

# Primary Teachers' (including Deputy and Assistant Principals and other Unit Holders) Collective Agreement

2 April 2026 to 2 October 2028

Includes the following variations:

| Date of Variation | Summary of Changes                                                                                 |
|-------------------|----------------------------------------------------------------------------------------------------|
| 20 April 2026     | Inclusion of Government Fuel Response (clause 5.5 and a new Schedule 4)                            |
| 24 August 2026    | Technical variations agreed following settlement of the Area School Teachers' Collective Agreement |

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# **Part 1: Coverage**

## **1.1 Parties**

The parties to this collective agreement (Agreement) are:

- (a) The Secretary for Education (the Secretary) acting under delegation from the Public Service Commissioner made under 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 Educational Institute Te Riu Roa (NZEI Te Riu Roa).

## **1.2 Application**

This Agreement will be binding on:

- (a) Each employee who comes within the coverage clause and who is or becomes a member of NZEI Te Riu Roa.
- (b) Each employer, as defined in 1.6.5 below.

## **1.3 Coverage**

- (a) This Agreement covers work undertaken in state and state-integrated schools by employees (as defined in (b) below) in:
  - (i) Primary schools (including normal schools, model schools, and intermediate schools);
  - (ii) Composite schools that are year 7 to 10 or year 7 to 13 schools and Te Aho o Te Kura Pounamu (Correspondence School) primary section and the primary section of Te Aho o Te Kura Pounamu (Correspondence School) Specialist Services;
  - (iii) Specialist schools;
  - (iv) Intermediate departments, special classes or attached special education units of secondary schools;and will include any such school that is also established as a kura kaupapa Māori or that has any additional designation or status under the Education and Training Act 2020.
- (b) For the purposes of 1.3(a) above employees are:
  - (i) Teachers;
  - (ii) Qualified Speech language therapists; and
  - (iii) Untrained employees in teacher positions.
- (c) This Agreement does not apply to teachers in composite schools who predominantly teach students classified as year 9 or above.
- (d) This Agreement does not apply to principals.
- (e) This Agreement will apply to those Resource Teachers Learning and Behaviour (RTLb) who were no longer covered by clause 1.3(a) of the Primary Teachers' Collective Agreement 2010-2012 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 in that lead employing school and remain a member of the NZEI Te Riu Roa.

## **1.4 Term of Agreement**

This Agreement shall come into force on date of ratification – 2 April 2026 and expires on 2 October 2028, except as provided for under section 53 of the Employment Relations Act 2000.

## **1.5 Variations**

The parties agree that the terms and conditions contained in this Agreement may be varied at any time by written agreement between NZEI Te Riu Roa and the Secretary, acting under delegation from the Public Service Commissioner made under clause 6 of schedule 3 of the Public Service Act 2020, in accordance with section 586 of the Education and Training Act 2020. Any such variation agreed will be binding on employees and employers of those employees covered by this Agreement in accordance with section 586 (6) of the Education and Training Act 2020.

## **1.6 Definitions**

The following definitions apply for the purposes of this Agreement unless specified otherwise:

- 1.6.1 'Area school' will mean a composite school other than a year 7 to 10 or year 7 to 13 school, a specialist school, or Te Aho o Te Kura Pounamu (Correspondence School).
- 1.6.2 'Composite school' will mean a school classified as a composite school under the Education and Training Act 2020.
- 1.6.3 'Converted School' has the same meaning as in clause 114 of Schedule 1 of the Education and Training Act 2020.
- 1.6.4 'Correspondence school' will mean a school classified as a correspondence school under the Education and Training Act 2020.
- 1.6.5 'Employer' will mean a school board constituted under the Education and Training Act 2020 (or where a Commissioner has been appointed under the intervention in state schools section of the Education and Training Act 2020 to act in place of the school board) of a state or state-integrated school that employs employees falling within the coverage as set out in clause 1.3.  
**Note:** In relation to a dispute about the interpretation, application or operation of this Agreement, the employer will act, if the Secretary acting under delegation from the Public Service Commissioner made under clause 6 of schedule 3 of the Public Service Act 2020 so requires, together with or in consultation with the Secretary acting under section 591(b) of the Education and Training Act 2020.
- 1.6.6 'Institute' or 'union' will mean the NZEI Te Riu Roa.
- 1.6.7 'Intermediate department in a secondary school' will mean a department classified as such under the Education Act 1989.

- 1.6.8 'Primary school' will mean a school classified as a primary school or an intermediate school under the Education and Training Act 2020.
- 1.6.9 'Primary Teachers' Collective Agreement' ("PTCA" or "the Agreement") will mean the Primary Teachers' (including Deputy and Assistant Principals and other Unit Holders) Collective Agreement 2026-2028.
- 1.6.10 'Relievers'
- Long-term relievers are fixed term employees employed for a continuous period beyond three weeks. The employment of long term relievers is not limited to relieving in a permanent teacher position.
  - Short-term relievers are fixed term employees who are temporarily employed on a casual basis to relieve in a permanent teacher position for a period not exceeding three weeks.
- 1.6.11 'School Day' will mean a day on which the school is open for instruction.
- 1.6.12 'Secondary school' will mean a school classified as a secondary school under the Education and Training Act 2020.
- 1.6.13 Speech Language Therapist (SLT) will mean an SLT who has been designated as a SLT and is qualified in accordance with clause 3.5.2.
- 1.6.14 'Specialist School' will mean a school classified as a special school under the Education and Training Act 2020.
- 1.6.15 'Start of the school year' will mean (regardless of the first day schools are open for instruction in Term 1) for normal pay and employment purposes:
- 28 January for all teachers: except
  - For teachers being employed for the first time in a state or state-integrated school, or being employed after a break in service, their start day is as advised to payroll by the employer.
- 1.6.16 'Teacher' will mean a primary teacher who has been fully certificated or provisionally certificated or certificated subject to confirmation by the Teaching Council of Aotearoa New Zealand (Teaching Council) and will include, without limitation:
- Unit holders including deputy and assistant principals;
  - Teachers and unit holders on the 'Q' scale;
  - Resource teachers; and
  - Primary trained liaison teachers employed by Te Aho o Te Kura Pounamu.
- 1.6.17 '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.

- 1.6.18 Untrained employee will mean an employee without a recognised teaching qualification and who does not hold a practising certificate who is employed in a teacher position.
- 1.6.19 For the purposes of Part 9 and Appendix 4 of this Agreement, '30 school weeks' will mean 150 school days.

## **1.7 Declaration under the Education and Training Act**

Under section 595 of the Education and Training Act 2020 the Secretary acting under the delegated authority of the Public Service Commissioner has declared that all of the conditions contained in this Agreement are actual conditions of employment provided that the Secretary may from time to time give approval to the salary rates or allowances being treated as minimum rates where there is agreement to this between the employer and any of its employees.

## **Part 2: General Provisions**

### **2.1 Good Employer/Equal Employment Opportunities**

Attention is drawn to sections 597-607 of the Education and Training Act 2020 which outlines the responsibilities of the employer with regard to the operation of a personnel policy that complies with the principles of being a good employer and the equal employment opportunity responsibilities of the employer.

### **2.2 Appointments**

#### **2.2.1 Advertising Positions**

Except as provided under section 606 of the Education and Training Act 2020, positions of at least one year's duration must be advertised nationally. However, where a permanent unit is to be allocated but there is no vacancy attached to that unit, the employer will advertise internally the roles and responsibilities attached to the unit.

#### **2.2.2 Permanent Positions**

All part-time and full-time positions will be permanent unless identified as being fixed term in accordance with clause 2.2.5.

#### **2.2.3 Appointment Criteria**

- (a) Attention is drawn to the section 603 of the Education and Training Act 2020 insofar as it provides that the person best suited to the position will be appointed. In applying that provision, the employer will have regard to the experience, qualifications and abilities relevant to the position and such other relevant matters as it determines.
- (b) 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.
- (c) Equal employment opportunities principles will be applied and demonstrated in appointments procedures. The intent of these principles is to provide equal access and consideration, and equal encouragement in areas of recruitment, selection, promotion and career development. These principles are to be applied to enable people to pursue their careers without their chances being reduced by factors which are irrelevant to the requirements of the position under consideration.

#### **2.2.4 Letter of Appointment**

The employer will advise the employee in writing of their starting salary (including any units) and the nature of the position, i.e. fixed term or permanent. Where the appointment is fixed term, the letter of appointment will need to state the way in which the employment will end, and the reasons for their employment ending in that way, in accordance with clause 2.2.5.

### 2.2.5 Fixed Term Employment

- (1) An employee and an employer may agree that the employment of the employee will end:
  - (a) At the close of a specified date or period; or
  - (b) On the occurrence of a specified event; or
  - (c) At the conclusion of a specified project.
- (2) Before an employee and employer agree that the employment of the employee will end in a way specified in subsection (1) the employer must:
  - (a) Have genuine reasons based on reasonable grounds for specifying that the employment of the employee is to end in that way; and
  - (b) Advise the employee of when or how their employment will end and the reasons for their employment ending in that way.
- (3) The following reasons are not genuine reasons for the purpose of subsection (2)(a):
  - (a) To exclude or limit the rights of the employee under the Employment Relations Act 2000;
  - (b) To establish the suitability of the employee for permanent employment;
  - (c) To exclude or limit the rights of an employee under the Holidays Act 2003.

### 2.2.6 Job Sharing

- (a)
  - (i) On the joint application of two holders of positions who are both permanently appointed in the school, the employer may appoint the two applicants to a shared position without advertising a vacancy.
  - (ii) If one of the joint holders subsequently resigns or retires, the other has the right to assume full-time responsibility for the position.
  - (iii) Alternatively, the remaining joint holder may approach the employer with a new sharer with a view to establishing a new, permanent shared position without advertising a vacancy. The prospective new sharer may be any teacher already permanently appointed in the school, or a teacher from outside of the permanent staff.
  - (iv) Notwithstanding (iii) above, the employer may decide, on the resignation or retirement of one of the joint holders, to convert the position back to an individual, full-time permanent position. If the remaining joint holder declines to take up the full-time position, the employer may advertise the position for a new appointment.
- (b)
  - (i) Any two teachers may jointly apply for appointment to an advertised position and be assessed as one applicant. On appointment, the position would be a shared position.
  - (ii) If one of the holders of a shared position resigns, the employer may appoint the other holder to the position on a full-time basis without advertising the position.
  - (iii) If the remaining joint holder declines to take up the full-time permanent position, the provisions of clause 2.2.6(a)(iii) and (iv) above will apply.

