.3.1(b)i of this agreement the 10 HD in any one week may include timetabled teaching time scheduled for a Saturday or a Sunday.

4.6 Length of School Year

4.6.1 Except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school will be determined according to the requirement that schools are required to be open for the number of days specified by the Minister

4.6.2 The normal teaching load of teachers in respect of any one year is therefore related to that requirement.

4.7 Division of Year into Terms and Holidays

4.7.1 For the purposes of organising their educational programmes it is noted that schools are permitted to divide the school year into teaching terms and holidays (vacations) in accordance with legislation.

4.7.2 The employer may require teachers to attend school or elsewhere when the school is not open for instruction for up to five days or equivalent per annum provided that teachers cannot be required to attend during a closedown period under clause 5.13 for all or any of the following purposes – school administration, preparation and coordination, departmental and related activities and community, parent and whānau contact and liaison. The employer will endeavour to arrange matters at the school in such a way that any requirement under this section is not unreasonable and that teachers' individual needs are taken into account. Teachers' own initiatives in undertaking work for the above purposes will be counted when applying this clause.

4.7.3 The employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction provided that:

- no teacher will be required to attend for more than five days or equivalent per annum and

- teachers cannot be required to attend during a closedown period under clause 5.13 and
- the needs of the individual teacher are taken into account and
- the teacher's own initiatives in undertaking professional development during times when the school is not open for instruction are considered.

4.7.4 Where teachers are required to attend school or elsewhere when the school is not open for instruction pursuant to clause 4.7.2 and clause 4.7.3 above, they will be reimbursed for any actual and reasonable costs incurred.

4.7.5 Clause 4.7.4 does not apply where during the school term (as specified by the Minister) the school is not open for instruction but teachers are required to:

- (a) attend school or elsewhere between 8.30am and 4.30pm on any of Monday to Friday; or
- (b) attend school on a Saturday or Sunday where a school is open for instruction on those days as part of their usual timetable.

Part 5: Leave

Note 1: *The leave provisions set out in this Part of the agreement will be applied in accordance with any administrative conditions that were in effect at the commencement of this agreement. Nothing in these provisions will be read as extending any entitlement beyond that which existed at the commencement of this agreement except as may be expressly agreed to by the Secretary for Education after consultation with the unions.*

Note 2: *The parties acknowledge that the leave provisions of this agreement (and their administration) operate to provide entitlements equal to, or in excess of, those provided under the Holidays Act 2003. To this extent the parties agree that current administrative practices will continue to operate and, for clarity, teachers will take their annual leave outside the gazetted term dates.*

5.1 Sick Leave

5.1.1 Sick leave Entitlement

- (a) A teacher is entitled to sick leave on pay on account of sickness or injury based on the teacher's aggregate employment as follows:

	Entitlement	Accumulated entitlement
Upon first appointment to a teaching position in a state or state integrated school	20 days	20 days
6 months aggregate employment	10 days	30 days
12 months aggregate employment	10 days	40 days
18 months aggregate employment	10 days	50 days
24 months aggregate employment	10 days	60 days
30 months aggregate employment	10 days	70 days
Each subsequent 12 months of completed continuous service	10 days	+10 days

- (b) The amount of sick leave available will be the teacher's accumulated entitlement set out in the table above, less the total amount of paid sick leave the teacher has taken during their aggregate employment.

5.2 Further Sick Leave Provisions

5.2.1 Aggregate Employment for Sick Leave Purposes

- (a) For the purposes of sick leave, "aggregate employment" means:
 - (i) all full and part-time employment as a teacher or principal in any state or state-integrated school; and
 - (ii) any employment recognised under clause 5.2.2 below; plus
 - (iii) all short-term relief worked in any state or state-integrated school on the basis that every 190 days or 950 hours equals one year of employment.
- (b) The amount of sick leave available to a teacher returning to teaching following a break in employment will be the balance that applied on their last day of employment plus any additional entitlement that may be credited under clause 5.2.2 below. Any part-year employment completed prior to the break in employment will be counted towards the timing of their next entitlement after return to employment. Further entitlements will be granted when the teacher reaches the next entitlement threshold as outlined in clause 5.1.1 (a) above.

5.2.2 Recognition of other employment for additional sick leave purposes

- (a) Upon first appointment to a teaching position in a state or state integrated school, or following a break in employment, the following employment outside of teaching service in state or state-integrated schools will be recognised for sick leave purposes:

- (i) Employment as a teacher or principal in a New Zealand free kindergarten association, university, or polytechnic and/or employment as a teacher in Fiji, Cook Islands, Tonga, Samoa or Niue registered schools. For this purpose, permanent part-time employment and non-permanent employment that consists of employment for 20 hours or more per week will be recognised as full-time employment under this Agreement. Non-permanent part-time employment of less than 20 hours per week will be credited as follows:
- 80 hours are recognised as the equivalent of one month of employment under this Agreement, and
 - 1000 hours are recognised as the equivalent of one year of employment under this Agreement.
- (ii) Employment in the New Zealand Public Service and/or Armed Forces may be credited on such terms as the Secretary for Education may agree.
- (b) Any sick leave entitlement credited under clause 5.1.1, will be reduced by the amount of sick leave taken during the applicable periods of employment.
- (c) Employment as a transferred employee will be recognised as service for sick leave purposes.
- (d) Any sick leave taken while employed as a transferred employee at a converted school will be deducted from the employee's sick leave balance.
- (e) Recognition of service as a transferred employee at a converted school is conditional on the employee providing a certificate of service from the converted school which shows the employee's length of service, how many days' sick leave was taken at the converted school, and any other information necessary to determine sick leave entitlements.

5.2.3 Taking sick leave

- (a) A teacher, other than a short-term reliever, who has sick leave entitlement available under clause 5.1.1, can take sick leave on pay when they are absent because they are sick or injured or the teacher's spouse, partner, or someone dependent on the teacher for care is sick or injured.
- (b) The employer may grant paid sick leave in advance from the teacher's next annual entitlement i.e., up to 10 days, which will be deducted from their next entitlement.
- (c) Teachers will have sick leave deducted from their entitlement as follows:
 - (i) Sick leave is only deducted on days which the teacher would normally have worked and that the school is open for instruction, or the teacher is taking annual holidays.
 - (ii) For full-time teachers, sick leave will not be deducted for an absence that is less than two hours.
 - (iii) For part-time teachers, sick leave will not be deducted for an absence that is less than 25% of the hours normally worked on that day.

5.2.4 Sick leave for short-term relievers

- (a) A short-term reliever who has accepted an offer of a period of short-term relief teaching and who cannot work on a day(s) during that period because they are sick or injured, or because their spouse, partner, or someone dependent on the short-term reliever for care is sick or injured, is entitled to paid sick leave for the day or hours they would have worked, provided they have sick leave entitlement available under clause 5.1.1.

5.2.5 Medical Evidence

- (a) While a medical certificate will not normally be required for leave within five consecutive days, where it is considered warranted, an employer may require a teacher to produce a medical certificate or other evidence of sickness or injury satisfactory to the employer. If so, the employer will agree to meet the employee's reasonable expenses in obtaining the proof.
- (b) When more than five consecutive days sick leave is taken, the employer may require the teacher to provide a medical certificate from a registered health practitioner at the employee's expense. If the teacher cannot obtain a medical certificate, other evidence of sickness or injury satisfactory to the employer may be provided.
- (c) When a period of sick leave exceeds 14 days, the employer may require the teacher to:
 - (i) provide a medical certificate from a registered health practitioner stating the expected date the teacher will be able to return to work. The employer may require the teacher to provide further medical certificates should the sick leave continue beyond the expected date of return stated in this or subsequent medical certificates.
 - (ii) obtain a second medical opinion from an independent registered health practitioner nominated by the employer and agreed to by the teacher, provided that such agreement will not be unreasonably withheld. The cost of a second medical opinion will be met by the employer.

5.2.6 Teachers temporarily working reduced hours on account of sickness

- (a) The employer may allow, at its discretion, a teacher who has been on sick leave to return to duty on a reduced hours basis if:
 - (i) the teacher's doctor recommends and provides a medical clearance for the return to work, and

- (ii) there would be no staffing or timetabling problems for the school.
- (b) The daily hours the teacher does not work each week will be aggregated and deducted as sick leave as a proportion of the total hours they would usually work in that week.
- (c) Nothing in this clause will be read as a limitation on the rights and obligations on employees and employers under Parts 6AA and 6AB of the Employment Relations Act (which deal with flexible working arrangements).

5.2.7 Absences due to an injury or accident covered by the Accident Compensation Corporation

- (a) When a teacher is absent on account of a work-related injury by accident that is covered by the Accident Compensation Corporation, no sick leave will be deducted for the period of absence.
- (b) Subject to section 71(4) of the Holidays Act 2003, when a teacher is absent on account of a non-work-related injury by accident covered by the Accident Compensation Corporation, the sick leave is deducted to make up the teacher's normal remuneration (provided the teacher has a sick leave entitlement available), i.e., the payment of earnings related compensation plus the teacher's sick leave (where leave is available) will equal the teacher's normal remuneration.

5.2.8 Disregarded Sick Leave

- (a) Subject to (e) below, disregarded sick leave not exceeding an overall aggregate of two years may be granted by the Secretary for Education where in the opinion of the Secretary one of the following conditions has been met:
 - (i) The sickness can be traced directly to the conditions or circumstances under which the teacher is working; or

- (ii) The injury occurred in the discharge of the teacher's duties through no fault of the teacher; and where no payment has been made by the Accident Compensation Corporation; or
 - (iii) The teacher has contracted a notifiable disease listed in Part 1 of Schedule 1 of the Health Act 1956, and the teacher is either:
 - complying with a written request or direction from a Medical Officer of Health under the Health Act 1956 to refrain from attending school for a specified period, or
 - Is otherwise required by a relevant Public Health Order to refrain from attending school for a specified period; or
 - (iv) The teacher has contracted hepatitis or tuberculosis, where the period of disregarded sick leave is the time that the teacher's treating registered medical practitioner decides is necessary for the teacher to remain away from school; or
 - (v) The absence was due to war injury or to war service.
- (b) Where the sick leave has been deducted for any period granted as disregarded sick leave under clause 5.2.8(a)(i) to clause 5.2.8(a)(v) above, the sick leave will be reinstated.
- (c) Disregarded sick leave is additional to any period of absence on account of sickness or injury to which the teacher is entitled with full salary in accordance with the scale set out in clause 5.1.2(a) above.
- (d) Fixed term or relieving teachers will only be granted disregarded sick leave, as provided for in clause 5.2.8 (a) above, where they have been in continuous employment before the date of application.
- (e) Disregarded sick leave will not be granted by the Secretary for Education:
- (i) Where the raising of a complaint/personal grievance against the employer has substantially caused a stress-related or non physical illness .

- (ii) Where the employee being subject to a disciplinary or competency process has substantially caused the sickness.
 - (iii) Where the employer has agreed to support an application for disregarded sick leave as part of settlement of an employment relationship problem or a negotiated exit from employment.
 - (iv) Where payment has been made by the Accident Compensation Corporation.
- (f) For the avoidance of doubt:
- (i) Where an employee qualifies for disregarded sick leave, that qualification is not lost by subsequent lodging or pursuit of a personal grievance/complaint, nor by the employer's subsequent initiation of a performance management process.
 - (ii) If a personal grievance is lodged as the result of the employer's handling of an employee's request for disregarded sick leave, this does not disqualify the employee from being granted disregarded sick leave.
 - (iii) Illnesses (including those that are stress-related) that are not barred by (e) above can confer eligibility for disregarded sick leave.

5.2.9 Holiday pay deductions

- (a) Holiday pay is not reduced for periods of sick leave with pay.
- (b) When teachers have used their current sick leave entitlement, holiday pay may be reduced for periods of sick leave without pay on the following conditions:
 - (i) No deduction is to be made from the holiday pay of teachers for periods of sick leave without pay for periods not exceeding 90 calendar days in any one school year.

- (ii) Where the total amount of sick/accident leave without pay is in excess of 90 calendar days the deduction is based on the period subsequent to the initial 90 calendar days. The initial 90 calendar days are unaffected.
- (c) Teachers with a current sick leave entitlement who apply to receive sick leave without pay will have holiday pay reduced in proportion to the unpaid leave taken (as per clause 3.24.3) and should be advised of this when notified of the approval of sick leave without pay.
- (d) Clause 5.2.7(b) above will apply to all fixed term or relieving teachers who have completed at least 90 calendar days' continuous service.

5.3 Parental Provision

5.3.1 The teacher is entitled to take parental leave under the Parental Leave and Employment Protection Act 1987 (PLEPA). In addition to the teacher's rights under the PLEPA the following will apply:

- (a) Parental leave may commence at any time during the pregnancy subject to the teacher giving the employer one month's notice in writing, supported by a medical certificate. A shorter period of notice will be accepted on the recommendation of a medical practitioner. The teacher can take up to 12 months unpaid leave from the date of birth, or in the case of adoption, whangai or Home for Life placement of a child under the age of six years, from the date the teacher becomes the primary carer.
- (b) A teacher with 12 months or more service will be entitled to up to a further 12 months' unpaid leave (bringing the total entitlement to a maximum of 24 months' continuous leave including leave taken prior to the birth of the teacher's child) subject to notifying their employer in writing of their intention to take this leave within nine months from the date of commencing leave under clause 5.3.1(a).

- (c) The teacher's position will be held open subject to the surplus staffing provisions of clause 2.13 of this agreement, for the duration of their parental leave. If a relieving teacher is employed it will be a condition of the relieving appointment that it will be terminated by the employer concerned within one month from the date that the permanent incumbent gives notice of intention to return to work early. A teacher must give their employer at least one month's notice if it is their intention to return to work before their parental leave expires. This provision will not apply in the case of a teacher who has had a miscarriage or a stillborn child. In such cases the teacher may elect to return to work immediately.
- (d) A teacher intending to resign because of pregnancy must be advised of their right to take parental leave.
- (e) Service as a transferred employee will be recognised for the purposes of eligibility to take parental leave.

Note: *Employment as a long-term reliever covering a teacher on parental leave does not generate an entitlement to permanency in the event that the teacher on leave resigns.*

5.3.2 Parental grant

A teacher who takes parental leave in order to be the primary carer, or resigns due to pregnancy, is entitled to a payment equal to six weeks' salary calculated at the rate applicable in the teacher's last full working week prior to commencement of their leave or date of resignation. The payment is not pro-rated if the teacher takes less than six weeks' leave. The grant is payable following production of a birth certificate or suitable evidence of placement.

Primary carer means:

The biological mother of the child, or their spouse or partner, where they take primary responsibility for the care, development, and upbringing of the child during the first six weeks following the child's birth.

In the case of adoption, whangai or Home for Life placement, the person who takes permanent primary responsibility for the care development and upbringing of the child during the first six weeks of the placement.

5.3.3 Sick leave during pregnancy and while on Parental Leave

- (a) Periods of illness due to pregnancy prior to the birth may be charged against the teacher's sick leave entitlement. Normal rules for sick leave with regard to production of a medical certificate apply.
- (b) Once the teacher has commenced parental leave, any day(s) of sickness must be leave without pay and in no circumstances may a teacher have an absence during or following the birth of the child credited against her sick leave entitlement.

5.3.4 Leave to attend partner at birth of their child.

- (a) Permanently appointed teachers will be granted two days' paid leave to attend their partner at the birth of their child.
- (b) Reasonable notice must be provided to the employer before and at the time of the teacher taking leave.

5.4 Bereavement/Tangihanga Leave for Death in New Zealand or Overseas

5.4.1 Teachers will be granted leave with pay to allow a reasonable opportunity to discharge their obligations and/or to pay their respects to a deceased person with whom they have had a close association. Such obligations may exist because of blood or family ties or because of particular cultural requirements such as attendance at all or part of a tangihanga (or its equivalent).

5.4.2 In granting time off, and for how long, the following points must be taken into account:

- (a) The closeness of the association between the teacher and the deceased;

(Note: This association need not be a blood relationship.)

- (b) Whether the teacher has to take significant responsibility for any or all of the arrangements to do with the ceremonies resulting from the death;
- (c) The amount of time needed to discharge properly any responsibilities or obligations;
- (d) Reasonable travelling time should be allowed, but for cases involving overseas travel that may not be the full period of travel;
- (e) A decision must be made as quickly as possible so that the teacher is given the maximum time possible to make any arrangements necessary. In most cases the necessary approval will be given immediately, but may be given retrospectively where necessary;
- (f) If paid special leave is not appropriate then leave without pay should be granted.
- (g) If a bereavement occurs while a teacher is absent on annual leave, sick leave with pay, or other special leave with pay, such leave may be interrupted and bereavement leave granted in terms of clauses 5.4.1 and 5.4.2 above. This provision will not apply if the teacher is on leave without pay.

5.4 Ngā Whakarite Tuku Tangihanga Mō te mate i roto o Aotearoa, ki tāwāhi rānei

5.4.1 Ka taea te tuku i tētahi kaiako me te utu anō hoki, kia wātea ki te whakarite i ngā āhuatanga ki te whakatakoto i tōna aroha rānei ki tētahi tūpāpaku, i tino tata atu mōhiotia hoki e ia. Tērā pea nōna ake, he whanaunga tonu rānei, i raro i ngā āhuatanga a iwi rānei kia tae atu ki tētahi wāhanga, ki te katoa rānei o te wā o te tangihanga, hura kōhatu, ētahi atu tikanga a rite rānei.

5.4.2 Nō reira mo tēnei tu āhua tuku, me te roa o te tuku kia wātea, me whai i ngā āhuatanga e whai ake nei:

- (a) Te tata atu o te kaiako ki te tūpāpaku (kia mōhio: tēnei tata e kī ana me toto tonu nōu);

- (b) Mehemea he wāhanga nui tā te kaimahi ki te whakahaere, kāore rānei, i ngā whakariterite mo te tangihanga;
- (c) Te wā tuku kia wātea e hiahiatia ana, mo ēnei whakahaere, whakariterite hei mahi māna;
- (d) Me whakaaetia tētahi wā e tika ana mo te haere atu hoki mai, ēngari mēnā he haere ki tāwāhi kāore pea e whakaritea mo te katoa o te haere, hoki mai anō hoki;
- (e) Kia tere tonu te whakatau i te tono kia tere ai te wātea o te kaiako ki te whakariterite i ngā mea katoa e pā ana ki a ia. I te nuinga o ēnei tū āhukatanga ka hoatu tonutia te whakaae, ēngari i ētahi wā, kua tae kua hoki mai kē te kaimahi ki te tangihanga, i mua o te hoatutanga i te whakaae mēnā e tika ana;
- (f) Mehemea kāore e tika ana kia whiwhi i tēnei tuku whakawātea me te utu hoki, tērā pea ka whakaaetia kia tangohia atu i o whakawātea (hararei) a tau, whakawātea mo te kore utu rānei, engari koinei te mutunga.
- (g) Mehemea ka pā mai he aituā ki tētahi kaiako i te wā o tāna whakawātea a tau, o tāna whakawātea a tūroro (me te utu), o ētahi atu whakawātea hirahira (me te utu) rānei, ka taea te whakatārewa i taua whakawātea, kia pai ai te tuku whakawātea tangihanga ki a ia i raro o te ture. I runga ake nei (5.4.1 me 5.4.2). Kāore tēnei whakaarotanga e tukuna mehemea kāore te kaiako i te utua mō te wā whakawātea.

5.5 Hui Leave

- 5.5.1 Teacher Development - Bilingual Class - All teachers in bilingual classes may be entitled to one day's paid leave per year to attend district, regional or national hui on bilingual education.
- 5.5.2 Ngā whakataetae mo ngā kapa haka kura tuarua - There is a national entitlement of 14 teacher relief days to run the contests, together with a national travel provision of \$204.00.

5.5.3 Travelling time may be allowed in terms of clause 5.10 of the agreement.

5.6 Leave for Family Reasons

5.6.1

(a) A teacher may be granted leave for family reasons subject to meeting the requirements as provided for in clauses 5.6.2 - 5.6.5 below.

(b) Definition - For the purposes of clause 5.6, the terms “near relative” and “near relative-in-law” mean the teacher’s:

- Grandparents
- Father-In-Law
- Sons-In-Law
- Grandchildren
- Mother-In-Law
- Daughters-In-Law

The terms do not exist beyond those degrees of relationship.

5.6.2 Serious illness

(a) A teacher may be granted leave with pay on account of serious accident or a crisis in a severe illness of a:

- (i) partner, child, parent, brother, or sister - two days;
- (ii) a near relative, near relative-in-law or a member of the teacher’s family - one day.

(b) The maximum period of leave on full pay that may be granted for this purpose, including travelling time, is seven days.

5.6.3 Recurring serious illness

When a teacher applies for several periods of leave because of recurring illness in the family, the employer has the discretion as to how many times leave with pay is granted in the same school year, having regard for the welfare of the school or class concerned.

Note: *The production of a medical certificate or other evidence of illness may be required in the case of leave granted in terms of clauses 5.6.2, 5.6.3 and 5.6.4.*

5.6.4 Important family and other occasions

A teacher may be granted one day's paid leave per year plus travelling time in terms of clause 5.10 below for the following occasions. Relieving teachers may be granted leave for important family and other occasions as for permanent teachers, provided that in the case of marriage leave for their own wedding their absence does not require the employment of other relieving teachers.

- (a) Their own wedding or that of their child, a sibling, parent, grandchild or grandparent;
- (b) Their parents' golden or diamond wedding anniversary;
- (c) Their own ordination, vice-regal investiture, admission to the bar or capping or that of their spouse, child, sibling or parent;
- (d) Attendance at court for an adoption order;
- (e) Rosh Hashanah and Yom Kippur for teachers of the Jewish faith.

5.7 Special Leave

5.7.1 Special leave of absence with or without pay may be granted to a teacher subject to meeting the requirements as provided for in clauses 5.7.2 - 5.7.10 below. Unless stated otherwise, the special leave provisions apply to full-time permanent and long-term relieving teachers.

5.7.2 Court proceedings

Except when teachers are pursuing their own interests or where answering charges against themselves, the employer will grant leave with pay when a teacher is required by subpoena to attend court proceedings as a witness or to serve on a jury; provided that where fees for service are paid, these fees will be repaid to the employer for repayment to the Public Account.

5.7.3 Candidates in General Elections

The provisions of the Electoral Act 1993 and its amendments will apply.

5.7.4 Sports leave

Where such leave is approved by the employer, teachers are entitled to leave with pay for overseas sports tours, interprovincial fixtures, national championships and international competition within New Zealand subject to the following maxima per any 12 month period:

- (a) overseas tours - up to four weeks;
- (b) interprovincial fixtures and national championships - up to six weeks;
- (c) international competition within New Zealand - one day for assembly and training, plus two days travelling time, plus the day or days of the fixture.

5.7.5 Cultural Leave

Where such leave is approved by the employer, teachers participating in recognised cultural activities within New Zealand or outside New Zealand are entitled to leave with pay on the same conditions as for sports leave.

5.7.6 Study Leave

- (a) Teachers who are granted study leave under either
 - (i) the five full-time equivalent study leave positions or
 - (ii) the two full-time equivalent study leave positions designated for pursuing studies in te reo Māori or Māori immersion learning available nationally each year to area schools,will be granted leave on pay for the period of the study.
- (b) Employers may approve leave without pay for pre-examination study and leave on pay for time spent sitting examinations, plus necessary travelling time.

- (c) The employer may grant leave on pay to teachers who are awarded scholarships and fellowships for the duration of the agreement, plus reasonable travelling time.

Note 1: *A teacher in receipt of the allowance for the Community of Learning | Kāhui Ako Teacher (across community) role will not be eligible to take up a Study Leave award. For clarity the teacher may apply for an award in the last year of their appointment to the role provided, if granted, the entitlement is not taken up until after the conclusion of the fixed-term appointment.*

5.7.7 Meetings of statutory and local authorities

- (a) Teachers may be granted, by the employer, leave with pay plus necessary travelling time to attend meetings of statutory, local Māori and other authorities (or in other circumstances leave without pay may be granted to attend such meetings).
- (b) For the purposes of clause 5.7.7(a) the following are recognised Māori authorities/organisations:
 - (i) New Zealand Māori Council;
 - (ii) Māori Women’s Welfare League;
 - (iii) Tribal Trust Boards;
 - (iv) Iwi authorities;
 - (v) Runanga-A-Iwi.

5.7.8 Miscellaneous Leave

Leave with or without pay may be granted for the following purposes subject to the criteria set out below being met.

- (a) Where a teacher is prevented from travelling from their home to work because of an emergency situation outside of the control of the teacher (up to seven days' leave with pay may be granted) provided that this provision is for emergencies only. Approval will not be given where the teacher has advance notice or in circumstances where the teacher could be reasonably expected to have foreseen the situation arising. Where practicable the teacher is to inform the school of the reasons for the absence and is required to return to duty as soon as possible. Full details of the case will be submitted.
- (b) Search and rescue. Where a teacher is a member of an authorised search and rescue organisation and is requested by a responsible authority to take part in a search and rescue operation (leave with pay). Written evidence of the teacher's participation in the search from the appropriate authority mentioned above is to be submitted to the employer.
- (c) Outward Bound. Teachers selected for Outward Bound courses should, if possible, take the course during the long vacation. Where there are overlaps with term time and the employer supports the teacher's attendance, leave with pay up to one week may be granted.
- (d) Where a teacher is participating in an overseas tour by a school party approved by the employer (leave with or without pay for the duration of the tour).
- (e) Rotary Group Exchange Tours
 - (i) A teacher selected to go on a Rotary group study exchange tour may, provided that they spend one full week of the tour on studies directly related to their position and, on their return produce a full report of these studies, be granted one week's leave on full pay. All applications for this leave must be approved by the employer. In no circumstances will leave with pay be granted in excess of one week.

- (ii) Leave with pay will not be granted for Rotoract study tours.

5.7.9 Study Support Grant

- (a) 12 area school study support grants per annum will be available nationally to fully certificated teachers who are permanently appointed.
- (b) Teachers who are awarded one of the 12 area school study support grants will be entitled to a time allowance of 0.16 FTTE (equivalent to four hours per week). The time allowance will be provided to the school as additional staffing entitlement.
- (c) Each recipient of the area school study support grant will be entitled to reimbursement of up to \$500 towards their course fees on completion of the course.

Note: *The parties may agree to review and amend the application process and criteria for the area school study support grants from time to time.*

5.7.10 Sabbatical Leave Awards

- (a) 12 sabbatical leave awards per annum will be available nationally for full-time certificated teachers.
- (b) Sabbatical leave is of ten weeks duration and is paid at the teacher's normal salary.

Note 1: *A teacher in receipt of the allowance for the Community of Learning | Kāhui Ako Teacher (across community) role may apply for a Sabbatical Leave Award to be taken up while they hold that role provided that any application has the support of their employing board which will consider the needs of the wider Community of Learning | Kāhui Ako.*

5.8 Refreshment Leave

5.8.1 Full-time registered teachers who have attained the Experienced Classroom Teacher level of the Professional Standards will be entitled (subject to clause 5.8.2) to take unpaid refreshment leave of one school term after three years in the school or up to one school year after five years in the school. When a period of refreshment leave has been taken, a further period of qualifying service in the school, from the date of return from leave, is required before the teacher may be considered for further refreshment leave.

5.8.2 The ability to take up the entitlement to refreshment leave in clause 5.8.1 is subject to:

- (a) The teacher providing reasonable notice to the employer of their intention to take refreshment leave; and
- (b) The employer's ability to find a suitable reliever to fill the vacancy created by the teacher taking the leave. A suitable reliever is a teacher who will be able, to the satisfaction of the employer, to relieve in the school during the period of the teacher's leave. The employer will use reasonable endeavours to find a suitable reliever. Reasonable endeavours in this context means accessing the usual pool of relievers, advertising locally if necessary, and does not mean advertising regionally or nationally, except as required in this agreement. It does not require the employer to place more than one advertisement; and
- (c) The teacher not being subject to current competence or disciplinary processes under this agreement or previous agreement or employment contract at the time that leave is sought; and
- (d) The maximum number of teachers who can be on refreshment leave at any one time in a school is calculated as follows:

Number of teachers in the school (FTTE)	Maximum number of teachers who may be on refreshment leave at any one time
Up to 7 teachers	One teacher on leave
8 to 15 teachers	Two teachers on leave
16 to 21 teachers	Three teachers on leave
22 or more teachers	Four teachers on leave

- (e) Where more than the number of teachers, provided for in clause 5.8.2(d), within a school apply for refreshment leave, the priority will be given to those with the greatest length of service in the school.
- (f) A teacher in receipt of the allowance for the Community of Learning | Kāhui Ako Teacher (across community) role may apply for refreshment leave to be taken up while they hold that role provided the duration of the leave is no more than one term and that any application for the leave has the support of their employing board which will consider the needs of the wider Community of Learning | Kāhui Ako.

Note: A teacher in receipt of the allowance for the Community of Learning | Kāhui Ako Teacher (across community) role may apply in their last year of tenure in the role for their full entitlement to refreshment leave which is to be taken in the following school year.

- 5.8.3 Time off on refreshment leave will count as service for the purpose of salary increments, long service and severance calculations. It will not count for the purposes of sick leave or holiday pay calculations or for entitlement to public holidays.
- 5.8.4 Teachers on refreshment leave of greater than one term who are eligible for an annual increment during the period of their leave will not require attestation for that increment providing their previous two attestations were satisfactory.

5.8.5 A teacher may not take up a teaching position in another state or integrated school while on refreshment leave. This restriction does not preclude a teacher on refreshment leave agreeing to undertake short-term relief provided the total time does not exceed 10 days (or 50 hours) per term.

***Note:** The qualifying periods set out in clause 5.8.1 for refreshment leave relate solely to this provision and do not apply to any other forms of leave.*

5.9 Other Forms of Leave

5.9.1 Nothing in this agreement limits the facility for teachers to apply to the employer for leave with or without pay in any circumstance specified or not.

5.10 Travelling Time for Leave Purposes

5.10.1 Where specifically approved in this agreement, travelling time with pay for a period up to seven days (exclusive of public holidays) may be granted subject to the following conditions:

- (a) Leave for travelling can only be granted if the teacher is required to travel when the school is open;
- (b) The quickest and most direct means of travel will be used;
- (c) No travelling time is granted for a journey that is preceded by leave without pay or for a return journey that is followed by a period of leave without pay.

5.11 Leave Records

5.11.1 Leave records for teachers should clearly indicate all sick leave, leave without pay, periods of special leave and periods during which accident compensation may be granted.

5.12 Family Violence Leave

5.12.1 Leave as provided for by the Holidays Act 2003 is in addition to other leave allowances within this collective agreement. More information on family violence leave can be found at <https://www.employment.govt.nz/leave-and-holidays/family-violence-leave/>.

5.13 When Annual Holidays will be taken – Closedown

Note: *The following provisions are inclusive of and not in addition to the provisions of the Holidays Act 2003. Teachers can obtain more information about their entitlements under the Act from the NZEI te Riu Roa, PPTA Te Wehengarua and from the Ministry of Business, Innovation and Employment – see <https://www.employment.govt.nz/leave-and-holidays/>*

- 5.13.1 In accordance with the Holidays Act 2003, teachers, other than short-term relievers, are entitled to four weeks' paid annual holidays in respect of each completed 12 months of continuous employment (see section 16 of the Holidays Act 2003 for the impact of leave without pay on continuous employment).
- 5.13.2 An employee must take their annual holidays when the school customarily closes for instruction, as follows:
- (a) Except where the school operates an alternative calendar, the closedown period will commence each year upon completion of the half days the school is required to be open as set out in clause 4.6. Employees will be given at least 14 days' notice of the closedown dates.
 - (b) Schools that operate an alternative calendar may operate two or more closedowns during term breaks. The dates of these closedowns will be notified to employees near the commencement of each school year.
 - (c) Where the Holidays Act 2003 entitles an employee to take sick, bereavement and/or family violence leave during some or all of the closedown period, an employee with an annual holidays entitlement will take the remaining balance of their annual holidays at another time, during a term break, by prior arrangement with the employer whose consent will not be unreasonably withheld. Where agreement between the employer and employee cannot be reached, the employer may direct the employee to take their annual holiday entitlement by giving the employee not less than 14 days' notice.

- (d) Where an employee takes paid sick or family violence leave during a period of annual holidays, the relevant type of leave will be deducted from their balance.

Part 6: Travelling Allowances, Reimbursements and Expenses

6.0 On production of receipts, the employer will reimburse the following expenses (outlined in clauses 6.1 to 6.9) which have been incurred in carrying out the employee's official responsibilities and duties; provided that:

- (a) the employee had prior approval for the activity; and
- (b) the employer had, before approving any activity which required the payment or reimbursement of expenses, ensured that such payment or reimbursement complied with any administrative arrangements applying to the school.

6.1 Travelling Expenses

6.1.1 A teacher required to travel within New Zealand on official business will be paid, on application, (whether by public transport or, with the prior approval of the Board, the use of the teacher's own vehicle) a travelling allowance as follows:

- (a) accommodation: reimbursement of accommodation costs on an actual and reasonable basis;
- (b) meals: reimbursement of meal costs on an actual and reasonable basis;
- (c) incidentals: incidentals allowance, as specified in Appendix 1 for each 24-hour period and additional part thereof spent travelling.

6.1.2 When the teacher leaves and returns to the teacher's school on the same day, travelling allowance is not payable. Actual and reasonable expenses are payable instead and the incidentals allowance is not payable in these circumstances.

6.2 Meal Allowance

6.2.1 Any teacher is entitled to the meal allowance at the rate specified in Appendix 1 when:

- (a) absence from the teacher's school over the lunchbreak is not a common occurrence, and warning was not given on the previous working day that the employee would be required to be absent from the school over the lunchbreak;
- (b) the teacher finds it necessary (while absent from school) to lunch with a school business associate;
- (c) by reason of attention to official duties, a teacher's return to the school at the end of the day is delayed unduly;
- (d) a teacher's attendance at the school or elsewhere at the request of the principal prevents the teacher returning home for an evening meal.

6.3 School Camp Allowance

6.3.1 Teachers are entitled to the School Camp Allowance specified in Appendix 1 when supervising the students attending a school camp or school trip for more than one complete day.

6.4 Use of Private Vehicles for Official Business

6.4.1

- (a) Where any teacher is required by the employer to use their own vehicle for official business the teacher is entitled to the motor vehicle allowance at the rate specified in Appendix 1 or equivalent public transport fares where applicable.
- (b) Where the teacher is attending a school camp and providing the official emergency vehicle or an authorised substitute, the teacher is entitled to the motor vehicle allowance at the rate specified in Appendix 1.

6.4.2 A motor vehicle allowance will be paid to itinerant teachers within the limits of the annual grant provided to the school boards for this purpose.

6.5 Meetings and Courses

6.5.1

- (a) Where any teacher is selected to attend official in-service or retraining courses, or with the approval of the employer selected to attend other courses related to their work, or is required to attend school educational and sports tours, (provided the tour lasts more than 24 hours) or to attend meetings or engagements required by the employer, the teacher is entitled to actual and reasonable travel and accommodation expenses, and where applicable, the incidentals allowance.
- (b) Any teacher required to attend post-entry specialist courses is entitled to:
 - (i) the expenses and allowances payable in terms of the Removal Expenses section of this agreement in relation to the move to the training course centre;
 - (ii) expenses at the end of the year and for return home during term vacations if the teacher has not shifted to the course location;
 - (iii) travelling and accommodation expenses while on section;
 - (iv) reimbursement of course expenses actually incurred and field trips as approved.

6.6 Subscription to Professional Association

6.6.1 Teachers will be reimbursed the cost of a subscription to a professional association where membership is required as a condition of employment.

6.7 Allowances for Relieving Teachers

6.7.1 Relieving teachers in short-term positions may be granted assistance towards their daily travelling expenses to and from school as follows:

- (a) If public transport is not available, the teacher will be paid a transport allowance at a rate specified in Appendix 1 for the distance involved less the first 20 kilometres each day; or

- (b) If public transport is available, the cost of fares for the full distance involved will be refunded to the teacher except when the Principal or head teacher of the school deems public transport to be unsuitable or the employer requires the teacher to travel by private vehicle, in which cases a transport allowance will be paid to the teacher in accordance with (a) above of this subclause.

6.7.2 The transport allowance will not be paid to relieving teachers who, at the commencement of their employment are requested to work for a period longer than one term.

6.7.3 A relieving teacher required to use a private vehicle to place their child in childcare may be paid, on application, a transport allowance if no suitable public transport is available.

6.8 Boarding Allowance

6.8.1 A relieving teacher when required to live away from the normal place of residence to undertake the relieving will be paid a boarding allowance or travelling expenses as specified in Appendix 1.

6.9 Tea Allowance

6.9.1 A tea allowance is payable at a rate, which must not exceed the rate specified in Appendix 1, proportionately to take account, at least nominally, of school vacations and other paid leave of absence, to teachers who do not already receive free morning and afternoon tea.

6.10 Miscellaneous Expenses

6.10.1 Teachers are entitled to be reimbursed the following expenses:

- (a) When applicants are invited for interview on the initiative of an employer in connection with teaching appointments, actual and reasonable expenses are payable by the employer party concerned;
- (b) Principals elect of new schools may, when necessary, have travelling expenses paid for travel to the new school while still holding the old position;

- (c) Actual and reasonable travelling and accommodation expenses are payable to teacher-librarians who are entitled to leave on full pay to attend the New Zealand Library Association Conference;
- (d) Teachers in divided schools who are required to visit side schools, attached classes and departments which are at a distance from the main school are entitled to receive:
 - (i) A refund of actual and reasonable travelling expenses; or
 - (ii) A motor vehicle allowance where there is no suitable public transport.

6.11 Reimbursement of Study Fees for Specialist Teachers

- 6.11.1 Each teacher upon their first appointment as a Specialist Teacher (ST) will have an entitlement to a reimbursement of fees for study towards relevant post graduate qualifications up to a maximum of \$1,000 for each of two years (these years do not have to be consecutive provided that the teacher remains appointed as a ST). Where no appropriate post-graduate qualification is available a relevant course of study may be substituted.

Part 7: Removal Expenses

7.1 Removals to and from Area Schools

- (a) Where a teacher is entitled to removal expense provisions to or from an area school and also promotion or first permanent appointment, removal expenses are paid under the area school provisions and the other entitlements are absorbed.
- (b) Where a teacher is entitled to removal expense provisions both to and from an area school in the course of one move, only one entitlement under the Area School provisions may be claimed and any other entitlement is absorbed.
- (c) Where a teacher requires the transfer of effects and transit insurance, the teacher must use the provider contracted by the Ministry of Education | Te Tāhuhu o te Mātauranga.