- 2.2.7 A job sharer's salary is paid on a pro-rata basis. Increments will be as for full-time employees. Job sharers are entitled to:
- (a) Leave on the same basis as permanent full-time employees;
  - (b) Sick leave as if permanent full-time. Entitlement is based on length of service, irrespective of hours worked. Deductions from the entitlement are made on a consecutive day basis;
  - (c) Any pupil-free in service days during term time, and teacher-only days outside of term time, on the same basis as permanent full-time employees.

## **2.3 Re-entry After Absence Due to Childcare**

- 2.3.1 A teacher 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 applicant 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.
- 2.3.2 Where the applicant meets all the provisions of clause 2.3.1 above and, at the time of application:
- (a) Has the necessary skills to fill competently a vacancy which is available in the service; and
  - (b) The position is substantially the same in character and at the same or lower salary and/or level as the position previously held, then the applicant under these provisions is to be appointed in preference to any other applicant for the position.
- 2.3.3 The period of preferential appointment expires three months after the period in clause 2.3.1(a).
- 2.3.4 Absence for childcare reasons will interrupt service but not break it. The period of absence will not count as service for the purpose of sick leave or annual leave or any other leave entitlement.

## **2.4 Hepatitis B Immunisation**

- 2.4.1 The parties agree in principle that responsibility for pre-exposure immunisation of employees rests with employers who should accept responsibility for safety in the workplace, advised as necessary by the Ministry of Health or Ministry of Business, Innovation and Employment.

2.4.2 In situations where employees may be at significantly increased risk of acquiring hepatitis B because of the nature of their job, the situation will be assessed on an individual basis to decide if immunisation would be appropriate. The parties do not envisage that immunisation programmes would be set up to cover all employees covered by this Agreement. Only those working in an area with a high incidence of hepatitis B may receive immunisation.

2.4.3 In all situations where a risk of being infected by the hepatitis B virus exists, it will be the duty of employers to require safe working practices on the part of the employee and to ensure appropriate hygiene measures to reduce such risk to a minimum, whether or not immunisation is considered advisable.

## **2.5 Personal Files**

2.5.1 The employer will ensure that personal files are held in a secure place and access is confined to authorised personnel and the employee concerned.

2.5.2 Attention is drawn to the Privacy Act 2020 which outlines responsibilities for the collection, storage and availability of personal information.

## **2.6 Access**

2.6.1 A representative of the union will, be entitled to enter at all reasonable times upon the premises for purposes related to the employment of its members or for purposes related to the union's business or both. The representative will enter at a reasonable time and in a reasonable way and comply with existing safety, health and security procedures and requirements applying in respect of the school.

## **2.7 Union Deductions**

2.7.1 Any employer, when requested in writing by the secretary of the union, will, within one month after the receipt of such request, supply to the union a list of the names of all employees coming within the scope of this Agreement when in their employ, subject to such employees having given permission (but such request will not be made to the employer at intervals shorter than six months).

2.7.2 In accordance with authorities signed by individual employees, the employer will arrange for the deduction of union subscriptions for all union members covered by this Agreement except in cases agreed to between the employer and the union.

2.7.3 Except as may be otherwise agreed, the commission payable by the union for this service will not exceed 2.5% of the aggregate sum of the amount deducted.

## **2.8 Paid Union Meetings**

2.8.1 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.

- 2.8.2 The union must give the employer at least 14 days' notice of the date and time of any union meeting to be held.
- 2.8.3 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.
- 2.8.4 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.
- 2.8.5 An employer must allow a union member employed by the employer to attend a union meeting under this clause on ordinary pay to the extent that the employee would otherwise be working for the employer during the meeting.
- 2.8.6 For the purposes of this clause 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.

## **2.9 Termination of Employment**

- 2.9.1 Employment may be terminated at any time by a permanent employee or long-term reliever giving not less than two calendar months' notice, unless a shorter period is mutually agreed.
- 2.9.2 Except in cases of serious misconduct, where an employer dismisses an employee under Part 10 of this Agreement, the employer will give a permanent employee or long-term reliever two calendar months' notice.
- 2.9.3 Notwithstanding clause 2.9.2, 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 unless a shorter period is mutually agreed, or payment in lieu of the whole or remaining part of the notice on the occurrence of that event, i.e. clause 2.9.2 does not apply.
- 2.9.4 Except in the case of serious misconduct, where an employer dismisses an employee under Part 10 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.

## **2.10 Hours of Work/Leave**

- 2.10.1 Employees will work such hours as may be reasonably required of them to enable them to properly fulfil their responsibilities and duties as teachers, whether or not such hours exceed 40 hours per week. The normal hours of work for employees should as far as practicable however not exceed 40 hours per week Monday to Friday.
- 2.10.2 It is acknowledged that employees are required to undertake such responsibilities and duties as:
- Preparation, evaluation and assessment time generated by classes/sessions and the students within them, or by other requirements such as the need to report on the progress of individual students;
  - Counselling of students;
  - Administrative responsibilities of individual teachers;
  - Attending courses and meetings;
  - Professional development
- in addition to their normal class contact time, and that these factors have been taken into consideration in determining the employee's hours of work and leave entitlements.
- 2.10.3 Except as provided in clause 2.10.1 and in this clause, employees will not be required to attend school during any time when the school is officially closed for instruction. Boards may require employees to attend school, or elsewhere, when the school is officially closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent). These days can be required for all or any of the following purposes – school administration, school preparation and co- ordination, pre-term planning curriculum, and/or technical refreshment, and/or professional development. 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 employees' individual needs are taken into account. Employees' own initiatives in undertaking work for the above purposes will be counted when applying this clause.
- 2.10.4 Teachers will take their annual leave outside the gazetted term dates.

## **2.11 Payment for Public Holidays**

- (a) Teachers may be asked to work on a public holiday, but they do not have to agree. Teachers agree not to work on any public holiday unless asked to do so.
- (b) In accordance with the Holidays Act 2003, if a teacher does not work on a public holiday, they will get a paid day off if the public holiday falls on a day that would otherwise be a working day for them.
- (c) If a teacher works on a public holiday they will be paid time and a half in accordance with s 50 of the Holidays Act 2003. If it was a day that would otherwise be a working day for them, they will also get a paid day off on a day when the school is open for instruction. The date of this alternative holiday

will be agreed between the school and teacher. If they cannot agree, the school can decide and give the teacher at least 14 days' notice.

## **2.12 Kapa Haka and Polyfest Relief Days**

- (a) 30 teacher relief days will be made available annually for teachers to attend Polyfest to support students participating in the Festival.
- (b) 140 teacher relief days will be made available biennially for primary or area teachers to attend Te Mana Kuratahi (the National Primary Kapa Haka Competition) to support students participating in the competition.

## **Part 3: Remuneration**

### **3.1 Unified Base Salary Scale and unit rates**

- 3.1.1 The purpose of this clause is to maintain a Unified Base Salary Scale and unit rates for all teachers in the state and state integrated compulsory education sector.
- 3.1.2 Mechanism
- (a) The Secretary for Education will, within one month of ratification of any collective agreement (or relevant variation thereof) applicable to other teachers in the state and integrated school sector, notify the NZEI Te Riu Roa National Secretary of any changes to the base salary scale and offer such changes to teachers covered by the PTCA.
  - (b) The Secretary for Education will, within one month of ratification of any collective agreement (or relevant variation thereof) applicable to other teachers in the state and integrated school sector, notify the NZEI Te Riu Roa National Secretary of any changes resulting in the value in units being higher than \$5,500 (in clause 3.10) and offer such changes to teachers covered by the PTCA.
  - (c) The National Secretary of NZEI Te Riu Roa will, within one month of receipt of the offer described in clause 3.1.2(a) and/or 3.1.2(b), advise the Secretary for Education whether NZEI Te Riu Roa wishes to accept such offer. The parties agree that upon receipt of NZEI's acceptance of the offer the PTCA will be deemed to be varied under clause 1.5 in the terms outlined in the offer as advised by the Secretary for Education.
- 3.1.3 The teachers and school boards will be notified of any changes in the PTCA made under clause 3.1.2.
- 3.1.4 Clause 3.1 will apply from 2 April 2026 to 2 October 2028. Thereafter this clause ceases to apply and has no effect.
- 3.1.5 For clarity, reference to teachers in this clause means trained teachers i.e. teachers who hold a current practicing certificate and does not include speech language therapists or untrained employees

### 3.2 Base Salary Scale

Unified Base Salary Scale for Trained Teachers:

| Step | Qualification Groups | Rates effective<br>2 December 2024 | Rates effective<br>2 April 2026 | Rates effective<br>28 January 2027 |
|------|----------------------|------------------------------------|---------------------------------|------------------------------------|
| 1    | Q1E, Q2E, Q3E        | \$61,329                           | \$62,862                        | \$64,119                           |
| 2    | Q3+E                 | \$64,083                           | \$65,685                        | \$66,999                           |
| 3    | Q4E                  | \$66,586                           | \$68,251                        | \$69,616                           |
| 4    | Q5E                  | \$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    | Q3M                  | \$97,920                           | \$100,368                       | \$102,475                          |
| 10   | Q3+M, Q4M, Q5M       | \$103,086                          | \$105,686                       | \$107,886                          |

Note: this clause does not include speech language therapists whose rates are found in clause 3.5.

### 3.3 Salary Qualification Groups

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 are defined below:

Q3 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 qualifications recognised by the NZQA.

Note: also includes teachers previously placed in Q1 or Q2 qualification groups.

Q3+ 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.

- Where the highest trade or vocational qualification is below Level 7 on the NQF, a trade or vocations qualification listed in clause 9 of Appendix 6 (or its equivalent at 5 or 6 on the National Qualifications Framework) will be recognised for Q3+ if the teacher has at least 6000 hours of applicable trade or vocational work experience.

Q4 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
- initial teacher education qualification at level 9 on the NZQA; or
- equivalent overseas qualifications recognised by the NZQA.

Q5 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 - masters or doctorate
- equivalent overseas qualifications recognised by the NZQA.

Note:

- The Qualifications Charts will continue to be used to inform judgements about qualifications unable to be allocated a level by reference to the NZ Qualifications Framework.
- These qualifications are not relevant to speech language therapists or untrained employees.