7.2 Eligibility

7.2.1 A teacher who holds a permanent or long-term relieving position of four terms or more is eligible for removal expenses as set out in Appendix 2 in the following circumstances:

Relocating to another housing district

Circumstance	Criteria/Definition	Entitlement
Moving from employment in a State or State-Integrated school to employment in a different State or State-Integrated school		
Shifting from a permanent role in an area school to another permanent position in another school.	Subject to having completed two years' continuous service in the area school.	All applicable removal expenses.

Circumstance	Criteria/Definition	Entitlement
Appointment to a position on promotion.	Promotion is defined as an appointment to a position carrying a higher number of permanent units or a position that carries more status and responsibility and is equal or lower in salary.	All applicable removal expenses.
Shifting from a staffing incentive or high priority teacher supply school to a permanent position or a long- term relieving position.	<p>A teacher must have completed continuous service totalling at least three years in one or more staffing incentive or high priority teacher supply school(s).</p> <p>If during the period of the teacher's employment the school loses its classification the entitlement is retained as long as the teacher fulfils the continuous service requirement</p>	All applicable removal expenses.
Teacher's position disestablished or reduced in grade but not lost, due to falling rolls	Where the teacher takes up a temporary or relieving position and later moves again to a permanent position	All applicable removal expenses.

Circumstance	Criteria/Definition	Entitlement
Protected country service.	Teachers who held an entitlement to removals from a country service school when the former country service provisions were replaced by the staffing incentives package, preserve that entitlement for their next position in the education service.	All applicable removal expenses.
Direction of school closure by the Minister of Education as a result of an earthquake, fire, flood or other natural disaster.	Any teacher appointed to another school or position.	Actual and reasonable applicable removal expenses.
	A teacher who is obliged to live away from home while holding a temporary position.	Actual and reasonable expenses
Appointed to a role in a State or State Integrated Area School – does not need to be moving from employment in a State or State Integrated School.		
Appointment to a permanent position in an area school	Subject to completion of two years' continuous service in the area school	All applicable removal expenses.

Circumstance	Criteria/Definition	Entitlement
<p>First permanent appointment following graduation from a course of teacher training recognised by the Secretary for Education (except where that appointment is to a staffing incentive or high priority teacher supply school).</p>	<p>The teacher must be resident in New Zealand at the time of appointment.</p>	<ul style="list-style-type: none"> • The cost of public transport (including airfares where necessary) for the teacher and dependants, or if public transport is not available, the appropriate motor vehicle rate to the nearest point of public transport; • The cost of removal of furniture and effects; • When a teacher sells a house and buys another within one year of first appointment, actual legal expenses up to \$1000.00.
<p>Appointment to a permanent position in a staffing incentive or high priority teacher supply school,</p>	<p>The school is designated by the Secretary as a staffing incentive or area schools priority teacher supply school.</p>	<p>All applicable removal expenses incurred within New Zealand,</p>

Circumstance	Criteria/Definition	Entitlement
Teachers returning from sponsored schemes overseas,	A teacher returning to a New Zealand appointment following service overseas as part of a government to government contract,	All applicable removal expenses incurred within New Zealand,

Note: For the purposes of clause 7.2.1 relocating to another housing district means where the shortest distance by road between either the current residence or current employing school and new employing school is 70 kilometres or more.

Relocating within a housing district

Circumstance	Criteria/Definition	Entitlement
The teacher occupies a school residence which the teacher has to vacate because it is being replaced or extensively renovated,	The teacher and any dependents are required to board during renovations,	Rent subsidy and all applicable removal expenses.
The teacher is required by the Board to move to a school residence,		All applicable removal expenses,

7.2.2 Transferred employees moving from a converted school to a state or state integrated school may be entitled to removal expenses set out in this Part. Their eligibility will be determined by the same terms set out in clause 7.2.1 above, but according to the principles set out below:

- (a) The number of permanent units a transferred employee holds will be determined by the number of permanent units held by that employee immediately prior to the conversion of the school.

- (b) If the converted school qualified for the Staffing incentive allowance or High Priority Teacher Supply Allowance at any point during the transferred employee's employment at the school prior to conversion, this will be recognised.
- (c) Entitlements for protected country service will be preserved through the school's conversion.
- (d) The transferred employee must still meet the minimum length of service requirements in clause 6.1.2, but continuous service at the converted school will be recognised.

7.2.3 Recognition of service for a transferred employee is conditional on the employee providing records from the converted school which show the employee's length of service and any other information necessary to determine entitlements under clause 7.2.2.

7.2.4 Payment of removal expenses to a transferred employee under this Part is conditional on the employee:

- (a) agreeing to waive any entitlement under equivalent terms of employment with the converted school and notifying that school of this.
- (b) confirming they have not received any payment from the converted school under equivalent terms of employment with the converted school.

7.2.5 Where the teacher requires the transfer of effects and transit insurance, the teacher must use the provider contracted by the Ministry.

7.2.6 All relocations must relate to employment in a state or state integrated school.

Part 8: Employment Relationship Problem Resolution

Provisions

Personal grievances and disputes will be addressed in accordance with the provisions of Part 9 of the Employment Relations Act 2000.

8.1 Employment Relationship Problem Resolution Services

The following is a plain language explanation of the employment relationship problem resolution services.

What is an employment relationship problem?

It is a problem between employee and employer. For example, it might be a personal grievance or a dispute about a provision in an employment agreement.

Resolving an employment relationship problem

The employee and employer should first make a reasonable effort to discuss the problem and settle it by mutual agreement. (If it's a personal grievance, it **must** first be raised with the employer and **within 90 days**, except for sexual harassment which must be raised within **12 months**. -Personal Grievances are explained further below).

An employee (or employer) has the right to be represented at any stage.

When a problem arises, union members should contact their local NZEI Te Riu Roa or PPTA Te Wehengarua field officer for advice and representation.

Employers should contact their local NZSBA adviser or other representative of their choice.

Personal Grievances

A personal grievance is a particular type of employment relationship problem that normally must be raised with the employer within 90 days of the grievance arising, except for sexual harassment which must be raised within 12 months of the grievance arising.

An employee may have a personal grievance where:

- They have been dismissed without good reason, or the dismissal was not carried out properly
- They have been treated unfairly
- Their employment or a condition of their employment has been affected to their disadvantage by an unjustified action of their employer.
- They have experienced sexual or racial harassment, or have been discriminated against because of their involvement in a union or other employee organisation, or have suffered duress over membership or non-membership of a union or other employee organisation.
- They have been discriminated against in terms of the prohibited grounds of discrimination under the Human Rights Act 1993.

Note: *The full meaning of the terms personal grievance, discrimination, sexual harassment, racial harassment, and duress, will be the meaning given by sections 103 to 110 inclusive of the Employment Relations Act 2000.*

As with other employment relationship problems, the parties should always try to resolve a personal grievance through discussion.

Either party can refer a personal grievance to the Employment Relations Service of the Ministry of Business, Innovation & Employment for mediation assistance, or to the Employment Relations Authority.

If the problem relates to a type of discrimination that can be the subject of a complaint to the Human Rights Commission under the Human Rights Act 1993, the person can either take a personal grievance, or complain to the Human Rights Commission, but not both. If in doubt, advice should be sought before deciding.

Services Available

To help resolve employment relationship problems, the Ministry of Business, Innovation and Employment provides:

An information service

This is free. The Ministry's Employment Relations Service's internet address is <http://employment.govt.nz/er/>.

Mediation Service

The Mediation Service is a free and independent service available through the Ministry of Business, Innovation and Employment. This service helps to resolve employment relationship problems and generally to promote the smooth conduct of employment relationships.

Mediation is a mutual problem solving process, with the aim of reaching an agreement, assisted by an independent third party.

If the parties can't reach a settlement they can ask the mediator, in writing, to make a final and binding decision.

A settlement reached through mediation and signed by the mediator at the request of the parties is final, binding and enforceable. Neither party can then take the matter any further and either party can be made to comply with the agreed settlement by court order.

If the problem is unresolved through mediation either party may apply to have the matter dealt with by the Employment Relations Authority.

The Employment Relations Authority

This Authority is an investigative body that operates in an informal way. It looks into the facts and makes a decision on the merits of the case and not on the legal technicalities.

Either an employer or an employee can refer an unresolved employment relationship problem to the Authority by filing the appropriate forms.

The Authority may call evidence, hold investigative meetings, or interview anyone involved. It can direct the parties to try mediation. If mediation is unsuitable or has not resolved the problem, the Authority will make a decision that is binding on all parties. Any party can contest the Authority's decision through the Employment Court.

Note: All employment relationship problems, including personal grievances and any dispute about the interpretation or application of this agreement, must be resolved under Parts 9 and 10 of the Employment Relations Act 2000.

8.2 Personal Grievance

Sections 103 to 110B are reproduced below from Part 9 of the Employment Relations Act 2000.

103 Personal grievance

- (1) For the purposes of this Act, **personal grievance** means any grievance that an employee may have against the employee's employer or former employer because of a claim—
- (a) that the employee has been unjustifiably dismissed; or
 - (b) that the employee's employment, or 1 or more conditions of the employee's employment (including any condition that survives termination of the employment), is or are or was (during employment that has since been terminated) affected to the employee's disadvantage by some unjustifiable action by the employer; or
 - (c) that the employee has been discriminated against in the employee's employment; or
 - (d) that the employee has been sexually harassed in the employee's employment; or
 - (da) that the employee has been treated adversely in the employee's employment on the ground that the employee is, or is suspected or assumed or believed to be, a person affected by family violence; or
 - (e) that the employee has been racially harassed in the employee's employment; or

- (f) that the employee has been subject to duress in the employee's employment in relation to membership or non-membership of a union or employees organisation; or
 - (g) that the employee's employer has failed to comply with a requirement of Part 6A; or
 - (h) that the employee has been disadvantaged by the employee's employment agreement not being in accordance with section 67C, 67D, 67G, or 67H; or
 - (i) that the employee's employer has contravened section 67F or 67G(3); or
 - (j) that the employee's employer has, in relation to the employee,—
 - (i) engaged in adverse conduct for a prohibited health and safety reason or remuneration disclosure reason;
 - (ii) contravened section 92 of the Health and Safety at Work Act 2015 (which prohibits coercion or inducement); or
 - (k) that the employer has retaliated, or threatened to retaliate, against the employee in breach of section 21 of the Protected Disclosures (Protection of Whistleblowers) Act 2022 (because the employee intends to make or has made a protected disclosure).
- (2) For the purposes of this Part, a **representative**, in relation to an employer and in relation to an alleged personal grievance, means a person—
- (a) who is employed by that employer; and
 - (b) who either—
 - (i) has authority over the employee alleging the grievance; or
 - (ii) is in a position of authority over other employees in the workplace of the employee alleging the grievance.

- (3) In subsection (1)(b), unjustifiable action by the employer does not include an action deriving solely from the interpretation, application, or operation, or disputed interpretation, application, or operation, of any provision of any employment agreement.
- (4) For the purposes of sections 103B, 115A, and 123A, the provisions of this Act that describe, define terms relating to, and provide for the application of the grounds for a personal grievance under subsection (1) apply with all necessary modifications as if—
 - (a) references to the employer were references to the controlling third party; and
 - (b) references to the employee's employment included work the employee has performed under the control or direction of a controlling third party.

103A Test of justification

- (1) For the purposes of section 103(1)(a) and (b), the question of whether a dismissal or an action was justifiable must be determined, on an objective basis, by applying the test in subsection (2).
- (2) The test is whether the employer's actions, and how the employer acted, were what a fair and reasonable employer could have done in all the circumstances at the time the dismissal or action occurred.
- (3) In applying the test in subsection (2), the Authority or the court must consider—
 - (a) whether, having regard to the resources available to the employer, the employer sufficiently investigated the allegations against the employee before dismissing or taking action against the employee; and
 - (b) whether the employer raised the concerns that the employer had with the employee before dismissing or taking action against the employee; and

- (c) whether the employer gave the employee a reasonable opportunity to respond to the employer's concerns before dismissing or taking action against the employee; and
 - (d) whether the employer genuinely considered the employee's explanation (if any) in relation to the allegations against the employee before dismissing or taking action against the employee.
- (4) In addition to the factors described in subsection (3), the Authority or the court may consider any other factors it thinks appropriate.
- (5) The Authority or the court must not determine a dismissal or an action to be unjustifiable under this section solely because of defects in the process followed by the employer if the defects were—
- (a) minor; and
 - (b) did not result in the employee being treated unfairly.

103B Joining controlling third party to personal grievance

- (1) This section applies if—
- (a) an employee has—
 - (i) raised a personal grievance in accordance with section 114; and
 - (ii) applied to the Authority to resolve a personal grievance with the employee's employer; and
 - (b) the personal grievance relates to an action that is alleged to have occurred while the employee was working under the control or direction of a controlling third party.
- (2) The employee or the employer, or both, may apply to the Authority or the court to join the controlling third party to the proceedings to resolve the personal grievance.

- (3) The Authority or the court must grant the application to join a controlling third party if the Authority or the court is satisfied—
 - (a) that the requirement to notify the controlling third party in accordance with section 115A has been complied with; and
 - (b) that an arguable case has been made out—
 - (i) that the party to be joined to the proceedings is a controlling third party; and
 - (ii) that the party's actions caused or contributed to the personal grievance.
- (4) The Authority or the court may, at any stage of the proceedings, of its own motion join a controlling third party to the proceedings by order.
- (5) If the Authority or the court joins the controlling third party to the proceedings, the Authority or the court must consider whether to direct the employer, the employee, and the controlling third party to use mediation services to seek to resolve the personal grievance.

104 Discrimination

- (1) For the purposes of section 103(1)(c), an employee is **discriminated against in that employee's employment** if the employee's employer or a representative of that employer, by reason directly or indirectly of any of the prohibited grounds of discrimination specified in section 105, or the employee's union membership status or involvement in union activities in terms of section 107,—
 - (a) refuses or omits to offer or afford to that employee the same terms of employment, conditions of work, fringe benefits, or opportunities for training, promotion, and transfer as are made available for other employees of the same or substantially similar qualifications, experience, or skills employed in the same or substantially similar circumstances; or

- (b) dismisses that employee or subjects that employee to any detriment, in circumstances in which other employees employed by that employer on work of that description are not or would not be dismissed or subjected to such detriment; or
 - (c) retires that employee, or requires or causes that employee to retire or resign.
- (2) For the purposes of this section, **detriment** includes anything that has a detrimental effect on the employee's employment, job performance, or job satisfaction.
- (3) This section is subject to the exceptions set out in section 106.

105 Prohibited grounds of discrimination for purposes of section 104

- (1) The prohibited grounds of discrimination referred to in section 104 are the prohibited grounds of discrimination set out in section 21(1) of the Human Rights Act 1993, namely—
- (a) sex:
 - (b) marital status:
 - (c) religious belief:
 - (d) ethical belief:
 - (e) colour:
 - (f) race:
 - (g) ethnic or national origins:
 - (h) disability:
 - (i) age:
 - (j) political opinion:
 - (k) employment status:
 - (l) family status:
 - (m) sexual orientation.

- (2) The items listed in subsection (1) have the meanings (if any) given to them by section 21(1) of the Human Rights Act 1993.

106 Exceptions in relation to discrimination

- (1) Section 104 must be read subject to the following provisions of the Human Rights Act 1993 dealing with exceptions in relation to employment matters:
- (a) section 24 (which provides for an exception in relation to crews of ships and aircraft):
 - (b) section 25 (which provides for an exception in relation to work involving national security):
 - (c) section 26 (which provides for an exception in relation to work performed outside New Zealand):
 - (d) section 27 (which provides for exceptions in relation to authenticity and privacy):
 - (e) section 28 (which provides for exceptions for purposes of religion):
 - (f) section 29 (which provides for exceptions in relation to disability):
 - (g) section 30 (which provides for exceptions in relation to age):
 - (h) section 31 (which provides for an exception in relation to employment of a political nature):
 - (i) section 32 (which provides for an exception in relation to family status):
 - (j) [Repealed]
 - (k) section 34 (which relates to regular forces and Police):
 - (l) section 35 (which provides a general qualification on exceptions):
 - (m) section 70 (which relates to superannuation schemes).

- (2) For the purposes of subsection (1), sections 24 to 35 of the Human Rights Act 1993 must be read as if they referred to section 104 of this Act, rather than to section 22 of that Act. In particular,—
- (a) references in sections 24 to 29, 31, and 32 of that Act to section 22 of that Act must be read as if they were references to section 104(1); and
 - (b) references in section 30 or section 34 of that Act—
 - (i) to section 22(1)(a) or 22(1)(b) of that Act must be read as if they were references to section 104(1)(a); and
 - (ii) to section 22(1)(c) of that Act must be read as if they were references to section 104(1)(b); and
 - (iii) to section 22(1)(d) of that Act must be read as if they were references to section 104(1)(c).
- (3) Nothing in section 104 includes as discrimination—
- (a) anything done or omitted for any of the reasons set out in paragraph (a) or paragraph (b) of section 73(1) of the Human Rights Act 1993 (which relate to measures to ensure equality); or
 - (b) preferential treatment granted by reason of any of the reasons set out in paragraph (a) or paragraph (b) of section 74 of the Human Rights Act 1993 (which relate to pregnancy, childbirth, or family responsibilities); or
 - (c) retiring an employee or requiring or causing an employee to retire at a particular age that has effect by virtue of section 149(2) of the Human Rights Act 1993 (which is a savings provision in relation to retirement ages specified in certain employment contracts).

- (4) Despite section 104, an employee is not discriminated against in that employee's employment simply because the employee's employment agreement or terms and conditions of employment are different from those of another employee employed by the same employer by reason of the employee being a member of a union.
- (5) Section 104 must be read subject to section 9(3).

107 Definition of union membership status or involvement in union activities for purposes of section 104

- (1) For the purposes of section 104, **involvement in union activities** means that, within the 18 months before the action complained of, the employee—
 - (a) was an officer of a union or part of a union, or was a member of the committee of management of a union or part of a union, or was otherwise an official or representative of a union or part of a union; or
 - (b) had acted as a negotiator or representative of employees in collective bargaining; or
 - (ba) had participated in a strike lawfully; or
 - (c) was involved in the formation or the proposed formation of a union; or
 - (d) had made or caused to be made a claim for some benefit of an employment agreement either for that employee or any other employee, or had supported any such claim, whether by giving evidence or otherwise; or
 - (e) had submitted another personal grievance to that employee's employer; or
 - (f) had been allocated, had applied to take, or had taken any employment relations education leave under this Act; or

(g) was a delegate of other employees in dealing with the employer on matters relating to the employment of those employees.

(2) For the purposes of section 104, **union membership status** means that, within the 18 months before the action complained of, the employee—

(a) was a member of a union; or

(b) intended to join a union.

(2) *[Repealed]*

108 Sexual harassment

(1) For the purposes of sections 103(1)(d) and 123(d), an employee is **sexually harassed in that employee's employment** if that employee's employer or a representative of that employer—

(a) directly or indirectly makes a request of that employee for sexual intercourse, sexual contact, or other form of sexual activity that contains—

(i) an implied or overt promise of preferential treatment in that employee's employment; or

(ii) an implied or overt threat of detrimental treatment in that employee's employment; or

(iii) an implied or overt threat about the present or future employment status of that employee; or

(b) by:

(i) the use of language (whether written or spoken) of a sexual nature; or

(ii) the use of visual material of a sexual nature; or

(iii) physical behaviour of a sexual nature,—

directly or indirectly subjects the employee to behaviour that is unwelcome or offensive to that employee (whether or not that is conveyed to the employer or representative) and that, either by its nature or through repetition, has a detrimental effect on that employee's employment, job performance, or job satisfaction.

- (2) For the purposes of sections 103(1)(d) and 123(d), an employee is also **sexually harassed in that employee's employment** (whether by a co-employee or by a client or customer of the employer), if the circumstances described in section 117 have occurred.

108A Adverse treatment in employment of people affected by family violence

- (1) For the purposes of sections 103(1)(da) and 123(1)(d), an employee is **treated adversely in the employee's employment on the ground that the employee is, or is suspected or assumed or believed to be, a person affected by family violence** if, on the ground that the employee is, or is suspected or assumed or believed to be, a person affected by family violence (as that term is defined in section 69ABA), that employee's employer or a representative of that employer—
- (a) dismisses that employee, in circumstances in which other employees employed by that employer on work of that description are not or would not be dismissed; or
 - (b) refuses or omits to offer or afford to that employee the same terms of employment, conditions of work, fringe benefits, or opportunities for training, promotion, and transfer as are made available for other employees of the same or substantially the same qualifications, experience, or skills employed in the same or substantially similar circumstances; or

- (c) subjects that employee to any detriment, in circumstances in which other employees employed by that employer on work of that description are not or would not be subjected to such detriment; or
 - (d) retires that employee, or requires or causes that employee to retire or resign.
- (2) Subsection (1) applies regardless of how long ago the family violence occurred or is suspected or assumed or believed to have occurred, and even if the family violence occurred or is suspected or assumed or believed to have occurred before the person became an employee.

109 Racial harassment

- (1) For the purposes of sections 103(1)(e) and 123(d), an employee is **racially harassed in the employee's employment** if the employee's employer or a representative of that employer uses language (whether written or spoken), or visual material, or physical behaviour that directly or indirectly—
- (a) expresses hostility against, or brings into contempt or ridicule, the employee on the ground of the race, colour, or ethnic or national origins of the employee; and
 - (b) is hurtful or offensive to the employee (whether or not that is conveyed to the employer or representative); and
 - (c) has, either by its nature or through repetition, a detrimental effect on the employee's employment, job performance, or job satisfaction.

110 Duress

- (1) For the purposes of section 103(1)(f), an employee is **subject to duress in that employee's employment in relation to membership or non-membership of a union or employees organisation** if that employee's employer or a representative of that employer directly or indirectly—

- (a) makes membership of a union or employees organisation or of a particular union or employees organisation a condition to be fulfilled if that employee wishes to retain that employee's employment; or
- (b) makes non-membership of a union or employees organisation or of a particular union or employees organisation a condition to be fulfilled if that employee wishes to retain that employee's employment; or
- (c) exerts undue influence on that employee, or offers, or threatens to withhold or does withhold, any incentive or advantage to or from that employee, or threatens to or does impose any disadvantage on that employee, with intent to induce that employee—
 - (i) to become or remain a member of a union or employees organisation or a particular union or employees organisation; or
 - (ii) to cease to be a member of a union or employees organisation or a particular union or employees organisation; or
 - (iii) not to become a member of a union or employees organisation or a particular union or employees organisation; or
 - (iv) in the case of an employee who is authorised to act on behalf of employees, not to act on their behalf or to cease to act on their behalf; or
 - (v) on account of the fact that the employee is, or, as the case may be, is not, a member of a union or employees organisation or of a particular union or employees organisation, to resign from or leave any employment; or

- (vi) to participate in the formation of a union or employees organisation; or
 - (vii) not to participate in the formation of a union or employees organisation.
- (2) In this section and in section 103(1)(f), **employees organisation** means any group, society, association, or other collection of employees other than a union, however described and whether incorporated or not, that exists in whole or in part to further the employment interests of the employees belonging to it.

110A Adverse conduct for prohibited health and safety reason

- (1) For the purposes of this Part, an employer engages in **adverse conduct for a prohibited health and safety reason** if the employer or a representative of the employer, for a prohibited health and safety reason,—
- (a) dismisses an employee; or
 - (b) refuses or omits to offer or afford to the employee the same terms of employment, conditions of work, fringe benefits, or opportunities for training, promotion, and transfer as are made available to other employees of the same or substantially similar qualifications, experience, or skills employed in the same or substantially similar circumstances; or
 - (c) subjects the employee to any detriment in circumstances in which other employees employed by the employer in work of that description are not or would not be subjected to such detriment; or
 - (d) retires the employee, or requires or causes the employee to retire or resign.

- (2) For the purposes of subsection (1), conduct described in that section is engaged in for a prohibited health and safety reason if it is engaged in for a reason described in section 89 of the Health and Safety at Work Act 2015.
- (3) An employer may be found to have engaged in adverse conduct for a prohibited health and safety reason only if the prohibited health and safety reason was a substantial reason for the conduct.
- (4) For the purposes of subsection (3), a prohibited health and safety reason is presumed to be a substantial reason for the conduct unless the employer proves, on the balance of probabilities, that the reason was not a substantial reason for the conduct.
- (5) It is a defence to an action for a personal grievance under section 103(1)(j)(i) if the employer proves that—
 - (a) the conduct was reasonable in the circumstances; and
 - (b) a substantial reason for the conduct was to comply with the requirements of the Health and Safety at Work Act 2015 or other relevant health and safety legislation (as defined in section 16 of that Act).
- (6) For the purposes of this section,—
 - (a) an employer also engages in adverse conduct if the employer or a representative of the employer, in relation to the employee,—
 - (i) organises to take any action referred to in subsection (1) or threatens to organise or take that action; or
 - (ii) requests, instructs, induces, encourages, authorises, or assists another person to engage in adverse conduct for a prohibited health and safety reason:
 - (b) **detriment** includes anything that has a detrimental effect on the employee's employment, job performance, or job satisfaction.

110B Retaliation against whistleblower

- (1) For the purposes of this Part, **retaliate** has the meaning given in section 21 of the Protected Disclosures (Protection of Whistleblowers) Act 2022.
- (2) An employer may be found to have retaliated, or threatened to retaliate, only if the protected disclosure was a substantial reason for the employer's relevant actions or omissions.
- (3) The burden of proof is on the employer to prove, on the balance of probabilities, that the disclosure was not a substantial reason for the employer's actions or omissions.

These provisions are contained in Part 9 of the Employment Relations Act 2000 and can be accessed through the following link:

<http://www.legislation.govt.nz/act/public/2000/0024/latest/DLM60316.html>.

Part 9: Union Matters

9.1 Right of Access

9.1.1 Subject to the Employment Relations Act 2000 the Secretary or other authorised officer of the unions will be entitled to enter at all reasonable times upon the premises for the purposes related to the employment of its members or for purposes related to the union's business or both. The Secretary or other authorised officer will enter at a reasonable time and in a reasonable way and comply with existing health and safety procedures and requirements applying in respect of the school.

9.2 Union Deductions

9.2.1 In accordance with authorities signed by individual teachers, the employer will arrange for the deduction of the PPTA Te Wehengarua/NZEI Te Riu Roa subscription then applying and remit the sum so deducted to the union.

9.2.2 The commission payable by the PPTA Te Wehengarua/NZEI Te Riu Roa will be 2.5% (two and one half per cent) of the aggregate sum of the amount so deducted.

9.3 Paid Union Meetings [s.26 Employment Relations Act 2000]

9.3.1 The employer must allow every union member employed by the employer to attend at least two union meetings (each of a maximum of two hours' duration) in each calendar year.

9.3.2 The union must give the employer at least 14 days' notice of the date and time of any union meeting to be held.

9.3.3 The union must make such arrangements with the employer as may be necessary to ensure that the school remains open for instruction during any union meeting, including, where appropriate, an arrangement for sufficient union members to remain available during the meeting to enable the school to remain open for instruction.

9.3.4 Work must resume as soon as practicable after the meeting, but the employer is not obliged to pay any union member for a period longer than two hours in respect of any meeting.

9.3.5 An employer must allow a union member employed by the employer to attend a union meeting under clause 9.3.1 on ordinary pay to the extent that the employee would otherwise be working for the employer during the meeting.

9.3.6 For the purposes of clause 9.3.5 the union must:

(i) supply to the employer a list of members who attended the union meeting; and

(ii) advise the employer of the duration of the meeting.

9.4 Employment Relations Education Leave

9.4.1 Attention is drawn to Part 7 of the Employment Relations Act 2000 which provides that eligible employees may take paid employment relations education leave to undertake approved courses in employment relations education if the PPTA Te Wehengarua and/or NZEI Te Riu Roa allocates employment relations education leave to them. Employment relations education leave can only be used for education of a type that is approved by the Minister of Labour for the purpose of improving relationships between unions, employees and employers.

Part 10: Health and Safety

10.1 General

- 10.1.1 The parties recognise the importance of ensuring good and safe working conditions through Health and Safety in the workplace and that it is a mutual obligation of the employer and employees to achieve this through a representative, engagement and participative approach.
- 10.1.2 To this end, the employers' and employees' attention is drawn to the Health and Safety at Work Act 2015 and associated Regulations. This and other legislation, relevant Codes of Practice and Guidelines are the reference points for gaining a common understanding of what those obligations are, what will assist in meeting those mutual obligations and also in promoting best practice.
- 10.1.3 Where employees' health, safety or welfare is shown to be at risk in the carrying out of their duties the employer will take all reasonably practicable steps to eliminate or minimise the identified risk for the employees and, to do so in consultation with the relevant health and safety representatives, committees and authorities that may be identified.

10.2 Protective Clothing

- 10.2.1 Where the nature of a teacher's work in science laboratories and workshops is considered to be more than normally destructive to clothing, suitable protective clothing will be issued.
- 10.2.2 Protective clothing may be issued on a permanent basis or on temporary loan as is decided by the employer.
- 10.2.3 Protective clothing issued on temporary loan will be laundered at the employer's expense.

10.3 Safety Glasses

- 10.3.1 Where a teacher is considered to be working in an "eye danger" area, the teacher will receive a personal issue of standard neutral safety glasses which will remain the property of the employer.

10.3.2 Where a teacher who ordinarily wears optical glasses at work is engaged on work in an “eye danger” area, the teacher will be supplied for the time engaged on such work, with specially hardened neutral “clip-on” type safety glasses to be worn over normal glasses. Such “clip-on” glasses will remain the property of the employer.

Appendix 1: Travelling Allowances

- 1.1 Incidentals Allowance** – \$7.14 per day.
- 1.2 Meal Allowance** – \$15.00.
- 1.3 School Camp Allowance** – \$25.00 per day to 27 January 2027. \$35.00 per day from 28 January 2027.
- 1.4 Tea Allowance** – \$50.43 per annum.
- 1.5 Motor Vehicle Allowance for Use of Vehicles on Official Business** – 83 cents per km.
- 1.6 Motor Cycle, Motor Scooters, Mopeds and Power Cycles** – 20 cents per km.
- 1.7 Transport Allowance for Relieving Teachers** – except where Appendix 1A is in effect:
 - (a) Motorcars – 36.36 cents a kilometre
 - (b) Motorcycles, Motor Scooters, Mopeds and Power Cycles – 15.30 cents a kilometre
- 1.8 Boarding allowance** – \$260 per annum.
- 1.9 Travelling Allowance Meal Rate** – reimbursement of meal costs on an actual and reasonable basis.
- 1.10 Accommodation Allowance** – reimbursement of accommodation on an actual and reasonable basis.

Appendix 1A: Government Fuel Response – Enhanced Transport Allowance for Relieving Employees

1. This Appendix will apply from 20 April 2026 until the earlier of:
 - (a) 19 April 2027
 - (b) the price of regular petrol drops below \$3 a litre for four consecutive weeks, and the Secretary for Education gives notice in accordance with clause 3.
2. The price of fuel in (b) above will be determined according to the board price for regular petrol published by MBIE in its weekly fuel price monitoring. This data can be found here: [Weekly fuel price monitoring | Ministry of Business, Innovation & Employment](#).
3. Where the price of regular fuel has dropped below \$3 a litre for four consecutive weeks, the Secretary will give one week’s written notice to the unions. The rates in this Appendix will cease to have effect from the end of the notice period. (For the avoidance of doubt, no notice is needed where this Appendix is ceasing to apply because the date in 1(a) above is reached.)

Transport Allowance for Relieving Teachers

- (a) Motorcars – 83 cents a kilometre
- (b) Motorcycles, Motor Scooters, Mopeds and Power Cycles – 31 cents a kilometre.

Appendix 2: Removal Expenses

2.1 Travel Expenses

2.1.1 The following travel expenses are refundable:

- (a) Transport costs of teacher and family/dependants by the cheapest suitable public transport available;
- (b) Taxi fares to and from transport;
- (c) Cost of meals on route;
- (d) Cost of overnight board if stopover unavoidable;
- (e) When travelling by own transport, payment of motor vehicle allowance rates as follows:

Motorcar 39 cents per km

Motorcycle 21 cents per km;

- (f) Equivalent surface fare for a member of the teacher's family or a dependant driving a second car or motorcycle which is part of the household effects to the new location provided that the fare would otherwise have been paid under this agreement.

2.2 Accommodation Expenses

2.2.1

- (a) Accommodation expenses will be paid from the time of moving from the former location until permanent accommodation is obtained in the new location.
- (b) When moving, personal expenses are allowable to cover meals, accommodation, and such other expenses as the employer may approve, for the teacher and any family/dependants as follows:
 - (i) From the commencement of the journey, up to two days if necessary;
 - (ii) On arrival at destination, up to seven days if necessary.

(c) When approval has been given for a teacher and any family/dependants to board either together or in different localities, and a home is no longer being maintained at the former location, assistance may be granted in accordance with the following provisions:

- (i) In the first instance, a refund of personal expenses as set out in clause 2.2.1(b) above; amount by which actual and reasonable board and lodging expenses exceed 45% of gross remuneration. “Gross remuneration” means classified salary plus any allowance in the nature of salary. This is calculated on the consecutive day basis;
- (ii) If the teacher and any family/dependants stay at a motel and they purchase and prepare food, a rent subsidy may be paid. When meals must be taken in a restaurant, payment of the amount by which the total of rent and meals exceeds 45% of gross salary may be paid. The total cost is not to exceed \$55.29 per day.

(d) When maintaining home at former location

A teacher on transfer who is required to maintain the home at the former location for any family/dependants until suitable housing is obtained in the new location, will be granted an accommodation allowance as follows:

- (i) for the first month, up to a maximum of the rate of the travelling allowance as set down in Appendix 1;
- (ii) for the second month, up to a maximum of two thirds of the rate of the travelling allowance as set down in Appendix 1;
- (iii) for the third month, up to a maximum of one-third of the rate of the travelling allowance as set down in Appendix 1;
- (iv) teachers staying at a motel and preparing their own meals may be paid an assessed amount for food not exceeding \$13.82 per day, plus motel charges. The total cost is not to exceed \$55.29 per day;

- (v) the incidentals allowance will also be paid to cover incidental expenses not otherwise recoverable. The allowances commence on and from the day the teacher arrives at the new location;
 - (vi) when the teacher finally obtains suitable accommodation in the new location and any family/dependants move, the assistance set out in clause 2.2.1(b) is granted.
- (e) Rent subsidy
- (i) Assistance with rental accommodation may be considered on the merits of each case if a teacher on transfer is experiencing difficulty in finding permanent housing.
 - (ii) The subsidy will be granted only in respect of a short-term tenancy at a rental which is higher than the teacher could normally be expected to afford. The amount of the subsidy will be the excess of the rental over one-sixth of the teacher's gross salary. The period of subsidy is limited to three months. In exceptional cases the Secretary for Education may approve an extension to six months.
 - (iii) Furniture storage charges may be met while the teacher is on a rent subsidy.

(iv) Outgoings on former home

If the teacher is occupying temporary accommodation at the new location (and the teacher receives a rent subsidy), pending the sale of the former home and the purchase of another, then interest, rates, and insurance on the former home will be taken into account while it remains unsold and unoccupied. In these circumstances, the outgoings on the teacher's house may be added to the rent of the temporary house, and the subsidy calculated on the combined total. Only mortgage interest may be included, not principal repayments, and this will usually require inquiry, as outgoings quoted by claimants almost always include instalments of principal.

- (v) If a teacher is required to rent a house at the new location before liability for rent at the previous location has ceased, resulting in the payment of double rent, a rent subsidy equal to the lower of the two rents may be paid.

2.3 Furniture Removal

- 2.3.1 Packing, transporting and unpacking and insurance of the teacher's household effects will be undertaken by a provider contracted to the Ministry for the transfer of teachers' effects and transit insurance.

2.4 Amount of Refund

- 2.4.1 Where a teacher qualifies for an accommodation allowance or rent subsidy, this will include the provision of storage and insurance. Reimbursement will be made for the cost of inter-island transport and marine insurance for up to two vehicles and one towed vehicle.

2.5 Reserved

2.6 Legal Fees and Land Agent's Commission

2.6.1 Teachers with an entitlement to removal expenses will be reimbursed for legal fees and land agent's commission provided that when a teacher sells a house at the former location and buys another at the new location within two years of the date of the new appointment, or sells at the former location and builds and takes occupation of a house at the new location within two years of the date of the new appointment, actual aggregated expenses for legal fees and land agent's commission combined up to **\$11,000** maximum will be paid.

(a) Legal fees

The refund of legal fees will be either:

- (i) when a teacher sells a house at the former location within two years of the date of the new appointment, but does not buy another, actual expenses up to **\$950**; or
- (ii) when a teacher buys or builds a house at the new location within two years of the date of the new appointment without having sold a house at the former location, provided it is not the first time the teacher has owned a house, actual expenses up to **\$4000** maximum.

(b) Land agent's commission

When a teacher sells a house at the former location within two years of the date of the new appointment but does not purchase or build another house at the new location within the two-year period, actual expenses up to **\$6,300**.

(c) Two-year limitation

Normally all transactions (selling, buying or building) must be completed within two years of the date of transfer to qualify for a refund of expenses.

(d) Sale of home prior to appointment in another position

Where teachers anticipate securing a position where full removal expenses are payable, and sell their home before this actually occurs, the teacher will be eligible for a refund of legal and land agent's fees. This is subject to a two-year limitation period as in clause 2.6.1(c) above commencing from the date of the sale of the house. The refund of land agent's and legal fees will not be made until and unless the teacher wins and takes up another position.

(e) Purchase and sale of land

A refund of legal fees and land agent's commission will be made as follows:

- (i) When a teacher has previously owned a house or land and purchases land following transfer to another locality with the intention of building a house for the teacher's own use and transfers again before the house is built, assistance is granted towards the cost of legal expenses and land agent's commission in the purchase and sale of the land up to **\$3,800**.
- (ii) When a house or land has not been owned previously and a teacher subsequently purchases land at one locality and transfers again before building, assistance will be granted towards the cost of legal expenses up to **\$500** and land agent's commission up to **\$2,000** in the sale of the land as follows:

Note 1: *Sale of land in a previous locality must be effected within two years of transferring to a new location.*

Note 2: *Purchase of land must have been effected not more than two years after the previous transfer and not more than two years before the subsequent transfer.*

2.6.2 Penalty charges which may arise because of the termination of a mortgage before the completion of the term of the loan will be refunded up to a maximum of **\$2,400**.