### 3.4 Base Salary Scale for Untrained Employees

These rates will apply to employees without a recognised teaching qualification who do not hold a practising certificate issued by the Teaching Council of Aotearoa New Zealand, including those who are employed with a Limited Authority to Teach.

Note: this does not apply to speech language therapists, whose rates are found in clause 3.5.1.

| Step    | Rates effective<br>2 December 2024 | Rates effective<br>date of ratification<br>2 April 2026 | Rates effective<br>28 January 2027 |
|---------|------------------------------------|---------------------------------------------------------|------------------------------------|
| Minimum | \$52,468                           | \$53,780                                                | \$54,855                           |
| Maximum | \$54,528                           | \$55,891                                                | \$57,009                           |

### 3.5 Speech Language Therapists

#### 3.5.1 Base Salary Scale for Qualified Speech Language Therapists

| Step | Qualification Group | Rates effective 2 December 2024 | Rates effective date of ratification 2 April 2026 | Rates effective 28 January 2027 |
|------|---------------------|---------------------------------|---------------------------------------------------|---------------------------------|
| 1    | Group 3 Entry       | \$76,805                        | \$78,725                                          | \$80,300                        |
| 2    | Group 4 Entry       | \$81,462                        | \$83,499                                          | \$85,169                        |
| 3    | Group 5 Entry       | \$86,253                        | \$88,409                                          | \$90,178                        |
| 4    |                     | \$91,069                        | \$93,346                                          | \$95,213                        |
| 5    |                     | \$95,638                        | \$98,029                                          | \$99,990                        |
| 6    |                     | \$100,139                       | \$102,642                                         | \$104,695                       |
| 7    |                     | \$104,640                       | \$107,256                                         | \$109,401                       |
| 8    |                     | \$109,139                       | \$111,867                                         | \$114,105                       |
| 9    |                     | \$113,640                       | \$116,481                                         | \$118,811                       |

#### 3.5.2 Salary Qualification Groups for Speech Language Therapists

The Qualification Group for the Speech Language Therapists (SLTs) defined below:

| Qualification Group | Criteria                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Group 3             | Level 7 subject or specialist qualification, i.e. a SLT Bachelor Degree, or<br>Equivalent overseas qualifications recognised by the NZQA.<br>Employees with a dual teaching and SLT diploma may apply to MoE to confirm qualification recognition, otherwise be registered with NZ Speech-language therapy Association.                                                                                          |
| Group 4             | Level 8 subject or specialist qualification, i.e. SLT degree with honours or post graduate<br>or<br>A Level 7 SLT Bachelors degree plus <ul style="list-style-type: none"> <li>another Level 7 or 8 subject or specialist qualification (not an initial teaching qualification), or</li> <li>a Level 9 initial teacher qualification</li> </ul> or<br>Equivalent overseas qualifications recognised by the NZQA. |
| Group 5             | Level 9 specialist qualification – i.e Masters of SLT.                                                                                                                                                                                                                                                                                                                                                           |

#### 3.5.3 Recognition of Improved Qualifications for Speech Language Therapists

- (a) SLTs who improve their qualification(s) and are eligible for a higher salary qualification group will, on the effective date of improving the qualification(s), receive at least the minimum commencing step for the new qualification(s). The effective date for the improvement of qualification(s) to a higher group in this situation is:

- (i) Where qualifications are improved at the end of the academic year – the commencing date of the following school year, that is 28 January; or
- (ii) Where qualifications are improved during an academic year – the date of the official notification from the relevant tertiary provider of achievement of the qualification(s).
- (b) The effective date for the improvement of qualification(s) to a higher salary group is the date of official notification from the relevant tertiary provider of achievement of the qualification(s).

#### 3.5.4 Salary on Appointment for Speech Language Therapists

- (a) Base salary on appointment for all SLTs will have regard to previous service and qualifications.
- (b) All SLTs who have 12 months continuous service at the top step of the scale will receive one unit (Note: this unit is provided separately i.e. it is not part of the entitlement units).
- (c) SLTs will receive one year of salary credit (i.e. one step on the base scale) for every year of continuous service as an SLT, up to the top step of the scale.
- (d) Previous SLT service will include all service as a trained and registered SLT (including in the employment of a New Zealand state or state-integrated school, or as a transferred employee).
- (e) Appendix 6 apply in regards to any previous work experience (other than SLT service) the SLT has.

#### 3.5.5 Progression for Speech Language Therapists

- (a) Progression through the salary steps for SLTs up to the top step for that SLT will be on an annual basis from the date of appointment, dependent on competent performance as attested by the principal;

### 3.6 Salary on Appointment – Teachers and Untrained Employees

- 3.6.1 The starting salaries of teachers who have a practicing certificate from the Teaching Council of Aotearoa New Zealand and who also have a qualification defined by a 'Q' notation are noted alongside the Base Salary Scale for Trained Teachers.
- 3.6.2 Untrained employees commence on the minimum step of the Base Scale for Untrained Employees.
- 3.6.3 Employees may commence higher than the minimum entry step where they have service credits, in accordance with Appendix 6.
- 3.6.4 Untrained employees who are subsequently gains a qualification that entitles them to be registered as a teacher and who also gains a practicing certificate from the Teaching Council of Aotearoa New Zealand, will:

- (a) subject to (b) and (c) below, translate to the entry step for their qualification group on the Base Salary Scale for Trained Teachers. The date of this change will become their new anniversary date for salary progression purposes.
- (b) Where the teacher has service as an untrained employee in a state or state integrated school that has not contributed to progression on the Base Salary Scale for Untrained Employees, they will have this service included in their assessment under Appendix 6.
- (c) Where the teacher had relevant work experience and/or other teaching service already counted in their first salary assessment (see clause 2 of Appendix 6), 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 6.

3.6.5 A teacher with overseas qualifications must have their qualifications recognised by the New Zealand Qualifications Authority against the New Zealand Qualifications Framework (NZQF).

Note: clause 3.6 does not apply to speech language therapists, whose salary on appointment provisions are found in clause 3.5.4.

### **3.7 Resource Teachers – Salary on Appointment**

#### **3.7.1 Resource Teachers and Regional Health School Teachers**

This clause applies to Resource Teachers of Learning and Behaviour (RTLb); Resource Teachers Literacy (RT:Lit); Resource Teachers Deaf (RTD); Resource Teachers Vision (RTV); Resource Teachers Māori (RTM) and Regional Health School Teachers:

- (a) All teachers will be placed on the base salary scale according to previous experience and qualifications;
- (b) All teachers will be allocated at least one permanent unit upon appointment. The unit will be paid at the substantive rate set out in clause 3.10.
- (c) The permanent unit allocated to RT:Lit in clause 3.7.1(b) is subject to clause 3.7.3 below.
- (d) The permanent unit allocated to RTLb in clause 3.7.1(b) is subject to clause 3.7.4 below.
- (e) The permanent unit allocated to RTD and RTV in clause 3.7.1(b) is subject to clause 3.7.5 below.
- (f) For all new appointments on or after 1 July 2019 if the teacher is employed in more than one position that would entitle them to a unit under 3.7.1(b) they will be entitled to a maximum of one permanent unit.

Note: The permanent unit(s) allocated in this clause are not part of the Board's unit entitlement set out in clause 3.10.1.

#### **3.7.2 Resource Teachers Māori (RTM)**

- (a) The entry step for RTM whose qualification group is G3 will be step 9 and for RTM whose qualification group is Q3+, Q4 or Q5 will be step 10.

- (b) After 12 months continuous service in the role of RTM, the teacher will receive an additional unit to a total of two units.

Note: these units are provided separately, i.e. not part of the entitlement units

#### 3.7.3 Resource Teachers Literacy (RT:Lit)

- (a) The entry step for RT:Lit whose qualification group is Q3 will be step 6 and for RT:Lit whose qualification group is Q3+, Q4 or Q5 will be step 7.
- (b) Teachers appointed to RT:Lit positions will be required to complete the RT:Lit training programme, unless they have
  - (i) Previously been employed as a resource teacher reading; or
  - (ii) Been given an exemption by the Secretary; or
  - (iii) Already completed the programme.
- (c) Teachers required to complete the training programme will be eligible for the unit from the date they commence the programme.
- (d) Any such teacher who withdraws from the training programme or does not complete the programme within 48 months of appointment to the role will cease to be eligible for the unit.
- (e) All teachers employed as RT:Lit will be automatically eligible for the unit if the training ceases to be provided.

#### 3.7.4 Resource Teachers of Learning and Behaviour (RTLb)

- (a) Teachers appointed to RTLb positions will be required to complete the RTLb training programme, unless they have
  - (i) Been given an exemption by the Secretary; or
  - (ii) Already completed the programme.
- (b) Teachers required to complete the training programme will be eligible for the unit from the date they commence the role.
- (c) Any such teacher who withdraws from the training programme or does not complete the programme within 48 months of appointment to the role will cease to be eligible for the unit.
- (d) All teachers employed as RTLb will be automatically eligible for the unit if the training ceases to be provided.

#### 3.7.5 Resource Teachers Deaf (RTD) and Resource Teachers Vision (RTV)

- (a) Teachers appointed to RTD and RTV positions will be required to complete a graduate qualification in Special Education (Hearing Impaired) or (Visually Impaired) or any other equivalent qualification specifically focused on teaching of the hearing or visually impaired, unless they:
  - (i) have been given an exemption by the Secretary; or
  - (ii) already hold an applicable graduate qualification as per (a) above.
- (b) Teachers required to complete a graduate qualification as per (a) above, will be eligible for the unit under clause 3.7.1(e) from the date they commence the RTD or RTV role.
- (c) A teacher who does not complete the qualification within 48 months of appointment to the RTD or RTV role will cease to be eligible for the unit under clause 3.7.1(e).
- (d) All teachers employed as RTD or RTV will be automatically eligible for the unit under clause 3.7.1(e) if no graduate programme as per (a) above, is available.

### **3.8 Progression**

#### **3.8.1 Progression for Base Scale Teachers including Unit Holders**

- (a) Annual Assessment against Professional Standards  
For the purposes of determining annual progression from one step to the next, each teacher's performance will be assessed annually against the relevant professional standards as set out in Schedule 2 or 3 as appropriate;
- (b) When setting performance expectations and development objectives with individual teachers for the coming year, the professional standards at the relevant level against which the teacher is to be assessed should be confirmed between the teacher and the employer;
- (c) For each teacher to progress annually to their next step they will need to demonstrate that they meet the professional standards at the appropriate level;
- (d) Beginning Teachers will have at least two annual assessments against the professional standards for the beginning teacher level before moving to the fully certificated 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 fully certificated teacher standards after one assessment against the beginning teacher standards;
- (e) Fully Certificated Teachers will have at least three annual assessments against the professional standards for fully certificated teachers before moving to the experienced teacher level, regardless of whether or not they have reached their qualifications maximum;
- (f) Experienced Teachers are teachers who have had at least three successful annual assessments against the Fully Certificated Teacher professional standards and who then meet the Experienced Teacher professional standards. Experienced Teachers will continue to be assessed annually against the experienced teacher professional standards.