2.7 Transfer Grant

2.7.1 A teacher who is entitled to removal expenses and required to shift household will be paid a transfer grant of:

- (a) **\$1,000** where a teacher:
 - (i) purchases own accommodation; or
 - (ii) moves into pool housing; or
 - (iii) rents or leases private accommodation.
- (b) **\$300** for each dependant who is attending a secondary/intermediate school prior to the date of transfer, who attends another secondary or intermediate school after the transfer and for whom a different uniform is required to be purchased because of a change of school.

2.8 Leave to Remove Family/Dependants and Effects

2.8.1 The following provisions apply when a teacher has left the family/dependants at the former location pending the finding of suitable housing:

- (a) Special leave on pay may be granted by the Secretary for Education to permit the teacher to return to the former centre to assist with the transfer of family/dependants and effects;
- (b) The teacher will only be entitled to claim motor vehicle allowance or equivalent fares, whichever is less; otherwise normal public transport is to be used.
- (c) A refund of actual and reasonable expenses may be approved.

2.9 Payment of Expenses to Visit Prospective Accommodation

2.9.1 A teacher may claim expenses in connection with a visit to inspect prospective accommodation.

2.10 Telephone reconnection charges

2.10.1 Telephone reconnection charges for one installation will be refunded when a teacher has transferred and is eligible for transfer expenses.

Note 1: Receipts should be produced when claiming removal expenses.

Note 2: These provisions will be applied in accordance with any administrative conditions that were in effect at the commencement of this agreement. Nothing in these provisions will be read as extending any entitlement beyond that which existed at the commencement of this agreement except as may be expressly agreed to by the Secretary for Education after consultation with the Union.

Appendix 3: Relevant Specialist Level 7 Qualifications and Other Qualification Matters

Teachers who hold a bachelor degree together with a recognised teaching qualification (e.g. Diploma of Teaching), or a degree conjointly completed with a bachelor degree of teaching, or an honours degree of teaching, or a Diploma of Teaching together with an Advanced Diploma of Teaching together with a level 7, 120 credit relevant specialist diploma, or a bachelor degree of teaching together with a level 7, 120 credit relevant specialist diploma will access the H3+ salary group.

A “bachelor degree together with a recognised teaching qualification” in the H3+ definition includes the four year conjoint Bachelor of Education programme.

The two new categories added to H3+ namely “a Diploma of Teaching together with an Advanced Diploma of Teaching together with a level 7, 120 credit relevant specialist diploma, or a bachelor degree of teaching together with a level 7, 120 credit relevant specialist diploma” are for teachers who can demonstrate that the two qualifications have been completed separately and without any cross – credits or recognition of prior learning being awarded between the two.

Requirement for relevant, specialist, Level 7 (120 Credit) Diplomas

Relevant qualifications will include the graduate and postgraduate diplomas contained on the New Zealand Register of Quality Assured Qualifications (Register), and in the fields of:

- Science
- Arts e.g History
- Mathematics
- Commerce
- Computing and technology
- Education technology
- Information and communication technology

- Educational management and leadership
- Communication and media
- Language teaching
- Counselling
- Educational studies
- Special needs resource
- Literacy
- Fine Arts
- Arts and crafts
- Māori development
- Te Reo and/or Tikanga
- Music
- Visual Arts
- Performing Arts
- TESOL
- Psychology
- Physiotherapy
- Occupational therapy
- Child advocacy
- Plus any other relevant specialist 120 credit level 7 or higher qualification listed on the register

Plus any other diploma or qualification that the parties agree to from time to time.

The most common diplomas currently accepted include:

- Diploma of Educating Students with Special Needs
- Diploma in Educating Students with Hearing Impairment

- Diploma in Educating Deaf Children
- Diploma in Teaching People with Disabilities
- Diploma in Special Education
- Diploma in Information Studies
- Diploma in Information Technology
- Post graduate Diploma in Education (Studies)
- Diploma in Education Management
- Diploma in Educational Administration
- National Diploma in TESOL

Massey University Conjoint Bachelor of Teaching

Those teachers who completed the conjoint B Ed programme at Massey University (based on its original content and through the original provider) prior to the end of 2006 will have H3+ salary status.

Appendix 4: Staffing mergers

4.1 Operation of staffing merger processes

4.1.1 The purpose of these provisions is to:

- (a) Provide a staffing-merger process that facilitates a fair and orderly transition;
- (b) Ensure an appropriate management structure is in place to enable the merged school to function efficiently and effectively;
- (c) Ensure continuity of curriculum delivery at the merging schools prior to merger;
- (d) Ensure that as many teachers as possible currently employed are re-assigned or re-confirmed to positions in the process of merger;
- (e) Ensure the curriculum, management and pastoral needs of the merged school are met.

4.1.2 Except as provided below, the staffing merger process outlined in this Appendix will be followed from the date of the Gazetting of the merger.

4.1.3 The term ‘merging schools’ includes the merging school(s) before the date of merger; ‘merged school’ is the continuing school from the date of merger.

4.1.4 A merger committee will be established to implement the processes in this Appendix.

4.2 Staffing needs analysis

4.2.1 Actual vacancies that appear at the school from the Gazetting of the date of merger will be filled with temporary appointments, except that if curriculum delivery is threatened, the employer may determine, in consultation with the Ministry of Education | Te Tāhuhu o te Mātauranga, that any such position may be made permanent, subject to any staffing limitations.

4.2.2 Throughout the staffing merger process the employer will attempt to meet any reduction required by the use of attrition. Attrition is the non-replacement of employees who die, retire, resign, or transfer.

4.2.3 The merger committee, in consultation with the nominee(s) of the Executive of the PPTA Te Wehengarua and the NZEI Te Riu Roa respectively, will work to document:

- (a) An analysis of the current staffing usage at the affected schools; and
- (b) A teacher/subject analysis. This will include subjects taught at each year level over recent years; and
- (c) An analysis of the likely curriculum, pastoral, and management positions of the merged school.

4.2.4 As a result of this process, draft staffing schedules will be developed and made available to each employee, and to the nominee(s) of the Executive of the PPTA Te Wehengarua and the NZEI Te Riu Roa respectively, for comment and feedback to the representative of the employer.

4.2.5 No less than five working days will be made available for this feedback to occur before any further step is taken, unless otherwise agreed.

4.2.6 If there are alterations to these drafts, the amended versions will also be made available for a further three working days.

4.3 Expressions of interest

4.3.1 When the new staffing structure is announced, the employer will invite all teachers to express a preference (or preferences) in writing, for a teaching position (or positions) at the merged school.

4.3.2 Teachers will have at least one calendar week's notice of the closing date for expressions of interest in the position(s) at the merged school.

4.4 Voluntary Options

4.4.1 Following the publication of the staffing schedules, the employer boards will seek written expressions of interest in the following voluntary options, as detailed in clause 2.13.4 of this agreement:

- (a) supernumerary employment of 40 school weeks at the merged school (see clause 2.13.4(1));

- (b) supernumerary employment of 40 school weeks in another school (see clause 2.13.4(1));
- (c) retraining (see clause 2.13.4(2)) ;
- (d) severance (see clause 2.13.4(3));
- (e) long-service payment (see clause 2.13.4(4)).

4.4.2 Teachers may continue to volunteer for the options without prejudice or withdraw from them at any point in the staffing merger process, providing the employer has not already accepted the offer in writing.

4.4.3 The employer will not be bound to agree to any voluntary offer. The employer's decision will be final.

4.5 Staffing Merger

4.5.1 For the purpose of the clauses below:

- (a) 'Reconfirmation' will mean the process whereby teachers without permanent units are transferred to suitable positions at the merged school. A suitable position is one which has similar duties and/or for which the applicant is appropriately qualified and experienced or could become so with reasonable access to re-training.
- (b) 'Reassignment' will mean the process that applies to functionally-equivalent positions.
- (c) 'Functionally equivalent' will mean positions in middle or senior management which are generally similar in role, duties and status and which require similar qualifications, training, skills and experience but may have different titles and unit allocation.

Note: *Middle management positions may include positions without units but which have subject responsibilities attached. Such positions may be referred by titles such as 'Teacher in Charge of a subject'.*

- (d) Merit means the most suitable person and primarily includes assessment of qualifications, training, skills and experience.

4.6 Re-assignment to Functionally Equivalent Positions

- 4.6.1 If a teacher expresses a preference for a position that is determined to be the functional equivalent of their current position, and they are the only suitably qualified and experienced teacher for that position, they be reassigned to that position, subject to the provisions in this section.
- 4.6.2 Teachers may be reassigned to the teacher's preferred position or to a position for which they are appropriately qualified and experienced.
- 4.6.3 Where there are more teachers in positions that are functionally equivalent, than there are such positions at the merged school, the employer will seek internal applications for the position(s) from those teachers and will reassign the most suitable candidate(s) based upon merit.
- 4.6.4 The number of units (or, where applicable, the number of middle management allowances) held by an employee will not give a greater or lesser entitlement to a functionally equivalent position at the merged school.
- 4.6.5 A teacher who is reassigned to a position with fewer permanent units will be reminded of the options available in clause 4.4.1 of this Appendix.
- 4.6.6 Teachers who are not reassigned to a functionally-equivalent position at the merged school may, subject to clause 4.7 below, be reconfirmed in a teaching position.

4.7 Reconfirmation

- 4.7.1 The employer will reconfirm (as defined in clause 4.5.1 above) employees to suitable positions at the merged school. Reconfirmation may be to a teacher's preferred position or to a position for which they are appropriately qualified and experienced.
- 4.7.2 Where there are two or more teachers eligible for re-confirmation to a single position, the employer will reconfirm the most suitable candidate(s) based upon merit.

4.7.3 Teachers who are not reconfirmed in a position in which they have expressed interest at the merged school may be reconfirmed in any vacant teaching position at the merged school for which they are suitable, or could become suitable with access to re-training.

***Note:** Trained permanent employees in their first year will be reconfirmed or reassigned and may not volunteer for the options.*

4.8 Unfilled Positions

4.8.1 Where positions are created at the merged school that have no direct equivalent in the merging schools, such position(s) will be advertised nationally in the Education Gazette and existing teachers may apply for them. Selection will be on merit with no automatic right to such positions.

4.8.2 Actual vacancies at the merged school that remain unfilled after the completion of the processes for reconfirmation and reassignment will be advertised nationally in the Education Gazette. Selection will be on merit with no automatic right to such positions.

4.9 Notice and Disestablishment of positions

4.9.1 The employer will give notice of all positions that are to be disestablished at least two months prior to the date of disestablishment.

4.9.2 Subject to clause 4.9.3 below, the positions of permanently appointed teachers who are not reconfirmed or reassigned to positions in the merged school through the operation of sections 4.6-4.7 of this Appendix will be disestablished on the last day of the school year in which the merger is Gazetted.

4.9.3 If, as a consequence of exceptional administrative delays, the notice of disestablishment has been issued after 27 November in the year of the Gazetting of the merger, then the date of disestablishment will be two months from the date that the notice was issued.

- 4.9.4 Teachers whose positions are to be disestablished, and who have not already identified voluntary options, must be offered the options identified in clause 4.4.1 of this Appendix at least two months before their positions are disestablished.
- 4.9.5 If, during the two-month notice period, a suitable permanent position arises at the merged school the employee may seek reassignment or reconfirmation to that position and if suitably qualified and experienced they will be reassigned or reconfirmed in that position.
- 4.9.6 The provisions of clause 2.13.4 of this agreement will apply from the date of disestablishment.
- 4.9.7 If no option has been selected by the effective date of disestablishment, the teacher will be deemed to have supernumerary status in the merged school.
- 4.9.8 Upon termination of the supernumerary period, teachers who complete their supernumerary employment of 40 school weeks at the merged school and have yet to secure a permanent position in another state or state-integrated school, will retain an entitlement to removal expenses as per clause 7.3 and Appendix 2 of this agreement for a period of 12 months from the cessation of their supernumerary employment. This entitlement will cease on permanent appointment to another teaching position in a state school.
- 4.9.9 A permanent part-time teacher who is offered a position with reduced hours at the merged school may either elect:
- (a) that the position has been disestablished and the provisions of clause 4.4 will apply; or
 - (b) to accept the position with reduced hours, in which case from the date of disestablishment the employee will be timetabled for the reduced number of hours but for a period of forty school weeks will continue to be paid for the number of hours which applied to the original position.

4.9.10 A permanent part-time teacher who elects the option in clause 4.9.9(b) will receive an allowance calculated as the difference between their fortnightly salary in the new position accepted by the teacher and their fortnightly salary based on the number of hours which applied to the original permanent position. Where the teacher's hours are increased during any one fortnight, the value of the allowance in that fortnight will be abated accordingly. The value of the allowance will not increase where the teacher works reduced hours in the new position in any one fortnight. The teacher will receive the allowance over the number of weeks of entitlement set out in clause 4.9.9(b).

4.10 Units

4.10.1 All holders of permanent units who are reconfirmed or reassigned to positions at the merged school which are reduced in status as a result of the application of these provisions will have salary protection for one year from the establishment of the merged school.

4.10.2 Fixed-term units already allocated to teachers prior to the official date of merger will continue until the agreed expiry date of those units where the employee is reconfirmed or reassigned at the merged school.

4.10.3 At the beginning of the new school year, the employer will, under clause 3.4.1 of this agreement, following consultation with the teaching staff, determine the use of any unallocated units subject to clause 4.10.2 above.

Appendix 5: Surplus Staffing Procedures

5.1 Where a school reduces staffing or alters the status of positions, because of the operation of clause 2.13 of this agreement, the following procedures will apply:

- (a) The employer will inform employees of the number of full-time teaching equivalent (FTTE) positions to be disestablished and the number of positions to which units are allocated to be altered in status.
- (b) The employer will attempt to meet any reduction required by the use of attrition.

Attrition is the non-replacement of employees who die, retire, resign, transfer or are promoted. The employer will adopt a policy of reviewing vacancies when staff surpluses are expected to arise whereupon a partial or complete freeze will be placed on recruiting new permanent employees and/or promotions.

5.2 Where the reduction in staffing or alterations in status of positions cannot be fully met by attrition, the following voluntary options, as defined in clause 2.13.3, will be made available to employees:

- (a) Supernumerary employment;
- (b) Retraining;
- (c) Long service payment;

provided that the employer will not be bound to agree to any voluntary offer. The employer's decision will be final. In the case of employees who are job sharing, this clause will only apply where both employees volunteer for the options.

5.3 Where the staffing reductions or alterations in status cannot be fully met by using attrition and voluntary options, the remaining reductions or alterations will be made in accordance with the following:

- (a) A detailed analysis of the school's current curriculum and pastoral needs and of the projected needs for the following year will be carried out after consultation with employees. The completed analysis will be made available to employees and the unions.
- (b) The employer, after consultation with a nominee of the National Executives of the unions, will identify the basic scale teaching positions to be disestablished in accordance with the following guidelines in the order stated:
 - (i) the curriculum balance within the school and pastoral care considerations;
 - (ii) essential course requirements;
 - (iii) roll movement patterns;
 - (iv) the tenure of the position(s) being considered; and
 - (v) the duration of service in the school of employees holding any positions being considered.

Note: *Trained beginning employees in their first year have absolute protection and their positions cannot be considered for disestablishment.*

- (c) Any employee whose position is disestablished as a result of the operation of clause 5.3 above will have available the following options, as defined in clause 2.13.3 of this agreement:
 - (i) Supernumerary employment;
 - (ii) Retraining;
 - (iii) Severance Payment;
 - (iv) Long Service Payment.

- (d) The employer, after consultation with a nominee of the National Executives of the unions, will identify the positions to which units are allocated to be altered in status in accordance with the following guidelines in the order stated:
 - (i) the balance of the distribution of the units within the school and will take cognisance of the administrative, curricular and pastoral needs of the school;
 - (ii) duration of service in the school of employees holding any position being considered.
- (e) An employee whose position is reduced in status will have available the period of salary protection set out in clause 2.13.5(b) of the agreement.
- (f) A judgement of whether the employee is competent to teach is not one of the criteria for selection and should not be a consideration for disestablishment. Matters of competence will be dealt with in terms of clause 2.3 of this agreement.

5.4 An employee whose position is to be disestablished or reduced in status will be:

- (a) notified of the change at least two months before the effective date of disestablishment or reduction;
- (b) In the case of employees whose position is to be disestablished, notified of the options available in clause 2.13.3 and Appendix 5 of this agreement; or
- (c) In the case of employees whose position is to be reduced in status, notified of the options available in clause 2.13.5 and Appendix 5 of this agreement.

- 5.5 Re-establishment of positions which become available after the issuing of disestablishment notices:
- (a) when disestablishing positions or units in accordance with clause 5.3 above the employer will determine and record the order of disestablishment.
 - (b) If, as a consequence of roll change or staff changes following the issuing of notice(s) of disestablishment, one or more positions become available then, in the curriculum areas in which the positions have become available, the notice(s) of disestablishment will be withdrawn in reverse order to the record of disestablishment.
- 5.6 The employment relationship problem resolution provisions in Part Eight of this agreement are available to an employee who is aggrieved by any action of their employer taken under these provisions.

Appendix 6: Medical Retirement-Serious Illness

(Where “notes” are used in this Appendix they are explanatory and not substantive.)

6.1 A teacher with a terminal illness may apply for medical retirement under either the terminal illness provision or the serious illness provision but not both and will be entitled to one payment only.

Note: *This provision excludes any claim on disregarded sick leave.*

6.2 The purpose of this provision is to:

- (a) Provide the opportunity for teachers, currently in service, who are declared medically unfit to retire from teaching with dignity;
- (b) Give the ability for school board to recruit the best possible teachers to vacant permanent positions without delay.

Note: *This provision is for teachers currently in service and cannot be granted retrospectively. ‘Currently in service’ means the teacher is employed in a permanent position at the time the application for medical retirement is made and when concurrence is given by the Secretary for Education. For clarity this applies whether a teacher is currently on paid or unpaid sick leave.*

6.3

- (a) A permanently appointed teacher, currently in service, may be granted medical retirement under this clause in circumstances where the teacher has a serious illness which causes them to be incapable of continuing to work or returning to work.

Note: *Serious illness includes serious injury. Stress is not considered to be a medical diagnosis and so any applications for concurrence on the basis of stress will be declined. However, the medical impact of stress may meet the criteria set out in this provision.*

- (b) A teacher is considered to be medically unfit for work by reason of serious illness if they are wholly or substantially unable to perform the duties of the position at the school and is unlikely currently or at any time in the foreseeable future to be able to undertake new employment in any other teaching position in the Education Service (as defined in section 2 of the State Sector Act 1988).

Note: *An employee is not eligible for medical retirement where they are receiving weekly compensation from ACC.*

- (c) Either the employee or the employer may initiate the medical retirement process. The employer must have reasonable grounds to initiate the process.

Note: *“Reasonable grounds” arise where the employee for a prolonged period is wholly or substantially unable to perform the duties of the position at the school due to medical reasons.*

6.4 Employee Initiated Process

- (a) If the employee initiates the process, the employee will provide to the employer from a registered medical specialist in writing the following: a description of the employee’s illness, a statement as to whether or not the employee will be able to wholly or substantially perform their duties both currently and in the foreseeable future, and the reasons for the decision.