#### **3.8.2 Progression for Relievers**

Relievers will progress from one step to the next upon completion of each 190 days relieving service, subject to satisfactory performance as attested by the Principal of the school where the teacher has recently been employed as a relief teacher.

#### **3.8.3 Progression for Untrained Employees**

Untrained employees will progress from the entry salary rate to the maximum salary rate upon completion of twelve months' service, subject to satisfactory performance, as assessed by the principal.

#### 3.8.4 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:
- (c) 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).

#### 3.8.5 Deferred Progression

- (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 beginning or fully certificated teacher is unable to attain the standards within the specified time period, the teacher will be required to undergo competency procedures as set out in Part 10.

#### 3.8.6 Local Review Process

- (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 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 Board within 30 days of receiving the employee's application for review;
- (f) The Board will make a final decision within 14 days of receiving the recommendations;
- (g) Where requested, the employee will have access to the information about themselves provided to the Board by the reviewer;

- (h) Nothing in this clause prevents the employee from taking a personal grievance in accordance with Part 10 of this Agreement.  
Note: In cases of very small schools, it may be necessary to develop a reciprocal arrangement with a neighbouring school.

### **3.9 Recognition of Improved Qualifications**

- (a) Upon obtaining the appropriate qualifications for one of the salary qualification groups set out in clause 3.3, a teacher will be entitled to progress annually to the appropriate qualifications maximum, providing the teacher meets the requirements for progression.
- (b) Teachers who improve their qualification(s) and are eligible for a higher salary qualification group will, on the effective date of improving the qualification(s), receive at least the minimum commencing step for the new qualification(s). The effective date for the improvement of qualification(s) to a higher group in this situation is:
  - (i) Where qualifications are improved at the end of the academic year - the commencing date of the following school year, that is 28 January; or
  - (ii) Where qualifications are improved during an academic year - the date of the official notification from the relevant tertiary provider of achievement of the qualification(s).
- (c) Teachers who, in accordance with (a) above, 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 and who subsequently improve their qualification(s) will be 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.
- (d) The effective date for the improvement of qualification(s) to a higher salary group is the date of official notification from the relevant tertiary provider of achievement of the qualification(s).

### **3.10 Units**

- 3.10.1 Boards will be entitled, in any one school year, to a number of units for the purposes of management, responsibility, recruitment, retention and/or reward, generated by formula in the Education (School Staffing) Order for the time being in force. The employer will consult with teachers in developing a policy to determine the use of units.
  - (a) Boards with an entitlement of four or more units may allocate up to 40% of the units on a fixed term basis.
  - (b) Boards with an entitlement of three or fewer units:
    - (i) can make fixed term units divisible by two.
    - (ii) must allocate at least one unit permanently.

- 3.10.2 Until 1 April 2026 permanent units are paid at the rate of \$4,500.  
From 2 April 2026, permanent units are paid at the rate of \$5,100.  
From 28 January 2027, permanent units are paid at the rate of \$5,250.  
From 2 October 2028, permanent units are paid at the rate of \$5,500.

Units are additional salary regardless of the level of aggregation and are paid at the substantive rate (i.e. not divisible) to both full-time and part-time teachers. The only circumstance in which permanent units may be proportioned is in an approved full-time job share position.

- 3.10.3 Until 1 April 2026, fixed-term units are paid at the rate of \$4,500.  
From 2 April 2026 fixed term units are paid at the rate of \$5,100.  
From 28 January 2027, fixed term units are paid at the rate of \$5,250.  
From 2 October 2028, fixed term units are paid at the rate of \$5,500.

- 3.10.4 Fixed-term units are additional salary regardless of the level of aggregation and are paid to both full-time and part-time teachers at the substantive rate and are not divisible unless clause 3.10.1(b) applies.

- 3.10.5 Any extra units allocated on the basis of increased staffing provisions resulting from an increase in the school's roll during the year will be allocated as fixed term units. Any such units will have the end of the school year as their end date.

- 3.10.6 An appropriate number of permanent additional units will be allocated to teachers holding positions, outside entitlement, described as at 1 February 1998 as follows:
- (a) Senior teachers special duties (in normal schools);
  - (b) Senior teachers in country model schools;
  - (c) Attached teachers holding "G scale" positions;
  - (d) Senior teachers in attached classes or units; and
  - (e) Resource and Regional Health School teachers under clause 3.7.1 and 3.7.5.

- 3.10.7 In schools where the total of entitlement and attached staffing is 21 FTEs or less, Boards may designate no more than two teachers, holding permanent units, "deputy principal" or "assistant principal". Where the total of entitlement and attached staffing exceeds 21 FTEs, Boards may designate no more than three teachers, holding permanent units, "deputy principal" or "assistant principal".

- 3.10.8 Subject to clause 3.10.7, teachers who have been designated by the Board "deputy principal" or "assistant principal" will be paid at Q3 maximum on the base scale plus any units, of whatever type, allocated to them. Teachers designated by the Board "deputy principal" or "assistant principal" and who meet the criteria for Q3+, Q4 or Q5 (as defined in clause 3.3) will be paid at Q3+ maximum plus any units, of whatever type, allocated to them.

- 3.10.9 At the time of allocating a fixed term unit or units, the employer will specify in writing the period of time for which the teacher will be entitled to that fixed term unit or units, and the particular assignment or task to be undertaken for which the fixed term unit or units has been allocated.
- 3.10.10 The entitlement to that fixed term unit or units will cease at the expiry of the specified period of time or on the completion of the specified assignment or task.
- 3.10.11 The employer may reallocate a fixed term unit or units to the same or another teacher for a further period of time or for a further particular assignment or task.

### **3.11 Retirement Savings**

- (a) Teachers are eligible to join a KiwiSaver scheme in accordance with the terms of those schemes.
- (b) 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.
- (c) 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: For information on this and other retirement savings schemes go to [www.education.govt.nz](http://www.education.govt.nz)

### **3.12 Allowances**

In addition to base salary the following allowances apply:

### **3.13 Grandparented Service Increment**

- (a) A permanent employee on 1 July 1992 who received a service increment will maintain that entitlement at a rate of \$1,641 per annum while the employee remains in a position covered by this Agreement.
- (b) Teachers from area or secondary schools who were in receipt of a service increment under their appropriate Contract as at 10 September 1992 who then transfer to the primary service will receive the primary service increment of \$1,641 per annum.
- (c) A short break in service (being less than six months) for any teacher in receipt of the service increment will not affect eligibility for the service increment.

- (d) Approved paid leave and unpaid leave, parental leave, and leave for childcare purposes of less than five years will not affect eligibility for the service increment.
- (e) Teachers who move from employment with one Board to another Board, including as a transferred employee will continue their entitlement to the service increment unless there is a break in service of six months or more (other than a period of leave described in (d) above).

### **3.14 Higher Duties Allowance – Acting in a Higher Position Other Than Principal**

- (a) A higher duties allowance will be paid to an employee who acts up for more than eight consecutive working days in a position with a higher salary.
- (b) The amount of the higher duties allowance will be:
  - (i) An additional 5% on the employee's existing salary (excluding allowances) for periods where the employee acts up for up to one term;
  - (ii) The difference between the employee's existing salary (excluding allowances) and the rate for the position the employee is acting in but not more than the rate which is equivalent to up to a maximum of three units above the employee's existing salary (excluding allowances) where the employee acts up for one full school term or more.
- (c) The allowance will be paid from the first day of acting up, including the first eight days.
- (d) This allowance will be included in the employee's salary in order to calculate appropriate holiday pay for that employee.
- (e) The 'rate for the position' as defined in clause 3.14(b)(ii) is the salary the employee acting up would receive should they be permanently appointed to the position but not less than the rate for their current position.
- (f) An employer may agree that the duties of the higher position may be shared between two employees for the duration of the period of acting in a higher position. Where this occurs, the employer will advise the hours assigned to each employee and they will be paid a proportion of the allowance based on the hours assigned to the employee.

Note: for the purposes of clause 3.14(b), units are not "allowances".

### **3.15 Relieving Principal**

- (a) Where a teacher relieves in the position of principal for a period of more than two weeks, payment for the period concerned will be an allowance representing the difference between their salary (if any) and the base salary rate that would be payable if the teacher was appointed to the position of principal, but will not be less than the rate of salary in the teacher's own position.
- (b) For the purposes of this clause, the base salary of a principal is the school roll-based salary component, staffing-based salary component, Equity Index payment, and the payment for Leadership in Literacy and Numeracy.
- (c) The allowance will be paid from the first day of acting up, including the first two weeks.

- (d) This allowance will be included in the teacher's salary, in order to calculate appropriate holiday pay for the teacher.
- (e) Where the teacher is not undertaking the whole of the principal's role, the allowance will be pro-rated based on the proportion of the role undertaken by the teacher. Where more than one teacher is undertaking the principal's role, the allowance will be pro-rated provided that the total allowance paid in combination, does not exceed the amount payable if a single teacher was acting in the role.

### **3.16 Isolation Allowance**

- 3.16.1 An employee whose work requires that they reside at an isolated as outlined in 3.16.5 or 3.16.6 below, will receive an isolation allowance.
- 3.16.2 The allowance is not payable to short-term relievers defined in 1.6.10.
- 3.16.3 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.
- 3.16.4 Part-time teachers will be paid the isolation allowance on a pro rata basis.
- 3.16.5 For an employee whose full-time residence is:
  - (i) 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
  - (ii) in one of the following locations – Aranga, Arohena, Glenorchy, Hauturu, Hāwea Flat, Hōreke, Kāwhia, Makahu, Ohuka, Ongarue, Papanui Junction, Peria, Piri Piri, Rere, Ruakituri, Te Ākau or Waikaretu; or
  - (iii) located on Matakana Island or Waiheke Island the rate of the allowance will be \$1,200 per annum.
- 3.16.6 For an employee whose full-time residence is:
  - (a) 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; or
  - (b) located on Great Barrier Island or Stewart Island the rate of the allowance will be \$2,200 per annum.
  - (c) From 2 April 2026, located on Chatham Island or Pitt Island the rate of the allowance will be \$2,500 per annum.