Note: *There is no provision for an employer to request a second medical specialist certificate*

- (b)
- (i) If the employee is unable to obtain a registered medical specialist opinion in a timely fashion, or by virtue of distance, then the employee will undergo a medical examination from a registered general practitioner. The general practitioner will provide in writing the following:

- a description of the employee’s illness, a statement as to whether or not the employee will be able to wholly or substantially perform their duties both currently and in the foreseeable future, and the reasons for the decision; and
 - attestation that the employee could not obtain an opinion from a registered medical specialist.
- (ii) The employer may require a further medical certificate from a registered general practitioner nominated by the employer.
 - (iii) If two medical certificates are sought and the medical opinions conflict, the employee and employer will attempt to agree on a third registered general practitioner or medical specialist to provide a further medical certificate. If they cannot agree, the employer will nominate the registered general practitioner.
 - (iv) All costs associated with the second and third medical certificates will be met by the employer.

6.5 **Employer Initiated Process**

(a) Pre-process

Where the employer has reasonable grounds to consider that the employee may be medically unfit for work by reason of serious illness as per clause 6.3(b) the employer will in the first instance:

- (i) write to the employee outlining the concerns and the grounds on which it has formed a view that medical retirement may be an appropriate option;
- (ii) inform the employee they are entitled to attend up to three sessions from an employee assistance programme (EAP) and extend to the employee the opportunity to access EAP counselling;
- (iii) outline the medical retirement process should the employer proceed with the process; and

- (iv) inform the employee of their right to have a representative.

Note: Reasonable grounds is explained above. The EAP provides to the employee direct access to an independent counsellor on a short term, confidential basis to address personal issues that impact on the workplace. Where the EAP provider recommends further sessions the employer will consider whether to fund additional sessions.

Initiation of Process

- (b) Registered Medical Specialist

Following the completion of the pre-process

- (i) Where the employer proceeds with the process, the employee will undergo a medical examination from a registered medical specialist nominated by the employer.

Note: No concurrence will be given without the specified medical evidence being provided.

- (ii) The medical specialist will provide in writing a description of the employee's illness, a statement as to whether or not the employee will be able to wholly or substantially perform their duties both currently and in the foreseeable future, and the reasons for the decision.
- (iii) The employee is entitled to seek a second medical specialist's opinion.
- (iv) Where two medical specialist opinions are sought and these medical opinions agree that the employee will not be able to wholly or substantially perform their duties both currently and in the foreseeable future, then the employer may seek concurrence to medically retire the employee.

(c) **Registered General Practitioner**

- (i) If the employer is unable to obtain a registered medical specialist opinion in a timely fashion, or by virtue of distance, then the employee will undergo a medical examination from a registered general practitioner nominated by the employer (or two general practitioners if the employee so wishes, one nominated by the employer and the other by the employee). The general practitioner(s) will provide in writing the following:
- a description of the employee's illness, a statement as to whether or not the employee will be able to wholly or substantially perform their duties both currently and in the foreseeable future, and the reasons for the decision; and
 - attestation that the employee could not obtain an opinion from a registered medical specialist.
- (ii) Where two medical opinions from a general practitioner are sought and these medical opinions conflict, the employee and employer will attempt to agree on a third registered general practitioner to provide a further medical certificate. If they cannot agree, the employer will nominate the registered general practitioner.

(d) **Costs associated with examinations**

All costs associated with the medical examination(s) and the EAP will be met by the employer.

6.6 Where the majority of medical evidence does not support a claim for medical retirement under this provision this process will cease.

Note: *The intention of this clause is to bring an end to this process.*

6.7 Seeking Concurrence

- (a) Where the majority of medical evidence supports the application for medical retirement as per clause 6.3(b), the employer will seek the concurrence of the Secretary for Education to medically retire the employee.

Note: *Applications for concurrence for medical retirement will be granted where the following criteria have been met:*

- (b) All applications for concurrence must be in writing and accompanied by the correct documentation.

Note 1: *The process has been followed; and*

Note 2: *The medical evidence has been supplied in sufficient detail so as to support the application for medical retirement as specified in clause 6.3(b).*

6.8 Medical Retirement Options

Upon receiving notification that the Secretary for Education has granted concurrence, the employer will notify the employee that they are medically retired as of the date of the Secretary's notification. No notice is payable. The employee will be medically retired and choose one of the following medical retirement options:

Note: *The employee is not entitled to change options once the option has been actioned. Disregarded sick leave is not able to be converted to a payment under any of the provisions of medical retirement*

(a) Medical Retirement Payment

A lump sum payment of 13 weeks' salary plus an additional week for each year of service after 25 years service in a state or state integrated school or as a transferred employee, up to a maximum of 13 weeks (i.e. the total maximum payment payable under this provision is 26 weeks). Any paid sick leave taken by the employee in the four weeks prior to the application to medically retire will be subtracted from the payment.

Note: Payment will be based on the normal fortnightly salary of the employee at the time of medical retirement. It does not attract any salary increment that may fall due after the date of medical retirement. Holiday pay to the date of medical retirement is payable. The lump sum does not attract holiday pay. 26 weeks equals 13 weeks payment plus up to 13 weeks payment for each year of service after 25 years.

(b) **Post-dated medical retirement**

The employee remains on paid sick leave and receives their normal fortnightly salary until the sick leave entitlement is exhausted. All entitlements continue to be paid. In the event that the employee deceases before sick leave is exhausted no claim can be made by any person or agency on the outstanding balance. The employee remains employed for the purpose of payment of salary only.

Note: The employee is entitled to continue to receive superannuation employer contributions, and salary increases as per the ASTCA. Should a new ASTCA be settled after the employee's sick leave entitlement is exhausted, no back payment of any negotiated increases will apply. The employee is not entitled to increment up the salary scale where they have not met the professional standards. Holiday pay will accrue during this period in accordance with the ASTCA provisions. Where an employee elects post-dated medical retirement they will continue to be paid sick leave until it is exhausted.

(c) **Receive remaining sick leave as a single payment**

The employee will receive the remainder of their sick leave as a lump-sum payment.

Note 1: For the sake of completeness please note that all payments are subject to normal tax provisions.

Note 2: The employee can cash up the outstanding sick leave balance as at the final day of employment.

6.9 Vacant Position Appointment

From the date the Secretary for Education gives notification of concurrence to medical retirement, regardless of the option chosen by the employee under clause 6.8, the employer will be entitled to make a permanent appointment to the position as if that position were vacant.

Note: *This position shall be advertised in the Education Gazette as an actual vacancy position. The Teaching Council will be notified by the employer that the employee has been medically retired.*

6.10 Eligibility for Compassionate Grant

A compassionate grant as per clause 3.22 is payable to the estate of an employee who deceases within 12 months of the date medical retirement is approved under this provision (for the sake of clarity this date is from the date of retirement as per clause 6.8) except that if the amount of sick leave remaining under option clause 6.8(b) exceeds 12 months, the entitlement to the compassionate grant will remain until the sick leave has been exhausted.

Note: *Regardless of which entitlement is activated under this scheme, the date of medical retirement is the date the Secretary for Education granted concurrence.*

6.11 Re-entry policy

It is not contemplated that when an employee is medically retired from the teaching profession that they will return to work as an employee in the future. It is however acknowledged that in exceptional circumstances an employee may become medically fit to work in the teaching service.

Where an employee who has been medically retired under any clause set out in this Appendix is declared medically fit by a registered medical specialist and is reemployed in any teaching position in the Education Service (as defined in section 2 of the State Sector Act) the following will apply:

- (a) The employee will be entitled to sick leave in accordance with the provisions of the Holidays Act 2003 and not the provisions in the ASTCA.
- (b) Where employment in any teaching position in the Education Service (as defined in section 2 of the State Sector Act) commences within a number of weeks which is less than the number of weeks of payment received by the employee under clause 6.8(a) the employee will refund the difference between the number of weeks for which they were without employment and the number of weeks for which the payment was calculated.
- (c) An employee cannot be medically retired twice for serious illness.

Appendix 7: Salary on Appointment and Affect of Improved Qualifications

Note: *These provisions will be applied in accordance with any administrative conditions that were in effect at the commencement of this Agreement. Nothing in these provisions will be read as extending any entitlement beyond that which existed at the commencement of this Agreement except as may be expressly agreed to by the Secretary for Education after consultation with the unions.*

Salary on Appointment

1 General

1.1 Salary on appointment depends on qualifications and credit for previous service as set out in clauses 4 to 7 below.

Note: *The Ministry of Education | Te Tāhuhu o te Mātauranga verifies the level(s) of qualification(s) for salary purposes using information from the New Zealand Qualifications Authority and the Teaching Council of Aotearoa New Zealand.*

1.2 Service credits for salary purposes may be made up of teaching service in a New Zealand state or state integrated school (as outlined in clause 4.1 below), other teaching service (as outlined in clauses 5.1-5.4 below), relevant work experience other than teaching (as outlined in clause 6.1 below) and/or childcare (as outlined in clause 7.1 below).

1.3 Credit for each period of other teaching service, relevant work experience other than teaching, and childcare will be calculated and credited only once, on appointment or reappointment to a teaching position in a New Zealand state or state integrated school.

1.4 For salary credit purposes the following definitions will apply:

- Full credit means that each year of equivalent service (or part thereof) will count as one year (or part thereof) of teaching service.

- Half credit means that each year of equivalent service (or part thereof) will count as six months (or part thereof) of teaching service.
- One third credit means that each year of equivalent service (or part thereof) will count as four months (or part thereof) of teaching service.

2 First appointment

2.1 When a teacher is appointed to their first teaching position in a state or state integrated school the qualification group determines the entry point on the base salary scale. Service credits are added to that entry point to determine a teacher's salary on appointment.

3 Reappointment after a break in service

3.1 When a teacher returns to a teaching position in a New Zealand state or state integrated school after a break their re-entry point on the base salary scale will be the equivalent of the step held on the date of cessation.

3.2 Where the qualification group of a returning teacher is higher than the one previously held and the entry step for the new qualification group is higher than the step the teacher had progressed to at the date of cessation, the higher step will be the teacher's entry point on the base salary scale.

3.3 Service credit, for service that has not already been credited, will be added to that entry point to determine a teacher's salary on appointment.

4 Teaching service in a state or state integrated school or as a transferred employee at a charter school

4.1 Unless otherwise stated, teaching service will be the aggregate of service paid as a teacher in any New Zealand state or state integrated school, as a transferred employee at a charter school, or as a qualified teacher employed within the Ministry of Education | Te Tāhuhu o te Mātauranga, the New Zealand Qualification Authority or the Education Review Office in a role to which their teaching service is relevant as follows:

- (a) the aggregate of teaching service that is:

- (i) full-time service – where permanent and/or non-permanent full-time and/or non-permanent part-time for 20 hours or more per week will be counted as full-time
- (ii) non-permanent part-time teaching service of less than 20 hours per week, where 80 hours equals one month of full-time service or 1000 hours equals one year of full-time service
- (iii) all paid holidays, paid leave, periods of sick leave (with or without pay) and any period without pay during a holiday arising from periods of sick leave without pay
- (iv) special leave without pay, not exceeding an aggregate of three months in any school year. Where a teacher completes verified recognised employment during special leave without pay, the teacher can receive salary credit for either the employment or the aggregate of leave without pay, but not both.

Note: *Where special leave without pay of more than three months is taken, and the teacher is not employed during that time in a position on which salary credit is allowable, any period of the leave in excess of three months will not count as service towards the teacher's next incremental date.*

5 Other teaching service

5.1 Other teaching service for salary purposes will include an aggregate of all teaching service in the employment of:

- (a) a university
- (b) a registered initial teacher education provider
- (c) a polytechnic
- (d) a New Zealand registered private school
- (e) a free kindergarten association and/or registered teacher-led early childhood centre; and/or

(f) an overseas school provided it was a state school or a school subject to state inspection subject to clause 5.3 below.

(g) a charter school except as a transferred employee at a charter school.

5.2 Full credit will be granted where the service in clause 5.1(a) to (f) above was as a registered teacher or was a teacher who held the equivalent of a recognised New Zealand teaching qualification, otherwise where the service in clause 5.1(a) to (f) above was not as a registered teacher or evidence of registration cannot be provided, half credit will apply.

5.3 Overseas teachers who gain registration through either the Teaching Council's comparable qualifications or core components pathways will be deemed to have met the requirements for registration from the date they completed that/those qualification(s). For the purposes of Appendix 7 clause 5.1, overseas teaching service will count from the date the NZQA deems those qualification(s) to have been completed. Relevant work experience (including overseas teaching service completed prior to that date) will be determined under Appendix 7 clause 6.1.

5.4 Overseas teachers who gain registration through the Teaching Council's discretionary pathway will be deemed to have met the registration requirements from the date registration is granted in New Zealand. Overseas teaching service completed after the date registration is granted in New Zealand will be determined under Appendix 7 clause 5.1 and relevant work experience (including overseas teaching experience completed prior to the date registration is granted in New Zealand) will be determined under Appendix 7 clause 6.1.

6 Relevant work experience other than teaching

6.1 Work experience other than teaching, attested by the employer as being directly relevant to a teacher's curriculum and/or pastoral duties, will receive the following service credit for salary purposes:

- (a) half credit for relevant work experience completed after the completion of a recognised and appropriate vocational qualification that is at least Level 5 on the National Qualifications Framework.
- (b) one third credit for relevant work experience completed after the completion of a recognised and appropriate vocational qualification that is at least Level 4 on the National Qualifications Framework.
- (c) one third credit to a maximum of two salary steps for relevant work experience where no vocational qualification at Level 4 or higher on the National Qualifications Framework was completed prior to that work.
- (d) half credit up to a maximum of two steps additional service credit on the salary scale, will be given for relevant paid work experience as a Kaiarahi i te Reo, Kaiawhina, Teacher Aide, Special Education Assistant or Assistant to Teachers of Students with Severe Disabilities.
- (e) Trade work experience used to establish the teacher's salary qualification group (6,000 hours) will not also be recognised as relevant work for the purposes of determining salary on appointment. Relevant trade work experience in excess of 6,000 hours will be recognised as relevant work for the purposes of determining salary on appointment.

Note: *Where a teacher has service credits under both (c) and (d) above, the service under (d) will be credited first, and any additional service under (c) will then be credited.*

7 Childcare

- 7.1 One third credit will be given where a teacher resigns or takes leave from the New Zealand teaching service in order to care for their own children provided that the teacher was a registered teacher (or equivalent) at the time of resigning or taking leave, otherwise no credit will be given.

Note: *The one third credit will apply to the total time away from teaching, excluding any periods for which salary credit is given under clauses 4, 5 or 6 above.*

Affect of Improved Qualifications

8 Improved qualifications for teachers in an ongoing appointment

8.1 Teachers in current positions may request assessment of improved or additional qualification(s).

8.2 Trained teachers who improve their qualification(s):

- (a) will, on the effective date of improving the qualification(s), receive at least the minimum commencing step for the new qualification(s).
- (b) who have been held at the maximum point of the salary scale for their qualification group for one or more years of service for salary purposes are entitled to progress one salary step towards the maximum step of their new qualification group from the effective date of improving their qualification(s). This date will become their new anniversary date for salary progression purposes.

8.3 The effective date for the improvement of qualification(s) to a higher group is the date of official notification.

9 Vocational/trade qualifications for group H3+ (see clause 3.1.3 for eligibility).

- NZ Certificate in Building, Engineering, Quantity Surveying or Draughting
- Advanced Technical Trade Certificate
- Advanced Trade Certificate

Appendix 8: Resource Teachers / Learning and Behaviour (RTLB)

- 1.1 Clauses 1.8(e) - (g) will only apply to changes of RTLB Cluster Lead School Employer board (RCLSE) within the area school sector, i.e., from the school board of one area school to another.
- 1.2 Where an RCLSE proposes to relinquish that role, the employer will inform the Ministry of Education National Office of the proposal.
- 1.3 The employer will inform the RTLBs it employs about the proposed relinquishment, and will consult those RTLBS on the proposed relinquishment, within 14 days of informing the Ministry of the proposal.
- 1.4 If the employer confirms the decision to relinquish its RCLSE role, the Ministry of Education will inform PPTA Te Wehengarua and NZEI Te Riu Roa about the confirmed relinquishment, and the process to be used to identify a new RCLSE.
- 1.5 Once a replacement RCLSE has been selected by the Ministry of Education, the ceasing RCLSE will send a letter to each of its RTLBs giving notice of the disestablishment of their role (notice of termination because the board has relinquished its RCLSE role) and the new RCLSE will then send each of the RTLBs a letter of offer, offering them a RTLB position; the notice of termination and offer letter will be sent at least two months before the change of RCLSE takes effect.

- 1.6 If the RTLB declines a transfer to a suitable¹ position, the employee will not be entitled to receive any payment or other benefit (including surplus staffing entitlements) on the grounds that his or her position has ceased to exist. If the position is not considered a suitable position and the employee declines a transfer then the employee will be entitled to the surplus staff entitlements set out in clause 2.13.
- 1.7 Any position remaining unfilled after this process will be part of a normal appointment process (clause 3.2 of this Agreement refers).
- 1.8 Where an RTLB transfers to a new RCLSE as a result of the former RCLSE relinquishing its role, the RTLB:
- (a) Will be bound by the collective agreement which covers the new RCLSE.
 - (b) Will transfer on to a base salary step no less than what was received while employed by the former RCLSE.
 - (c) Will retain the permanent salary unit allocated to the RTLB position.
 - (d) Will retain the special duties increment allowance.
 - (e) Will retain the number of permanent Leadership Payments allocated by the former RCLSE for one year from the date of commencement with the new employer whilst the RTLB continues to hold an RTLB position.

¹ A 'suitable position' is a position that is:

1. generally similar in role, duties and status; and
2. requires similar qualifications, training, skills and experience but may have a different title/or unit allocation; and
3. is in the same general locality; and
4. is on terms and conditions of employment that are no less favourable than those that applied to the employee immediately before the offer of employment

- (f) Retains additional permanent unit(s) and/or allowances allocated by the former RCLSE for one year from the date of commencement with the new employer whilst the RTLB continues to hold an RTLB position with the new employer.
- (g) Retains additional fixed term unit(s) and/or allowances allocated by the former RCLSE for the lesser of the term of the appointment agreed or for a maximum of one year whilst the RTLB continues to hold an RTLB position.
- (h) Retains payments made under the Staffing Incentive Allowance or the High Priority Teacher Supply Allowance (HPTSA) provisions as long as they continue to be employed by an RCLSE which attracts such allowances.
- (i) Retain continuous service for leave purposes.

1.9 RTLB who are or who become housed in host schools which attract the HPTSA or the Staffing Incentive Allowance, will also be entitled to such allowances, provided that these allowances are not payable in respect of both the RCLSE and host school.

1.10 RTLB employed in a fixed term position will be offered employment to a suitable position with the new lead RCLSE for a fixed term corresponding with the remaining period of their original fixed term position.

Appendix 9: Terms of Settlement

This section sets out the offer for the renewal of the Area School Teachers' Collective Agreement (2026-2028) and is to be read in conjunction with the marked up collective agreement.

This offer is made by Te Kawa Mataaho | Public Service Commission to PPTA Te Wehengarua and NZEI Te Riu Roa. This offer is subject to ratification by each union's members pursuant to section 51 of the Employment Relations Act 2000 and will be deemed to have lapsed if it is not ratified by 12 noon on 24 April 2026 and signed by 5pm on 1 May 2026.