### **3.17 Hard to Staff Allowances**

#### **3.17.1 Staffing Incentive Allowance**

Additional salary at the rate of \$1,000 per annum will be paid to teachers who are not in receipt of the Priority Teacher Supply Allowance and who meet one of the following criteria;

- (a) All full-time teachers appointed to advertised positions in schools designated as having serious staffing difficulties;
- (b) All full-time teachers in schools approved because of location;
- (c) All full-time long-term and other relieving teachers who serve in an approved school or schools for a minimum period of two consecutive school terms.

#### **3.17.2 Priority Teacher Supply Allowance**

- (a) The Priority Teacher Supply Allowance (PTSA) provisions below will apply only to teachers employed in decile one or decile two Priority Staffing Status schools.
- (b) Full-time fully-certificated teachers employed on a permanent or long-term relieving basis of two consecutive terms or more and who have been attested as having met the professional standards (i.e. the fully-certificated teacher, experienced teacher or deputy principal and assistant principal standards as appropriate) will be entitled, from the date of appointment, to receive the PTSA of \$1,500 per annum.
- (c) Full-time provisionally certificated teachers or teachers certificated subject to confirmation who are employed on a permanent or long-term relieving basis of two consecutive terms or more will receive, from the date of appointment, the allowance at the rate of \$1,000 per annum until such time as they are fully-certificated and attested as having met the fully-certificated teacher professional standards.
- (d) Priority Staffing Status schools are those schools in the regions determined by the Ministry of Education | Te Tāhuhu o te Mātauranga.) These may be changed by the Ministry of Education | Te Tāhuhu o te Mātauranga as priority needs shift.
- (e) The Priority Teacher Supply Allowance is not payable to any teacher in a position approved for Priority Staffing Status on the basis of severe difficulty in recruiting to that position.
- (f) Teachers moving to a position in which they will be eligible to receive the Priority Teacher Supply Allowance are entitled to either the National Relocation Grant (as set out in the Ministry of Education | Te Tāhuhu o te Mātauranga guidelines on Teacher Supply Initiatives) or to the transfer and removal provisions of this Agreement. On completion of a minimum of three years' continuous service in one or more decile one or two Priority Staffing Status 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 state-integrated school.

- (g) In the event that a region is removed from the Priority Staffing Status coverage, or when as a result of a reassessment a school is no longer rated as decile one or two, teachers who were in receipt of the Priority Teacher Supply Allowance prior to that change or reassessment, 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.

### 3.18 Māori Immersion Teaching Allowance (MITA)

- (a) 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 in te reo Māori.
- (b) A teacher is eligible for an allowance described in clause 3.18(c) if they meet the criteria and minimum teaching time requirements in that clause and have the language proficiency necessary to teach the curriculum in te reo Māori for the period required by the language immersion level in which they are engaged.
- (c) All teachers who teach te reo Māori immersion classes at levels one, two or three will receive the allowance that relates to the highest language Level in which they are teaching and their years of service at that level as provided for in the table below.

| MITA                                            | Rates                    | Rates                   | Rates                   |
|-------------------------------------------------|--------------------------|-------------------------|-------------------------|
| Teaching time curriculum taught in Te Reo Māori | Level 1<br>(81% to 100%) | Level 2<br>(51% to 80%) | Level 3<br>(31% to 50%) |
| <b>Base allowance</b>                           | <b>\$6,000</b>           | <b>\$5,000</b>          | <b>\$4,000</b>          |
| After 3 years' service                          | +\$4,000                 | +\$2,000                | -                       |
| <b>Total after 3 years' service</b>             | <b>\$10,000</b>          | <b>\$7,000</b>          |                         |
| After 6 years' service                          | +\$6,000                 | +\$3,000                | -                       |
| <b>Total after 6 years' service</b>             | <b>\$12,000</b>          | <b>\$8,000</b>          | <b>\$4,000</b>          |

- (d) Each allowance provided for in clause 3.18(c) will be pro-rated for eligible part time teachers (based on the teacher's total hours).
- (e) 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.
- (f) Service for the payment of the Level 2 allowance shall include any periods of teaching service in Māori immersion Level 1 or Level 2 including as a transferred employee. Service for the payment at Level 1 will include any teaching service at Level 1 Māori immersion only, including as a transferred employee.

Note: For the purpose of this clause, periods of teaching service are not required to be consecutive

### **3.19 Special Duties Increment Allowance**

An employee appointed to a permanent or relieving position (minimum appointment period of one term) in approved types of special classes or schools, hospital classes in approved schools with special teaching problems and employees appointed to Resource Teacher: Learning and Behaviour positions, will be paid a special duties allowance of one additional salary step or, if the employee is on or beyond the maximum step of their qualification group, additional salary of \$995 per annum.

### **3.20 Bus Controller's Allowance**

An employee appointed bus controller for a school district who undertakes the full duties of bus control, as determined from time to time by the employer, will be paid additional salary at the rate of \$3.72 per day for the first route and \$1.30 per day for each additional route thereafter.

### **3.21 Normal/Model School Allowance**

- (a) A full-time permanent or relieving teacher (employed for at least one year) in a normal or a model school is to receive additional salary of \$2000 per annum.
- (b) The provisions of this subclause will not apply to an employee in a special class or a hospital class attached to a normal school, or to a provisionally certificated teacher except with the approval of the College of Education which will only be given where those teachers are actually participating in the school's programme for the training of trainees.

### **3.22 Associate Teacher Allowance**

3.22.1 An associate teacher allowance of no less than \$51.60 per trainee week will be paid under the following provisions:

- (a) The following definitions will apply:
  - (i) 'Trainee' means a teacher trainee, or teacher on a course of retraining, at a college of education or 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;
  - (ii) 'Associate teacher' means a teacher employed by a school board, approved by a college of education or other teacher training provider approved and accredited under the provisions of the Education and Training Act 2020, to assist in the practical training of trainees under conditions defined by the provider;
- (b) For each trainee week, namely each week each trainee is posted to an associate teacher's classroom for at least four teaching days, the teacher will be paid at the rate specified above;

- (c) Employees who are not associate teachers but are required to have trainees in the classroom for up to eight student weeks in any one year will, except when the time spent in the one classroom by one or more trainees is less than four teaching days a week, be entitled to payment in accordance with the rate specified above;
- (d) Where the approved teacher training provider approves the posting of trainees for a period of less than four teaching days a week, then payment will be made in accordance with the rate specified above on the basis of the aggregation of those periods;
- (e) The associate teacher allowance is payable to teachers who are not necessarily involved in classroom related duties but who otherwise satisfy the provisions of this clause;
- (f) The associate teacher allowance will be payable at a daily rate for a trainee once four days have been completed with that trainee pro rated on the rate specified above. The first four days will also qualify for payment;
- (g) The associate teacher allowance will not be payable to an employee receiving the normal school allowance.
- (h) Where a rate above the minimum rate is to be paid to a teacher, the rate will be consistent with any arrangements made between the provider and the Board.

### **3.23 Compassionate Grant**

- 3.23.1 (a) A compassionate grant will be paid by employers to a partner, or if there is no partner, to the next of kin of an employee who dies while employed in the state teaching service. Compassionate grants are calculated as a proportion of the annual rate of salary (including any permanent salary allowances) payable to the employee at the time of death as follows:

| <b>Length of Service<br/>(in New Zealand State Schools or as a<br/>transferred employee)</b> | <b>Proportion of Annual<br/>Salary Rate</b> |
|----------------------------------------------------------------------------------------------|---------------------------------------------|
| 20 years or more                                                                             | One-eighth                                  |
| 10 years but less than 20 years                                                              | One-twelfth                                 |
| Under 10 years                                                                               | No grant payable                            |

For the purposes of this clause, “service” means service in New Zealand state schools or service as a transferred employee.

- (b) Service must be continuous except that intervals of up to one year may be bridged and service aggregated, but the intervals do not count as service. If an interval exceeds one year, the qualifying service commences afresh after the interval.

### **3.24 Payment of Salaries**

#### **3.24.1 Payment of Salaries – Permanent Employees**

The salaries of employees will be paid fortnightly and the gross salary for a full pay period is calculated as 14/365ths 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).

#### **3.24.2 Payment of Salaries - Long Term Relievers**

- (a) Long-term relievers employed in excess of three weeks will be paid a salary at the appropriate rate specified in this Agreement.
- (b) If due, the following allowance(s) will be paid in addition: boarding allowance; isolation allowance; special duties increment 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 period of at least one year will be regarded as a permanent appointment in terms of the provisions of this Agreement except for the staff surplus provisions in Appendix 4.

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

#### **3.24.3 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 provided that the maximum daily rate payable for relievers employed for no more than three weeks will not exceed 1/190 of Step 6 of the Base Scale for Trained Teachers.
- (b) If employed on an hourly basis, this proportion will be 1/950 of the applicable annual rate to a maximum of step 6 on the Base Scale for Trained Teachers.
- (c) The rates in clauses 3.24.3(a) and 3.24.3(b) are inclusive of holiday pay, including annual holiday pay under the Holidays Act 2003.
- (d) No short-term reliever will be paid for less than two hours per day of relief.
- (e) If there is a break in duties of one and a half (1.5) hours or more, an allowance equivalent to one (1) hour of pay will be paid.
- (f) A reliever will, wherever possible, be entitled to be paid within the current or immediately following pay period.

#### **3.24.4 Method of Payment**

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

### **3.25 Holiday Pay (Permanent and Long-Term Relieving Employees)**

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

- (a) Holiday Pay = 30% of the number of days of service in a school year defined above. The number of days of holiday pay is counted from the beginning of the vacation. Deductions of holiday pay are made from end of the vacation.
- (b) If a permanent employee has had leave without pay for a period exceeding five consecutive days, the holiday pay to be deducted is based on the total number of days without pay.
- (c) When an employee resigns, any half-day resulting from calculation of holiday pay is to the benefit of the employees.
- (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 resulting calculation of holiday pay will be reduced by any payment due or paid for annual holidays in accordance with the Holidays Act 2003. It is inclusive of, not in addition to, entitlements under the Holidays Act 2003.
- (f) This provision will also apply to long-term relieving employees appointed to relieving positions for a term of one year or less.