The terms outlined in this document will be published by the Ministry of Education on 16 April 2026.

1. Term of Agreement

Amend clause 1.5 as follows: This collective agreement is effective from 25 March 2026 and expires 24 May 2028 except as provided for in s53 of the Employment Relations Act 2000.

2. Remuneration

The Base Salary Scale – Trained Teachers as set out in clause 3.1.2 will increase as set out in the table below:

- 2.5% from 25 March 2026 and
- 2.0% 28 January 2027 for steps 1 to 8 and 2.1% 28 January 2027 for steps 9 and 10.

Amendments are as set out in the table below.

Base Salary Scale – Trained Teachers:

Step	Qualification Groups	Rates effective from 2 December 2024	Rates effective from 25 March 2026	Rates effective from 28 January 2027
1	G3E	\$61,329	\$62,862	\$64,119
2	G3+E	\$64,083	\$65,685	\$66,999
3	G4E	\$66,586	\$68,251	\$69,616
4	GSE	\$70,779	\$72,548	\$73,999
5		\$75,340	\$77,224	\$78,768
6		\$80,224	\$82,230	\$83,874
7		\$86,123	\$88,276	\$90,042
8		\$90,960	\$93,234	\$95,099
9	G3M	\$97,920	\$100,368	\$102,475
10	G3+M, G4M, G5M	\$103,086	\$105,686	\$107,886

The Base Scale - Untrained Teachers as set out in clause 3.1.4 will increase as set out in the table below:

- 2.5% from 25 March 2026, and
- 2.0% 28 January 2027.

Amendments are as set out in the table below:

Base Scale - Untrained Teachers

Step	Rates effective from 2 December 2024	Rates effective from 25 March 2026	Rates effective from 28 January 2027
1	\$53,155	\$54,484	\$55,574
2	\$55,316	\$56,699	\$57,833
3	\$56,397	\$57,807	\$58,963
4	\$57,496	\$58,933	\$60,112

3. Learning Support Coordinators

Amend clause 3.37.5 to allow employment of LSC’s in a part-time capacity. Clause wording is replaced as follows:

3.37.5 Coordinators can be employed full-time or part-time, including job share arrangements as agreed by the employer.

4. Middle Management Allowances

Amend clause 3.5 by increasing the value of MMAs from 25 March 2026 as follows:

3.5.6 Each Middle Management Allowance will generate an additional annual salary payment of \$2,000 per annum increasing to \$2,400 from 25 March 2026

5. Units

Amend clause 3.4.2 by increasing the unit value for all teachers covered by the ASTCA to \$5,500 from 25 March 2026.

3.4.2 Units are paid at the rate of \$5,000 per annum. From 25 March 2026, the rate of each permanent or fixed term unit is \$5,500 per annum. They are paid at the substantive rate (i.e. not divisible) to both full-time and part-time teachers. The only circumstance in which the units may be proportioned is in an approved full-time job share position.

6. Service/Qualification Increment

Rename clause 3.18 to Service/Qualification Increment and add a new clause 3.18.10 to read:

3.18.10 Permanent teachers who have been assessed as Level 5 or higher on the Whakamātauria Tō Reo Māori framework are entitled to the allowance in clause 3.18.3 from the date their application is accepted. The increment is payable to a maximum of 20 area school teachers assessed at Level 5 or higher. If more than 20 teachers meet this criterion at any one time, only the first 20 applicants will be entitled to receive the increment. The increment is not payable where the teacher is receiving the Māori Immersion Teacher Allowance.

7. Recognition of service for employees transferred to converted (charter) schools who return to state and state-integrated schools

Amend clause 1.8 by adding sub-clauses to recognise previous service in a Converted School for employees who were transferred to a charter school under clause 119 of Schedule 1 of the Education and Training Act (2020), provided the employee's service is continuous.

Clause 1.8 Definitions will also be amended to include definitions for "Converted School" and "Transferred Employee":

- (e) *"Converted School" has the same meaning as in clause 114 of Schedule 1 of the Education and Training Act 2020.*
- (f) *"Transferred Employee" means any employee who was transferred from employment in a state or state integrated school to employment in a charter school under clause 119 of Schedule 1 of the Education and Training Act 2020.*

Complete wording is available in the tracked change collective agreement.

8. Disregarded Sick Leave

Amend clause 5.2.8 as follows:

5.2.8 Disregarded Sick Leave

- (a) *Subject to (e) below, disregarded sick leave not exceeding an overall aggregate of two years may be granted by the Secretary for Education where in the opinion of the Secretary one of the following conditions has been met:*
 - (i) *The sickness can be traced directly to the conditions or circumstances under which the teacher is working; or*
 - (ii) *The injury occurred in the discharge of the teacher's duties through no fault of the teacher; and where no payment has been made by the Accident Compensation Corporation; or*
 - (iii) *The teacher has contracted a notifiable disease listed in Part 1 of Schedule 1 of the Health Act 1956, and the teacher is either:*

- *complying with a written request or direction from a Medical Officer of Health under the Health Act 1956 to refrain from attending school for a specified period, or*
 - *Is otherwise required by a relevant Public Health Order to refrain from attending school for a specified period; or*
- (iv) *The teacher has contracted hepatitis or tuberculosis, where the period of disregarded sick leave is the time that the teacher's treating registered medical practitioner decides is necessary for the teacher to remain away from school; or*
- (v) *The absence was due to war injury or to war service.*
- (b) *Where the sick leave has been deducted for any period granted as disregarded sick leave under clause 5.2.8(a)(i) to clause 5.2.8(a)(v) above, the sick leave will be reinstated.*
- (c) *Disregarded sick leave is additional to any period of absence on account of sickness or injury to which the teacher is entitled with full salary in accordance with the scale set out in clause 5.1.2(a) above.*
- (d) *Fixed term or relieving teachers will only be granted disregarded sick leave, as provided for in clause 5.2.8 (a) above, where they have been in continuous employment before the date of application.*
- (e) *Disregarded sick leave will not be granted by the Secretary for Education:*
- (i) *Where the raising of a complaint/personal grievance against the employer has substantially caused a stress-related or non-physical illness.*
 - (ii) *Where the employee being subject to a disciplinary or competency process has substantially caused the sickness.*
 - (iii) *Where the employer has agreed to support an application for disregarded sick leave as part of settlement of an employment relationship problem or a negotiated exit from employment.*
 - (iv) *Where payment has been made by the Accident Compensation Corporation.*
- (f) *For the avoidance of doubt:*
- (i) *Where an employee qualifies for disregarded sick leave, that qualification is not lost by subsequent raising or pursuit of a personal grievance/complaint, nor by the employer's subsequent initiation of a performance management process.*
 - (ii) *If a personal grievance is raised as the result of the employer's handling of an employee's request for disregarded sick leave, this does not disqualify the employee from being granted disregarded sick leave.*
 - (iii) *Illnesses (including those that are stress-related) that are not barred by (e) above can confer eligibility for disregarded sick leave.*

9. Principal's Nominee Allowance

Terms of settlement only:

If NZQA-accredited Consent to Assess (or equivalent) is no longer in place and not substituted with similar responsibilities, the Secretary will, within 28 days, offer a variation to the ASTCA that provides that the Principal's Nominee allowance will no longer apply, and that notice will be provided to current recipients of the allowance

(as set out in clause 3.38.5). The parties agree that upon receipt of the union's acceptance of the offer, the ASTCA shall be deemed to be varied pursuant to clause 1.6 in the terms outlined in the offer.

From 14 July 2026, the employer will be entitled in each school year to receive additional staffing generated in the relevant Staffing Order. The parties intend this to provide 0.04 FTTE for the principal's nominee time allowance in clause 3.38.4.

New clause 3.38 introduces an allowance for the Principals Nominee, as follows:

3.38 Principal's Nominee

3.38.1 The employer may appoint one teacher as the Principal's Nominee for responsibilities associated with the school's NZQA-accredited Consent to Assess (or equivalent) during the school year.

3.38.2 From 14 July 2026 the appointed teacher will be entitled to an allowance of \$2,500 per annum. This allowance is not pro-rated except as provided for by clause 3.38.3.

3.38.3 In exceptional circumstances (and only with the employer's agreement), the role can be shared by two teachers. Where this applies, the allowance and the time allocation will be shared in proportion with each teacher's responsibilities - which must be agreed at the time the arrangement is entered into (or varied).

3.38.4 Each holder of the Principal's Nominee Allowance will be entitled to one hour of timetabled noncontact time.

3.38.5 The employer or the teacher appointed as the Principal's Nominee may end the responsibilities with a minimum of one term's notice.

10. Term Breaks and Other Times When Schools Are Not Open for Instruction

Amend provisions to enable teachers to participate in duties such as administration, professional learning and community events whilst limiting disruption to learning by amending clauses 4.7.4 and 4.7.5 as follows:

4.7.4 Subject to clause 4.7.5, where teachers are required to attend school or elsewhere when the school is not open for instruction pursuant to clause 4.7.2 and clause 4.7.3 above, they will be reimbursed for any actual and reasonable costs incurred.

4.7.5 Clause 4.7.4 does not apply where during the school term (as specified by the Minister) the school is not open for instruction but teachers are required to:

- (a) attend school or elsewhere between 8.30am and 4.30pm on any of Monday to Friday; or*
- (b) attend school on a Saturday or Sunday between 8.30am and 4.30pm where a school is open for instruction on those days as part of their usual timetable.*

11. Closedown Period for Teacher Annual Leave

Amend the holidays provisions to clarify that teachers take four weeks of annual leave ideally during the summer break after the end of term four during a closedown period. This and other provisions which work towards Holidays Act compliance are detailed in the tracked change collective agreement.

12. Salary when moving from the untrained to trained teacher scale

Include a new clause 3.1.6 to better recognise the prior work experience of untrained teachers who, upon gaining their teaching qualification, transition to the trained teacher salary scale. Amended wording is as follows:

3.1.6 Salary when moving from the untrained to trained teacher scale

3.1.6 Moving from the untrained to the trained teacher salary scale

- (a) *Where an untrained teacher applies for and is subsequently granted a practising certificate from the Teaching Council of Aotearoa New Zealand, the following will apply.*
- (i) *The teacher will, subject to (ii) and (iii) below, translate to the entry step for their qualification group on the Base Salary Scale - Trained Teachers. The date of this change will become their new anniversary date for salary progression purposes.*
 - (ii) *Where the teacher has service as an untrained teacher in a state or state integrated school that has not contributed to progression on the Base Scale - Untrained Teachers, they will have this service added to their entry step as per (i) on the Base Salary Scale – Trained Teachers. This will happen as part of their assessment under Appendix 7.*
 - (iii) *Where the teacher had relevant work experience and/or other teaching service already counted in their first salary assessment (see clause 2 of Appendix 7), provided they were employed as an untrained employee while they were undertaking their initial teacher education programme (recognised by the Teaching Council of Aotearoa New Zealand), they will have this work and/or service included in their assessment under Appendix 7.*

Note: Clause 3.1.6 is not intended to be used for teachers who are commencing their first ever teaching position in the state and state integrated school sector after having become qualified but who are still awaiting confirmation of registration/certification from the Teaching Council of Aotearoa New Zealand. Beginning teachers who commence their first ever teaching position after becoming qualified should generally be assessed under Appendix 7.

3.1.7 *Secretary's discretion in exceptional circumstances*

- (a) *In exceptional circumstances the Secretary for Education may exercise discretion to approve the higher placement or faster progression of a teacher within the salary scale, having regard to a teacher's previous service and professional, technical, practical or other suitable experience, subject to the provisions of Appendix 7.*

13. School Camp Allowance

The parties agree that from 28 January 2027, the School Camp Allowance in clause 6.3/Appendix 1 will increase to \$35.00 per day. Clause wording is available in the tracked change collective agreement.

14. Coverage

Amend 1.3 as follows:

1.3 *Coverage*

1.3.1 *This agreement covers teachers (excluding principals) employed in area schools as defined in clause 1.8.1(b) and RTLB referred to in clause 1.3.2(c) below.*

1.3.2 *This agreement will be binding on:*

- (a) *All employees who come within the coverage clause and who are at the commencement of the agreement or who become during the term of the agreement, members of the NZEI Te Riu Roa or the PPTA Te Wehengarua.*
- (b) *Pursuant to section 586 of the Education and Training Act 2020, the employers of those teachers.*
- (c) *Those RTLB who are no longer covered by clause 1.3.2(a) of this collective agreement after 28 January 2012 (but who were covered by it as at 27 January 2012) and who accept employment in the new lead employing school, so long as they remain employed as an RTLB with that lead school employer, and retain their union membership as at 27 January 2012.*

Amend 1.8 as follows:

1.8 *Definitions*

1.8.1 *Insert new definition (b) and subsequent renumbering of clauses:*

- (b) *"Area School" means a composite school as defined in the Education and Training Act 2020 other than:*
- (i) *specialist schools, including specialist residential schools and regional health schools,*
- (ii) *year 7 to 10 (restricted composite) schools,*
- (iii) *year 7-13 schools, and*
- (iv) *Te Aho o Te Kura Pounamu.*

Note: Without limiting the operation of subclause (b) above, the insertion of this definition does not indicate any party having accepted a particular view as to the coverage of Annex 1 schools prior to the date of ratification.

Terms of Settlement only:

15. Access to Professional Learning and Development Fund (PPTA)

The parties agree that from 25 March 2026, teachers who are PPTA members in Area Schools are entitled to be covered by the Professional Learning and Development Services Agreement (PLDSA) dated 26 February 2026. The fund will be increased by \$200,000.

16. Access to Professional Learning and Development Fund (NZEI)

The parties agree that teachers who are NZEI members in Area Schools are entitled to access any Professional Learning and Development Fund agreed under the Primary Teachers' Collective Agreement 2026–2028, subject to the fund's applicable eligibility criteria, administration processes, and availability.

17. Curriculum Change

The Ministry will provide 40 days of release per annum in each of 2027 and 2028, to support teachers in U1 to U3 area schools to support the roll out of curriculum changes by fostering collaboration and sharing effective teaching practices. Guidelines for the use of these release days will be developed jointly by NZEI Te Riu Roa on behalf of the union parties, and the Ministry for commencement in Term 1 2027.

18. Coverage

The parties note that there have been differences in the interpretation and application of the coverage clause of the Area School Teachers' Collective Agreement.

Nothing in the 2026-2028 Area School Teachers' Collective Agreement or in these Terms of Settlement shall be interpreted as either party having accepted a particular position on the coverage of employees under an area school teachers' collective agreement that preceded the 2026-2028 ASTCA.

To move forward, the parties have agreed the following:

The following definition of "area school" will be inserted in clause 1.8.1(b) of the Agreement.

- (b) *"Area School" means a composite school as defined in the Education and Training Act 2020 other than:*
- (i) *specialist schools, including specialist residential schools and regional health schools,*
 - (ii) *year 7 to 10 (restricted composite) schools,*
 - (iii) *year 7-13 schools, and*
 - (iv) *Te Aho o Te Kura Pounamu.*

For the purposes of ratification, the ASTCA will apply to a list of schools that is appended to the Area School Teachers' Collective Agreement as Annex 1.

The parties agree to vary the coverage clauses of the PTCA and STCA, to ensure they do not cover area schools as defined in 1.8.1 of this Agreement from the date the ASTCA comes into force.

The parties agree that for the term of the Agreement inclusive of any time added as the result of the operation of s 53 of the Employment Relations Act 2000, any teacher who has a reduction in overall remuneration as the result of the new ASTCA coverage clause will have this addressed through an allowance representing the difference in overall remuneration.

The parties to the ASTCA agree in good faith to work together during the term of the agreement to review the coverage clauses of the collective agreements applicable to school teachers and school principals they are a party to in order to determine whether the existing collective agreement coverage of composite school teachers and principals meets the needs of the covered employees and their employers, and, as far as practicable, reduce the number of schools where more than one collective agreement may apply. The parties will use their best endeavours to finalise a terms of reference for this review by 1 May 2026.

19. Clarification Māori Immersion Teaching Allowance (MITA) and Pacific Bilingual Immersion Teaching Allowance (PBITA)

It was clarified at the table that clause 3.14 (MITA) and clause 3.35 (PBITA) extends to untrained teachers (i.e. holders of a Limited Authority to Teach) who are concurrently undertaking a recognised Initial Teacher Education Training programme. This allows provision of specialist knowledge in shortage areas by LATs who are appointed for a fixed term and who are working towards becoming a qualified teacher.

20. Technical changes

The parties agree to technical changes intended to provide clarification and readability. The tracked change version of the ASTCA will be provided.

21. Related Matters

If this offer is ratified by 24 April 2026 Education Payroll Limited (EPL) will implement the pay rates by PP09 pay date 4 August 2026.

Signed in Wellington on 31 March 2026 by:

Angela O'Donnell-King
Advocate for PPTA Te Wehengarua

Yvette Taylor
Advocate for NZEI Te Riu Roa

Donna McGarvey
Advocate for Public Service Commission
Aotearoa

Maynard Scott
For Te Whakarōputanga Kaitiaki Kura o

Appendix A: Resource Teachers / Learning and Behaviour (RTL B)

1.1 The following provisions shall apply to RTL B in regard to the 2011 reorganisation of the RTL B Service to deal with the formation of new clustering arrangements and to provide an orderly process to retain employment opportunities.

For the purpose of the clauses below:

- (a) A 'lead school employer' is a school in a new or transformed cluster which has taken on the role of employing all RTL B within the new cluster.
- (b) A 'ceasing school employer' is a school that is ceasing to receive cluster resourcing for the RTL B they currently employ and which is therefore disestablishing existing RTL B positions.

1.2 When the new lead school employer is identified, and where it is not the current employing school, the ceasing school employer shall write to each RTL B it employs giving notice of disestablishment of her/his position from 27 January 2012.

1.3 Concurrently the new lead school employer will write to all permanent RTL B in ceasing employing schools in the transformed cluster and offer her/him an equivalent RTL B position in the transformed cluster.

1.4 Where an RTL B accepts the offer from the lead school employer s/he shall be appointed to that position, subject to the provisions below.

RTL B who accept a position with a new lead school employer shall:

- (a) transfer on to a base salary step no less than currently received.

- (b) retain additional permanent unit(s) and/or management allowances allocated by the current employer under clauses 3.4 and 3.5 of the ASTCA for one year from the date of commencement with the new employer whilst the RTLB continues to hold an RTLB position in the new cluster.
- (c) retain additional fixed term unit(s) and/or management allowances allocated by the current employer under clauses 3.4 and 3.5 of the ASTCA for the lesser of the term of the appointment agreed or for a maximum of one year whilst the RTLB continues to hold an RTLB position in the new cluster.
- (d) retain payments made under the Isolation Allowance (clause 3.23), the Area Schools Priority Teacher Supply Allowance (clause 3.21) or the Staffing Incentive Allowance (clause 3.20) as long as they continue to be located in the school which attracts such allowances.
- (e) retain continuous service for leave purposes.
- (f) retain any entitlement under clause 7.1 to receive full removal expenses upon moving out of an area school to another permanent position in the education service. Provided the criteria of service contained in clause 7.1 is met, the entitlement to full removal expenses shall also be paid, once only, to an RTLB who moves out of either a lead school employer or a host school, which is not an area school:
 - (i) at the initiation of the lead school employer, to a new host school within the cluster but in a new housing district, or;
 - (ii) at the initiation of the RTLB, to another permanent position in the education sector.

1.5

- (a) Permanent RTLB who decline the offer of employment from the lead school employer shall be deemed to be in disestablished positions and the normal surplus staffing entitlements in clause 2.13.4 shall apply except that, for the avoidance of doubt, the parties agree that;

(i) those provisions pertaining to school mergers or closures shall not apply, and;

(ii) 2.13.2(e) does not apply.

(b) The requirements relating to the refund of severance payments in clause 2.13.4(3)(f) and clause 2.13.4(4)(d) shall apply to RTLB taking up fixed term employment as well as permanent employment.

1.6 RTLB shall notify their ceasing employer and the new lead school employer of their decision to accept or decline the new position no later than 21 November 2011 and, if they decline it, which option they have chosen no later than 27 January 2012.

1.7 Any position remaining unfilled after this process will be part of a normal appointment process (clause 2.2 of this Agreement refers).

1.8 RTLB who are or who become housed in host schools which attract the Isolation Allowance, the Area Schools Priority Teacher Supply Allowance, or the Staffing Incentive Allowance, shall also be entitled to such allowances, provided that these allowances are not payable in respect of both the lead and host school.

1.9 For the purposes of this variation those RTLB employed in a fixed term position which will extend beyond 28 January 2012 will be offered employment to an equivalent RTLB position with the new lead employer for a fixed term corresponding with the remaining period of their original fixed term position.

1.10 Coverage

The parties agree to vary clause 1.3 ASTCA as follows:

1.3.1 This agreement covers teachers (excluding principals) employed in area schools and RTLB referred to in clause 1.3.2(c) below.

1.3.2(c) *Those RTLB who are no longer covered by clause 1.3.2(a) of this collective agreement after 28 January 2012 (but who were covered by it as at 27 January 2012) and who accept employment in the new lead employing school, so long as they remain employed as an RTLB with that lead school employer, and retain their union membership as at 27 January 2012.*

1.11 Remuneration Cluster Managers and RTLB Lead Practitioners

The parties agree to vary Part Three ASTCA by adding the following clauses:

3.29 *Leadership Payments*

Boards with lead school responsibility for RTLB employed within a cluster will be entitled in any one school year, to a number of leadership payments of \$2,000 generated by formula in the relevant staffing order. The Board will allocate these leadership payments to the cluster manager or any RTLB with designated responsibility for providing leadership.

3.30 *Cluster Manager Remuneration*

The remuneration of a permanent full-time cluster manager appointed to a Ministry of Education approved RTLB cluster shall comprise of:

- *A base salary as per clause 3.1.1*
- *An allowance equivalent to the Special Duties Increment Allowance paid to all RTLB (clause 3.17)*
- *One unit per annum (as per clause 3.4.2)*
- *Any leadership payments allocated under clause 3.29 above.*

Schedule 1: Professional Standards for Area School Teachers – Criteria for Quality Teaching

Professional Standards for Area School Teachers – Criteria for Quality Teaching

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
	<p>Beginning Teachers meet the New Zealand Teachers Council criteria for provisional certification as a teacher. Beginning teachers work under the guidance of others. They undertake “advice and guidance” programmes to assist in the development of the competencies required for full certification</p>	<p>Classroom Teachers have taught for at least two years, have met the New Zealand Teachers Council criteria for full certification. Classroom teachers are competent in the performance of their day-to-day teaching responsibilities.</p>	<p>Experienced Classroom Teachers are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. In environments where it is possible, they support and provide assistance to colleagues.</p>

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Professional Knowledge	<p>are expanding knowledge, with advice and guidance, in:</p> <ul style="list-style-type: none"> the practical application of curriculum, learning and assessment theory current issues and initiatives in education, including Māori education 	<ul style="list-style-type: none"> are competent in relevant curricula demonstrate a sound knowledge of current learning and assessment theory demonstrate a sound knowledge of current issues and initiatives in education, including Māori education 	<p>demonstrate a significant depth of knowledge in the theory and practical application, where appropriate, of:</p> <ul style="list-style-type: none"> curricula relevant to their teaching speciality(ies) learning and assessment theory and developments the current issues and initiatives in education, including Māori education

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Professional Development	<p>are receiving professional support and encouragement to successfully:</p> <ul style="list-style-type: none"> participate in available professional development opportunities appropriate to individual needs and school priorities including opportunities relating to the Treaty of Waitangi 	<ul style="list-style-type: none"> demonstrate a commitment to their own ongoing learning participate individually and collaboratively in professional development activities continue to develop understandings of the Treaty of Waitangi 	<p>demonstrate a high level of commitment to:</p> <ul style="list-style-type: none"> further developing their own knowledge and skills encouraging and assisting colleagues in professional development further developing understandings of the Treaty of Waitangi

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Teaching Techniques	<p>are, with professional guidance, developing effective strategies in regard to:</p> <ul style="list-style-type: none"> • programme planning and assessment design • teaching techniques • development and appropriate use of teaching resources • use of currently-available technologies • evaluation and reflection on teaching techniques and strategies 	<ul style="list-style-type: none"> • plan and use appropriate teaching programmes, strategies, learning activities and assessments • demonstrate flexibility in a range of effective teaching techniques • make use of appropriate technologies and resources • impart subject content effectively • evaluate and reflect on teaching techniques and strategies with a view to improvement 	<p>demonstrate expertise and refined strategies in:</p> <ul style="list-style-type: none"> • the development and practice of teaching programmes and resources, learning activities and assessment regimes • highly effective teaching techniques • evaluation, appraisal and reflection on their own and others' teaching practices with positive outcomes

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Student Management	<p>are developing sound understandings and strategies, within the confines of available resources, to:</p> <ul style="list-style-type: none"> • manage student behaviour • recognise individual learning needs • develop positive and safe physical and emotional environments • recognise diversity 	<ul style="list-style-type: none"> • manage student behaviour effectively • establish constructive relationships with students • be responsive to individual student needs • develop and maintain a positive and safe physical and emotional environment • create an environment which encourages respect and understanding • maintain a purposeful working environment 	<p>demonstrate expertise and refined strategies in:</p> <ul style="list-style-type: none"> • the development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students • managing student behaviour effectively

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Motivation of Students	<p>are receiving professional guidance and demonstrating increasing competence in:</p> <ul style="list-style-type: none"> • setting expectations which promote learning • effective techniques in student motivation 	<ul style="list-style-type: none"> • engage students positively in learning • establish expectations which value and promote learning 	<p>demonstrate a high level of effectiveness in:</p> <ul style="list-style-type: none"> • encouraging positive school-wide engagement in learning • fostering and practising cultures of learning and achievement

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Te Reo me ona Tikanga	<p>are expanding knowledge and developing sound skills, with advice and guidance in:</p> <ul style="list-style-type: none"> • accurate pronunciation of basic Māori vocabulary • common greetings and waiata • basic Māori protocols 	<ul style="list-style-type: none"> • continue to develop understandings and skills in the appropriate usage and accurate pronunciation of Te Reo Māori • demonstrate an understanding of basic Māori protocols when opportunities arise 	<p>demonstrate commitment to the promotion in education of:</p> <ul style="list-style-type: none"> • the appropriate and accurate use of Te Reo Māori • the adoption of Māori protocols where appropriate

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Effective Communication	<p>are demonstrating, with the support of senior staff, growing ability to successfully:</p> <ul style="list-style-type: none"> • communicate effectively with students, families, whānau and caregivers • report on student progress • share information with colleagues 	<ul style="list-style-type: none"> • communicate clearly and effectively in either or both of the official languages of New Zealand • provide appropriate feedback to students • communicate effectively with families, whānau and caregivers • share information with colleagues 	<p>demonstrate particular skill and success in:</p> <ul style="list-style-type: none"> • communicating effectively with students • reporting on student achievement to students, families, whānau and caregivers • inter-staff communications

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
Support for and Co-operation with Colleagues	<p>are receiving professional support and encouragement to successfully:</p> <ul style="list-style-type: none"> • build professional relationships • contribute where appropriate to professional development activities 	<ul style="list-style-type: none"> • maintain effective working relationships with colleagues • support and provide assistance to colleagues in improving teaching and learning 	<p>demonstrate a high level of commitment to:</p> <ul style="list-style-type: none"> • encouraging and fostering effective working relationships with and between others • providing support and assistance to colleagues where appropriate
Contribution to Wider School Activities	<p>are demonstrating a willingness to be involved in activities which contribute positively to the life of the school.</p>	<p>contribute positively to the life of the school and its community</p>	<p>contribute towards the effective functioning of the total school operation, including the school's relationship with parents and the wider community</p>

Unit Holders

The following are *indicative* standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description attached to (or describing the responsibilities and tasks attached to) their unit(s). In respect of any classroom teaching duties, they will be assessed against the appropriate level of the *teacher* professional standards.

In addition, they must meet the following standards, where they are applicable, in respect of their leadership responsibilities. Standards which are not applicable should be disregarded.

Resource Management

- Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students.

Staff and Student Management

- Represent and communicate effectively, to a range of audiences, the goals and tasks of the department, faculty or area of responsibility
- Participate in and where appropriate contribute to the school's performance management system
- Provide effective advice and guidance to other members of the staff
- Monitor teacher/student relationships and provide advice and support when required
- Communicate effectively with students and staff

Professional Leadership

- Understand the aims of and display competence in the area of responsibility
- Provide professional leadership to staff within the delegated area(s) of responsibility

- Make constructive contributions, where applicable, to the management of the school
- Demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility
- Undertake appropriate professional development to enhance individual expertise in areas of management, administration and education
- Identify and act on opportunities for improving teaching and learning
- Ensure the procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies
- Ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility
- Foster positive relationships between the school and all sectors of the community

Guidance Counsellors

- In the case of guidance counsellors the appropriate standards are applied in the context of their student case work
- The Secretary for Education's PMS 5 notice (November 1997) will apply for reference

Schedule 2: Dealing with Sexual Harassment

Sexual harassment is unwelcome or offensive sexual behaviour. It can involve the way someone speaks to the employee, unwanted physical contact or stalking. It can also be someone sending an employee unwanted messages, pictures or other images containing sexual content. The behaviour doesn't have to be repeated to be harassment - serious one-off behaviour can be sexual harassment if it has a harmful effect on the employee.

It is also sexual harassment for someone to request sexual activity from an employee with a suggestion of a reward if they agree, or a threat of negative consequences if they refuse.

The Human Rights Act 1993 (the Act) makes sexual harassment unlawful in areas of public life, such as employment, housing, and education. The Employment Relations Act also covers sexual harassment in employment.

Sexual harassment is not acceptable to the NZEI Te Riu Roa or PPTA Te Wehengarua.

The offence given by the harassment is to be judged by the complainant. Principals must consider complaints seriously and sympathetically, ensuring that no victimisation of the complainant occurs.

A school's board must have policies and procedures to eliminate sexual harassment in the school. The school charter requires that there are appropriate and proper procedures to handle complaints.

Sexual harassment is a breach of both the Human Rights Act 1993 and the Employment Relations Act 2000.

The Human Rights Commission can provide advice and support.

More information is available at <https://tikatangata.org.nz/resources-and-support/guidelines/sexual> and at <https://www.employment.govt.nz/resolving-problems/bullying-harassment-and-discrimination/harassment-at-work>.

Personal grievance and sexual harassment: Personal grievance can be a remedy for sexual harassment (see Part Eight of the **agreement**). More information on personal grievances can be found at <https://www.employment.govt.nz/resolving-problems/how-to-resolve-problems/personal-grievances>.

A complainant may choose to seek remedies either through the personal grievance procedures or the Human Rights Commission, but not through both.

Schedule 3: Service Increment

As provided in clause 3.18.9 the acquisition of an additional qualification before the service increment is payable is not a requirement for the following categories of teacher:

- (a) Teachers confirmed in the former List B on 1 February 1971;
- (b) Teachers serving at 1 February 1971, who translated from the former Qualification Group B1 to Group IIIb, and who were at that date classified in the former List A, are automatically exempted from the qualification criterion and are eligible for the granting of the service increment on satisfying the service criterion only;
- (c) Trained teachers appointed to permanent positions on or after 1 February 1974, who were employed in the state secondary teaching service before 1 February 1971 and at that time satisfied the requirements for entry to the former List B (or the earlier Grade III) are required to serve five years on the maximum of the base scale before they may be paid the service increment but are not required to gain an additional qualification;
- (d) Non-graduate teachers who satisfied the five years' service requirement between 1 February 1976 and 1 February 1979 and who had enrolled for the papers leading to the Service Increment Certificate before or at the beginning of the 1979 academic year may be paid the service increment retrospectively to the date at which they completed the five-year service requirement; subject to the requirements for the issue of the Service Increment Certificate having been satisfied, and also the certificate having been completed within five years of the teacher's commencing study for it. Non-graduate teachers outside the scope of this provision will be paid the service increment only when the service and qualification criteria have been met, i.e. the retrospective payment provision does not apply to non graduate teachers who met the five year service criterion after 1 February 1979.

Annex 1 – Composite schools whose teachers are currently covered by or are currently paid under this Agreement.

School Number	School Name
1	Te Kura o Te Kao
2	Taipa Area School
6	Broadwood Area School
10	Te Kura Taumata o Panguru
11	Opononi Area School
12	Tauraroa Area School
18	Mangakahia Area School
77	Bethlehem College
82	Aidanfield Christian School
108	Onewhero Area School
109	Coromandel Area School
110	Mercury Bay Area School
125	Raglan Area School
133	Raphael House Rudolf Steiner Area School
185	Patea Area School
206	Ngata Memorial College
212	Tolaga Bay Area School
221	Te Wharekura o Ruatoki
231	Taikura Rudolf Steiner School
279	TKKM o Hoani Waititi
290	Collingwood Area School
291	Rai Valley Area School
297	Tapawera Area School
299	Murchison Area School
300	Karamea Area School
306	South Westland Area School
308	Amuri Area School
309	Cheviot Area School
310	Oxford Area School
311	Hurunui College
317	Christchurch Adventist School

School Number	School Name
335	Middleton Grange School
341	Hillview Christian School
350	Akaroa Area School
370	Maniototo Area School
375	Roxburgh Area School
386	Columba College
390	Lawrence Area School
394	The Catlins Area School
402	Waiau Area School
418	Rangiora New Life School
419	Rudolf Steiner School (Chch)
421	Richmond View School
424	Michael Park School
428	Whangamata Area School
429	Excellere College
432	KingsWay School
439	Totara College of Accelerated Learning
443	Hastings Christian School
451	Hamilton Christian School
452	Southern Cross Campus
463	TKK Motuhake o Tawhiuau
465	Mana Tamariki
476	Tongariro School
496	Reefton Area School
497	Te Kura o Hirangi
527	Twizel Area School
528	Ponatahi Christian School
539	Waikato Waldorf School (Rudolf Steiner)
544	Al-Madinah School
545	Te Kura Toitu o Te Whaiti-nui-a-Toi
549	Taihape Area School
550	Te Waha O Rerekohu Area School
551	Coastal Taranaki School
558	TKKM o Te Kura Kokiri

School Number	School Name
559	Te Kura o Te Wainui-ā-Rua
567	Te Wharekura o Te Kaokaoroa o Patetere
589	Te Kura o Nga Ruahine Rangī
603	KingsGate School
608	Ashburton Christian School
624	Te Karaka Area School
628	TKKM o Tuia te Matangi
630	Te Kura Māori o Ngā Tapuwae
631	Kia Aroha Campus
641	Te Wharekura o Nga Purapura o Te Aroha
651	Te Whata Tau o Putauaki
658	Murupara Area School
683	Ao Tawhiti Unlimited Discovery
704	Haeata Community Campus
706	Te Pā o Rākaihautū
719	Te Kura Kaupapa Maori o Te Orini ki Ngati Awa
737	Te Kura Kaupapa Maori o Horouta Wananga
742	Te Kura o Te Whānau-a-Apanui
871	Te Rangihakahaka Centre for Science and Technology
878	Te Wharekura o Ngāti Rongomai
941	Iqra School
1055	Ngataki School
1138	Renew School
1139	Lake Taupo Christian School
1143	TKKM o Nga Mokopuna
1147	Te Rangī Aniwaniwa
1149	Sonrise Christian School
1153	TKKM o Te Koutu
1154	TKKM o Te Rawhiti Roa
1156	Horizon School
1165	TKKM o Ruamata
1168	Emmanuel Christian School
1172	Cornerstone Christian School
1175	Kaikohe Christian School

School Number	School Name
1189	Wā Ora Montessori
1190	Elim Christian College
1584	TKKM o Te Raki Paewhenua
1611	Timaru Christian School
1616	TKKM o Ngati Kahungunu o Te Wairoa
1618	TKKM o Te Whanau Tahī
1634	Te Kura Māori o Porirua
1651	TKKM o Wairarapa
1666	Te Kura o Waikare
1670	Te Ara Whanui Kura Kaupapa Māori o ngā Kōhanga Reo o Te Awa Kairangi
1672	TKKM o Nga Uri A Maui
1673	TKKM o Te Waiu o Ngati Porou
1674	TKKM o Te Wananga Whare Tapere o Takitimu
1718	Te Wharekura o Kirikiriroa
1748	TKKM o Huiarau
1798	Te Wharekura o Manaia
1865	Te Wharekura o Maniapoto
1917	Te Wharekura o Rākaumangamanga
2062	Te Kura Māori ā Rohe o Waiohau
2068	Te Kura o Waitahanui
2084	Te Kura Mana Māori o Whangaparaoa
2103	Moerewa School
2104	TKKM o Taumarere
2351	TKKM o Otepoti
2377	TKKM o Tupoho
2383	TKKM o Ngati Ruanui
2384	Te Kura o Kokohuia
2445	TKKM o Ngati Kahungunu Ki Heretaunga
2602	Manutuke School
3100	TKKM o Te Hiringa
3101	Te Kura ā Iwi o Whakatapuranga Rua Mano
3103	TKKM o Hurungaterangi
3106	TKKM o Whangaroa
3107	TKKM o Te Ara Hou

School Number	School Name
3114	TKKM o Pukemiro
3115	Te Wharekura o Te Rau Aroha
3117	Te Kura Kaupapa Māori o Hokianga
3119	TKKM o Kawakawa mai Tawhiti
3618	Te Kura aa Iwi o Ngaati Kauwhata
3619	Te Kāpehu Whetū
3630	Elim Christian College Mt Albert
4145	Te Pi'ipi'inga Kakano Mai I Rangiatea
4207	TKKM o Nga Maungarongo
4208	TKKM o Mangere
4211	TKKM o Te Rito
4212	TKKM o Waitaha
4217	Te Wharekura o Arowhenua
4226	TKKM o Tamaki Nui A Rua
4227	TKKM o Kaikohe
4228	TKKM o Puau Te Moananui-a-Kiwa
4230	TKKM o Whakarewa I Te Reo Ki Tuwharetoa
Composite schools whose teachers are covered from 28 January 2026 under this Agreement	
1046	Te Kura o Mātihetihe
1811	Te Kura o Te Moutere O Matakana
3118	Te Kura Kaupapa Maori o Taumarunui
4119	Wellington Hills Christian College
4204	Hare Krishna School

Signatories

Signed in Wellington on 29 April 2026 by:

Yvette Taylor

Advocate for NZEI Te Riu Roa

Angela O'Donnell King

Advocate for PPTA Te Wehengarua

Donna McGarvey

Lead negotiator for the Public Service Commissioner

Witnessed:

Maynard Scott

for NZ School Boards' Association