### **3.26 Part-time Employees**

3.26.1 The salary of a part-time employee will be a proportion of the rate in the base scale applicable if employed full-time, excluding any additional allowances.

#### **3.26.2 Change in Hours**

Where a part-time employee increases weekly class contact hours (but less than full-time) an appropriate pro rata base salary adjustment will be made. Holiday pay is calculated each term, as per clause 3.25. Where there has been a change in hours during the term, holiday pay is to be paid according to the average hours worked during the term.

#### **3.26.3 Part-time Employees who Temporarily Work Full-time**

Where a part-time employee 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 employee worked full-time and the balance of vacations should be paid at the normal prorated rate.

#### **3.26.4 Increments**

- (a) Part-time employees will receive increments, where applicable, under the same conditions as full-time employees.

- (b) Salary credit is for class contact hours only. If employment is less than 20 hours per week, each complete 1000 hours is equivalent to one year's full-time teaching.

#### **3.26.5 Credit as Full-time Service**

For incremental purposes, 20 hours a week or more are credited as full-time salary service. This service is counted as for full-time employees. 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 Payments for Recruitment, Retention and Responsibility**

- 3.27.1 Boards may make payments to teachers and untrained employees from operational funding for reasons of recruitment, retention or responsibility with the objective of enhancing educational outcomes.
- 3.27.2 The allocation of the payments is made after consultation with the employees and where there is agreement between the employer and the employee being offered the payment.
- 3.27.3 The payments are valued at \$2,750 per annum, are divisible by two, and paid fortnightly with base salary. The payments do not allow an employee to progress past their salary qualification maximum, nor do they attract surplus staffing protection provisions.
- 3.27.4 The payments to teachers may be allocated on a permanent or a fixed term basis, including for the duration of a special assignment or project. The payments to untrained employees will be allocated on a fixed term basis. Where the duration of payment is for a fixed term, this will be specified at the time of allocating the payment and the entitlement will cease at the expiry of the specified period, or on completion of the special assignment or project.
- 3.27.5 A permanent recruitment, retention and responsibility payment may be withdrawn on two term's notice by the Board.

### **3.28 Mentor Teacher Allowance**

- 3.28.1 A teacher who has met the fully certificated or experienced teacher professional standards in this Agreement can be designated a Mentor Teacher for;
  - (a) Up to one school year for:
    - (i) a provisionally certificated first year teacher working towards full certification.
    - (ii) a provisionally certificated second year teacher working towards full certification.
  - (b) The duration the Board is receiving a time allowance for:
    - (i) a beginning teacher with less than two years' experience, for whom the Board is receiving the Beginning Teacher time allowance.

- (ii) an overseas trained teacher with no teaching experience in New Zealand, for whom the Board is receiving the Overseas Teacher time allowance.
- (iii) a retrained teacher with less than twelve months' teaching experience after retraining, for whom the Board is receiving the Retrained Teacher time allowance.

- 3.28.2 The mentor teacher will support the induction and mentoring programme to help newly qualified teachers, overseas teachers or teachers who have retrained to develop effective teaching practices for all learners.
- 3.28.3 If the total combined hours of employment of the teacher(s) being mentored are at least 0.8 FTTE, the designated mentor teacher will receive a \$4,000 allowance, provided the mentor teacher is not receiving at the same time an allowance payable under the provision of clause 3.28.4.
- 3.28.4 If the total combined hours of employment of the teacher(s) being mentored are at least 0.5 FTTE but less than 0.8 FTTE, the designated mentor teacher will receive a \$1,000 allowance, provided the mentor teacher is not receiving at the same time an allowance payable under the provision of clause 3.28.3.
- 3.28.5 A mentor teacher will receive one allowance, either under clause 3.28.3 or 3.28.4, where they are designated to support more than one teacher concurrently.
- 3.28.6 A teacher can only have one designated mentor teacher at any one time.

### **3.29 Classroom Release Time (CRT)**

- 3.29.1 Every full-time permanent teacher, or long term reliever employed for at least a term, will receive 25 hours of classroom release time per term.
- 3.29.2 Every part-time teacher employed for at least 0.8FTTE per week who is either permanently employed or a long term reliever employed for at least a term, will receive a prorated amount of classroom release time as that described in clause 3.29.1.
- 3.29.3 Every employer will, in consultation with teachers, develop and maintain a policy for the allocation of classroom release time.
- 3.29.4 Classroom release time will be allocated according to policy developed as described in 3.29.3 above, except where it is not possible for genuine reasons arising at short notice.
- Note: Guidelines for the appropriate use of classroom release time are available on both the NZEI Te Riu Roa and Te Tāhuhu o te Mātauranga websites.

### **3.29.5 Permanent Unit Holders**

Every teacher who holds one or more permanent units will receive ten hours classroom release per term. This is in addition to the classroom release time entitlements set out in 3.29.1 and 3.29.2.

### **3.30 Braille or NZ Sign Language Allowance**

Full-time teachers as defined in clause 1.6.16 of this Agreement employed at Ko Taku Reo or the Blind and Low Vision Education Network New Zealand (BLENNZ) will be entitled to this allowance at the rate equivalent to a unit, provided that the teacher:

- (i) is not a resource teacher of the deaf or visually impaired; and
- (ii) does not receive a unit allocated to Resource Teachers Deaf or Resource Teachers Vision; and
- (iii) is required to hold a graduate qualification in Special Education (Hearing Impaired) or a graduate qualification in Special Education (Visually Impaired) or any other equivalent qualification specifically focused on teaching of the hearing or visually impaired; and
- (iv) is employed in a teaching position for which the ability to teach in NZ sign language or Braille is a prerequisite.

Only one allowance can be allocated per individual.

### **3.31 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.

### **3.32 Cluster Manager Remuneration**

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

- A base salary as per clause 3.2.
- A Special Duties Increment Allowance as per clause 3.19.
- One unit per annum (as per the rate in clause 3.10.2).
- Any leadership payments allocated under clause 3.31 above.

### **3.33 Advanced Classroom Expertise Teacher Allowance**

- 3.33.1 From 1 January 2023, no new Advanced Classroom Expertise Teachers will be recognised and no new ACET allowances paid; current holders of an ACET allowance continue to be eligible according to the provisions of clause 3.33 unless and until they lose eligibility, at which time the allowance ceases and cannot be reinstated.

**3.33.2 Eligibility requirements for an ACET include:**

- (a) Being a fully certificated, permanent teacher with a classroom teaching load of at least 0.8 FTTE; and
- (b) Holding no more than one permanent unit; and
- (c) Having at least six years classroom teaching experience in a New Zealand state or state-integrated school; and
- (d) Being at the maximum step of their qualification group for three consecutive years in a New Zealand state/state-integrated school prior to application (with successful attestation against the Experienced Teacher Standards (Schedule 3 of this Agreement) in each of those years).

**3.33.3** A teacher recognised as an ACET under 3.33 will be paid an allowance of \$5,000 per annum, provided the eligibility criteria in 3.33.2 and attestation of practice by the principal against the ACET professional criteria, is maintained as part of the school's annual appraisal process.

**3.33.4** The ACET allowance will cease to be paid under the following circumstances:

- (a) reducing below an 0.8FTTE classroom teaching load for a period longer than one term; or
- (b) as a result of adverse outcome of competency or disciplinary processes; or
- (c) an unsatisfactory performance review; or
- (d) an unsatisfactory three-yearly assessment to maintain certification to practice.
- (e) The ACET allowance may be relinquished voluntarily.

**3.34 Pacific Bilingual and Immersion Teaching Allowance**

- (a) 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.
- (b) A teacher is eligible for an allowance described in clause 3.34 (c) if they meet the criteria and 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.
- (c) 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 including as a transferred employee teaching in a bilingual or immersion setting as provided for in the table below:

|                                                               | Current                  | Current                 |
|---------------------------------------------------------------|--------------------------|-------------------------|
| Teaching time that curriculum is taught in a Pacific language | Level 1<br>(81% to 100%) | Level 2<br>(51% to 80%) |
| Base allowance                                                | \$4,000                  | \$4,000                 |
| After 3 years' service                                        | +\$2,000                 | +\$1,000                |
| Total after 3 years                                           | \$6,000                  | \$5,000                 |
| After 6 years' service                                        | +\$4,000                 | +\$2,000                |
| Total after 6 years'                                          | \$8,000                  | \$6,000                 |

- (d) Each allowance outlined in the table at clause 3.34 will be pro-rated for eligible part time teachers (based on the teacher's total hours).
- (e) 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.
- (f) Service for the payment of the Level 2 allowance will include any teaching service at Pacific or bilingual immersion Level 1 or Level 2, including as a transferred employee. Service for the payment at Level 1 will include any teaching service at Pacific or bilingual immersion Level 1 only, including that as a transferred employee.

Note: For the purpose of this clause, periods of teaching service are not required to be consecutive.

### 3.35 Cultural Leadership Allowance

- 3.35.1 The purpose of this allowance is to build the cultural capability and expertise required of all teachers, for example a holder of the allowance may coach their peers in developing inclusive classroom environments and learning programmes that enhance Māori or Pacific students' learning, participation and wellbeing. These allowances will also help retain and further cultivate Māori and/or Pacific specialist expertise, knowledge and cultural leadership that already exists in schools and kura.
- 3.35.2 Each allowance will be \$5,000 per annum and is paid at the substantive rate to both part-time and full-time teachers. However, with the agreement of the employer, the allowance and responsibilities may be equally shared between two teachers.

### 3.36 Learning Support Coordinators

Unless specifically stated in this part, the terms and conditions of employment are the terms and conditions of this Agreement.

- 3.36.1 The number of Learning Support Coordinator (Coordinator) roles will be generated annually by the Staffing Order and allocated to boards.

- 3.36.2 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.
- 3.36.3 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 duties.
- 3.36.4 Coordinators can be employed full-time, or part-time, including job share arrangements as agreed by the employer.
- 3.36.5 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.
- 3.36.6 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.
- 3.36.7 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.
- 3.36.8 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.
- 3.36.9 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.

### **3.37 Professional Fees for Speech Language Therapists (SLT)**

Where a SLT is required by their employer to hold a registered membership with their professional body relating to their employment as a SLT, the cost of that professional body membership will be reimbursed by the employer upon provision of a receipt and completion of the professional fees reimbursement form.

## Part 4: Conditions Relating to Leave

### 4.1 Sick Leave

#### 4.1.1 Sick leave Entitlement

- (a) An employee is entitled to sick leave on pay on account of sickness or injury based on the employee'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 aggregate employment                         | 10 days     | +10 days                |

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

### 4.2 Further Sick Leave Provisions

#### 4.2.1 Aggregate employment for Sick Leave purposes.

- (a) For the purposes of sick leave, "aggregate employment" means:
- All full time and part-time employment as a teacher or principal in any state or state-integrated school;
  - Any employment recognised under clause 4.2.2(a) below;
  - 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 an employee returning to the teaching service following a break in employment will be the balance that applied on their last day of employment plus any additional employment that may be credited under clause 4.2.2(a) below. Any part-year employment completed prior to the break in service will be counted towards the timing of the next entitlement after return to service. Further entitlements will be granted when the employee reaches the next entitlement threshold as outlined in clause 4.1.1(a) above.

#### 4.2.2 Recognition of additional employment for 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, or
    - 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 4.2.2(a) 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.

#### 4.2.3 Taking sick leave

- (a) An employee, other than a short-term reliever, who has sick leave entitlement available under clause 4.1.1, can take sick leave on pay when they are absent because they are sick or injured or the employee'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 employee's next annual entitlement i.e., up to 10 days, which will be deducted from their next entitlement.
- (c) Employees will have sick leave deducted from their entitlement as follows:
  - (i) Sick leave is only deducted on days that the school is open for instruction, and on which the employee would normally have worked
  - (ii) For full time employees, sick leave will not be deducted for an absence that is less than two hours.
  - (iii) For part time employees, sick leave will not be deducted for an absence that is less than 25% of the hours normally worked on that day.

#### 4.2.4 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 4.1.1.

#### 4.2.5 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 an employee 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 employee to provide a medical certificate from a registered health practitioner at the employee's expense. If the employee 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 employee to:
  - (i) provide a medical certificate from a registered health practitioner stating the expected date the employee will be able to return to work. The employer may require the employee 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 employee provided that such agreement will not be unreasonably withheld. The cost of a second medical opinion will be met by the employer.

#### 4.2.6 Employees temporarily working reduced hours on account of sickness

- (a) The employer may allow, at its discretion, an employee who has been on sick leave to return to duty on a reduced hours basis if:
  - (i) the employee'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 employee 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).

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

- (a) When an employee 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 an employee 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 employee'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.

### 4.3 Disregarded sick leave

#### 4.3.1 Subject to 4.3.1(vi) below, disregarded sick leave not exceeding an overall aggregate of two years will 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 was suffered by the teacher in the discharge of duties through no fault of the teacher; and in circumstances where payment has not been made by the Accident Compensation Corporation; or
- (iii) The absence was due to war injury or to war service; or
- (iv) 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.
- (v) 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 to avoid the risk of transmission.
- (vi) Disregarded sick leave will not be granted:
  - Where the raising of a complaint/personal grievance against the employer has substantially caused a stress-related or non-physical illness.
  - Where the employee being subject to a disciplinary or competency process has substantially caused the sickness.
  - 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.
  - Where payment has been made by the Accident Compensation Corporation.

(vii) For the avoidance of doubt:

- Where an employee qualifies for disregarded sick leave, that qualification is not lost by subsequent raising or pursuit of a personal grievance, nor by the employer's subsequent initiation of a performance management process.
- 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.
- Illnesses (including those that are stress-related) that are not barred by (vi) above can confer eligibility for disregarded sick leave.

4.3.2 Where sick leave has been deducted for any period granted as disregarded sick leave under clause 4.3.1(iv) above, the sick leave will be reinstated.

4.3.3 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 scales set out in clause 4.1.1.

4.3.4 Fixed term or relieving teachers will only be granted disregarded sick leave, as provided for in clause 4.3.1 above, where they have been in continuous employment before the date of application.

#### **4.4 Holiday pay deductions**

4.4.1 Holiday pay is not reduced for periods of sick leave with pay.

4.4.2 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:

- (a) 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.
- (b) 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.

4.4.3 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 and should be advised of this when notified of the approval of sick leave without pay.

4.4.4 Clause 4.4.2 above will apply to all fixed term or relieving teachers who have completed at least 90 calendar days continuous service.

#### **4.5 Parental Leave**

Note: employees are encouraged to contact the Employment Relations Service on 0800 20 90 20 for more information on parental leave.

- 4.5.1 The provisions of the Parental Leave and Employment Protection Act 1987 will apply, except in the case of superior provisions listed below.
- 4.5.2 The Act provides entitlements to prospective parents, including those adopting a child under the age of six years, who meet specific criteria, as set out in the Act. Those entitlements are:
- (a) Special leave (pregnancy-related) of up to 10 days;
  - (b) Primary carer leave of up to 26 weeks;
  - (c) Extended leave of up to 52 weeks;
  - (d) Up to 26 weeks of parental leave payments
  - (e) Partner's leave of up to two weeks;
- 4.5.3 In addition to an employee's rights under this Act, the following will apply:
- (a) Employees intending to resign because of pregnancy or the birth of a child must be advised of their right to take parental leave;
  - (b) Primary carer leave may commence at any time during the pregnancy, subject to the employee giving the employer one months notice in writing supported by a medical certificate. A shorter period of notice will be accepted on the recommendation of a medical practitioner;
  - (c) Any primary carer leave taken will not count against the extended leave entitlement;
  - (d) An employee with less than 52 weeks' service will be entitled to 26 weeks leave from the date of birth and may be granted up to 26 weeks additional leave at the discretion of the employer.
- 4.5.4 Service as a transferred employee will be recognised for the purposes of eligibility to take parental leave.
- 4.5.5 Parental Grant
- (a) Subject to clauses 4.5.5(b)-(c) below, the parental grant is payable to an employee on production of a birth certificate or evidence of an approved adoption placement. This entitlement is payable if the employee.
    - (i) takes some (or all) primary carer leave (refer the Parental Leave and Employment Protection Act 1987), or
    - (ii) resigns because of pregnancy or adoption,
  - (b) The parental grant is not payable where an employee has not produced a medical certificate confirming pregnancy, or confirmation from the relevant government department of suitability as an adoptive parent, before commencing leave or resigning. No provision is made for payment of a parental grant in the case of a miscarriage.
  - (c) Only one parental grant is payable per pregnancy and only one parental grant is payable per adoption. The limitation in this clause is intended to limit eligibility to the parental grant to one grant in the following circumstances-
    - (i) in cases of multiple births, or
    - (ii) in cases where multiple children are adopted by the same primary carer simultaneously, or
    - (iii) in cases where two teachers meet the requirements of paragraph (a) above because they are sharing primary carer leave, or

- (iv) in cases where a teacher has succeeded to part of another teacher's entitlement to a parental leave payment and has accordingly become the primary carer (see Parental Leave and Employment Protection Act 1987, section 7), or
- (v) in cases where a teacher has become the primary carer under s 7(b)(iii) of the Parental Leave and Employment Protection Act 1987 to the exclusion of the biological mother who is also a teacher.
- (d) The amount of the grant is calculated on the basis of six weeks full salary at the rate that would be applicable, at the date of birth (or placement in the case of adoption), to the position from which the employee was granted leave of absence or resigned as the case may be. However, an employee who works less than full normal hours for a short period only, prior to taking parental leave, may have their case for full payment considered by the employer. When an employee is absent on primary carer leave for less than six weeks (30 working days), the full grant equivalent to six weeks salary is still payable. The parental grant is not reduced because salary is being received.

Note: Employees on parental leave have access to the surplus staffing provisions of this Agreement.

#### **4.6 Bereavement/Tangihanga Leave for Death in New Zealand or Overseas**

- 4.6.1 An employer will approve special bereavement/tangihanga leave on pay for an employee to discharge any obligation and/or to pay respects to a deceased person with whom the employee has 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.
- 4.6.2 In granting leave the following must be taken into account:
  - (a) The closeness of the association between the employee and the deceased (Note: This association need not be a blood relationship);
  - (b) Whether the employee 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) When an unveiling ceremony occurs on a school working day, leave on pay will be granted.

#### **4.7 Discretionary Leave**

- 4.7.1 The employer may, where there are special circumstances, grant discretionary leave with or without pay to any employee during periods when the school is officially open for instruction, provided that such leave does not unreasonably impinge upon the operational requirements of the school. Before approving any discretionary leave, the employer will ensure that the granting of such leave complies with any funding arrangements applying to the school in respect of such leave. Leave may be granted for a variety of activities, including for example:

- Accident/illness of a family member\*
- Attending education appointments/interviews
- Civil defence duties
- Court proceedings
- Cultural activities (domestic/overseas)
- Days of significance to Māori (e.g. Ratana Day)
- Disciplinary/grievance/dispute hearings
- Educational courses/conferences/examinations/hui
- Meetings of statutory authorities
- Outward bound courses
- Religious observances (e.g. Jewish New Year or Day of Atonement)
- Sporting activities.

The employer will give favourable consideration to granting discretionary leave to an employee who is absent from work to attend to a dependant of the employee.

Note: A family member is: spouse, partner, child, sister, brother, parent, grandparent, grandchild, kaumatua, mokopuna, tamaiti whāngai, matua whāngai, near relative, near relative-in-law, a member of the household or a person dependent on the employee.

## **4.8 Study Leave**

- 4.8.1 Any teacher who applies for and is awarded one of the 75 full-time equivalent Study Awards, available nationally each year to all primary teachers and principals, will be granted leave on pay for the period of the study. The priorities for the awarding of the study awards will be as determined by the Ministry of Education | Te Tāhuhu o te Mātauranga after consultation with the NZEI Te Riu Roa.
- 4.8.2 In allocating study awards the good employer requirements of sections 597 and 600 of the Education and Training Act 2020 will be considered.
- 4.8.3 Up to five of the 75 awards may be available to teachers or principals who intend to undertake an agreed project of research in education.

## **4.9 Unpaid Refreshment Leave**

- 4.9.1 Full-time certificated teachers and part-time teachers employed for at least 0.8 FTTE per week, attested at the experienced teacher level against the professional standards in this Agreement, will be entitled (subject to clause 4.9.2) to take unpaid refreshment leave of one school term after three years' service in the school or up to one school year after five years' service in the school. When a period of unpaid 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 unpaid refreshment leave.
- 4.9.2 Entitlement to unpaid refreshment leave in clause 4.9.1 is subject to:
- (a) 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 to fill a vacancy of one year's duration. It does not require the employer to place more than one advertisement; and

- (b) The teacher not being subject to current competency or disciplinary processes at the time that leave is sought; and
- (c) The maximum number of teachers who can be on unpaid refreshment leave at any one time in a school is calculated as follows:

| <b>Number of teachers in the school (headcount)</b> | <b>Maximum number of teachers who may be on unpaid refreshment Leave at any one time</b> |
|-----------------------------------------------------|------------------------------------------------------------------------------------------|
| Up to 7 teachers                                    | 1 teacher on leave                                                                       |
| 8 to 15 teachers                                    | 2 teachers on leave                                                                      |
| 16 to 21 teachers                                   | 3 teachers on leave                                                                      |
| 22 or more teachers                                 | 4 teachers on leave                                                                      |

- (d) Where more than the number of teachers provided for in clause 4.9.2(c) within a school apply for unpaid refreshment leave, the priority will be given to those with the greatest length of service in the school.

4.9.3 Time off on unpaid refreshment leave will count as service for the purposes 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.

4.9.4 Where a teacher on unpaid refreshment leave of greater than one term is due an annual increment during the period of their leave, they will not require attestation for that increment where their last two attestations were satisfactory.

4.9.5 A teacher taking unpaid refreshment leave will not accept employment as a teacher or principal in another state or state-integrated New Zealand school. However, a teacher may agree to undertake occasional day relief work.

#### **4.10 Paid Sabbatical Leave**

- 4.10.1 (a) There will be 50 paid sabbaticals awarded annually.
- (b) Each period of paid sabbatical leave will be of ten weeks' duration paid at the rate of the teacher's normal pay.

4.10.2 Entitlement to the paid sabbatical leave is subject to the following provisos:

- (a) A teacher must have completed service of at least five years as a teacher, three of which must have been spent in the New Zealand state and state-integrated sector or as a transferred employee to qualify for paid sabbatical leave;
- (b) Application by the teacher identifying the purposes for which they would use the sabbatical and the likely benefits to the school or the sector more widely;
- (c) Application by the teacher with the support of their principal and school board; and

- (d) Paid sabbatical leave may be used for a wide range of purposes including research or study.

#### 4.10.3 Operation of the paid sabbatical leave scheme

- (a) The approval of a research proposal and the granting of paid sabbatical leave under this Agreement is done by a Sabbatical Award Group which is comprised of one nominee from each of the Ministry of Education | Te Tāhuhu o te Mātauranga, the NZEI Te Riu Roa, and NZSBA.
- (b) The scheme will be transparent and use the selection criteria developed by the Ministry of Education | Te Tāhuhu o te Mātauranga, the NZEI Te Riu Roa and NZSBA, outlined in the Primary Teachers' Paid Sabbatical Leave Scheme Guidelines.

#### 4.10.4 Report and publication

- (a) Upon completion of the paid sabbatical leave, teachers will report the teachers' experiences and what they have learnt through the paid sabbatical leave to be shared with other primary teachers, maximising the benefit to other primary teachers and schools promoting collaboration and sharing of innovation and effective practice and creating a body of research and information available to all primary teachers. To maximise the impact of the sabbatical outcome, teachers may also consider submitting this report to relevant peer-reviewed publications, academic conferences or other such appropriate platforms for sharing teacher practice. The Ministry of Education can provide a list of potential publications and conferences.

### 4.11 Jury Service and Witness Leave

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

### 4.12 Family Violence Leave

- 4.12.1 Family Violence Leave as provided for by the Holidays Act 2003 is in addition to other leave allowances within the collective agreement.

## **Part 5: Reimbursing Allowances**

### **5.1 General**

- 5.1.1 Before approving any activities which require the payment or reimbursement of expenses the employer will ensure that such payment or reimbursement complies with any funding arrangements applying to the school.

### **5.2 Travelling Allowance**

- 5.2.1 An employee, other than a Te Aho o Te Kura Pounamu employee, required to travel within New Zealand on official business for an absence of more than one day, including attendance at approved staff development courses, educational and sports tours will be paid a travelling allowance as follows:
- (a) Accommodation/meals - reimbursement of costs on an actual and reasonable basis;
  - (b) A daily incidentals allowance of \$7.36.

### **5.3 School Camp Allowance**

- 5.3.1 Until 27 January 2027, a daily allowance of \$25.00 is payable to employees, other than Te Aho o Te Kura Pounamu employees, in charge of a class or classes attending a school camp. From 28 January 2027, the daily allowance will increase to \$35.00.

### **5.4 Evening Meal Allowance**

- 5.4.1 In circumstances where an employee's attendance at a meeting prevents the employee concerned returning home for the normal evening meal, a meal allowance of \$11.56 is payable.

### **5.5 Transport Allowance for Relieving Employees**

This clause does not apply where Schedule 4 is in effect.

- 5.5.1 Relieving employees in short term positions appointed for a period of up to one term will be granted assistance towards their daily travelling expenses to and from school as follows:
- (a) If public transport is not available, the employee will be paid a motor vehicle allowance at the rate of 37c per km for a car and 16c per km for a motorcycle for the distance involved less the first ten kilometres each day; or
  - (b) If public transport is available, the cost of fares for the full distance involved will be refunded to the employee except when the principal or head teacher of the school deems public transport to be unsuitable or the employer requires the employee to travel by private vehicle in which cases a motor vehicle allowance will be paid to the employee.

## **5.6 Expenses Incurred in Use of Private Vehicles**

- 5.6.1 Motor vehicle allowance at a rate of 83c per km or equivalent public transport fares will be reimbursed to employees required to use their own vehicles for official business.

## **5.7 Miscellaneous Expenses**

- 5.7.1 On the production of receipts, the employer will reimburse actual and reasonable expenses which have been incurred in the proper performance of the employee's responsibilities and duties under this Agreement provided that the employee had the prior approval of the employer to both the duties which resulted in the expenses being incurred and the level of those expenses.

## Part 6: Removal Expenses

### 6.1 Eligibility

6.1.1 The following teachers who are moving from employment in a state or state-integrated school to employment in a state or state-integrated school where the shortest distance by road is 70 kilometres or more, are entitled to the reimbursement of actual and reasonable removal expenses in clauses 6.2 to 6.9, provided they are eligible under clause 6.1.2:

- (a) Full-time, permanent teachers;
- (b) Long-term relieving teachers of 12 months or more;
- (c) Teachers in permanent job-sharing positions with reimbursement on a pro-rata basis.

Note: Eligibility criteria and provision of removal expenses for First Permanent Appointments are described in clause 6.1.6.

#### 6.1.2

| Circumstance                                                                                                           | Criteria/Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promotion                                                                                                              | A promotion is defined as an appointment to a permanent position or long-term relieving position of 12 months or more that has a total number of units greater than the total number of units in the teacher's current position. This total will be the accumulation of permanent units and units allocated for a fixed term of 12 months or more.                                                                                                                                                                                                                                                                                                                                                                                               |
| Moving to a school qualifying for the Staffing Incentive Allowance (SIA) or Priority Teacher Supply Allowance (PTSA)   | An employee will be eligible for removal expenses when moving to a school qualifying for the Staffing Incentive Allowance ("SIA") or Priority Teacher Supply Allowance (PTSA). Note: The employee does not need to be moving from a state or state integrated school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Moving from a school qualifying for the Staffing Incentive Allowance (SIA) or Priority Teacher Supply Allowance (PTSA) | When moving from a school qualifying for the SIA or PTSA the employee is only eligible for removal services and expenses when they have completed a minimum of three years' continuous service in one or more of the schools concerned. An employee in a school qualifying for the SIA or PTSA will retain their removal services and expenses provided in 6.2 when moving from the school, even if the school loses its classification during the employee's employment there, providing that they fulfil the three years' continuous service requirement and is transferring directly to a permanent position or long-term reliever appointment of at least one year in accordance with 3.24.2(d) in another state or state-integrated school. |

|                                                                                                                        |                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Move in terms of the redeployment provisions contained in Part 9, Appendix Four and/or Appendix Five of this Agreement | See Part 9, Appendix Four and Appendix Five of this agreement: <a href="#">Primary teachers' collective and individual employment agreements - Ministry of Education</a> |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 6.1.3 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 6.1.1 and 6.1.2 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 and units allocated for a fixed term of 12 months or more 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) 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.
- 6.1.4 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 6.1.1 or 6.1.2.
- 6.1.5 Payment of removal expenses to a transferred employee 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.
- 6.1.6 First Permanent Appointment
- (a) On first permanent appointment, a teacher will be eligible for the provisions set out in clause 6.1.6(b) where they meet the following criteria:
    - (i) The teacher is resident in New Zealand at the time of the appointment; and
    - (ii) The appointment is within 12 months following graduation from a course of teacher training recognised by the Secretary; and
    - (iii) The appointment involves a shift where the shortest distance by road between either their current residence or current employing school and new employing school is 70 kilometres or more.
  - (b) The following expenses are payable to teachers who meet the eligibility criteria in clause 6.1.6(a):
    - (i) Reimbursement of the cost of public transport (including airfares where necessary) for the teacher and dependents, or if public transport is not available, the appropriate motor vehicle rate to the nearest point of public transport;

- (ii) Reimbursement of actual legal expenses up to \$1,000 when a teacher sells a house and buys (or builds and occupies) another within one year of first appointment;
  - (iii) Use of the service provided by Te Tāhuhu o te Mātauranga | the Ministry of Education for removal of furniture and effects without cost to the teacher.
- (c) Where a teacher has an entitlement to removal expenses under clauses 6.1.2 and 6.1.6 i.e., because the teacher moves to a first permanent role and this role is at a SIA or PTSA school, the teacher will be covered by the SIA or PTSA provisions instead of clause 6.1.6.

## 6.2 Entitlement

6.2.1 A teacher eligible for removal expenses under clause 6.1.2 is entitled to a lump sum payment that covers travel expenses, including travel and meal allowances (clause 6.3), telephone reconnection charges, accommodation expenses (clause 6.4), furniture removal (clause 6.5), legal fees and land agent's commission (clause 6.6) and transfer grant (clause 6.7) entitlements outlined below.

6.2.2 Where a teacher does not want to receive the lump sum payment as per clause 6.2.1, they can claim the entitlements specified in clause 6.2.1 as appropriate based on itemised receipts.

Note 1: Receipts should be produced when claiming expenses.

Note 2: These provisions will be applied in accordance with any administrative conditions that were in effect at the commencement of this Agreement (as modified to reflect the changes made in this Agreement) or are altered as a result of this Agreement.

## 6.3 Travel Expenses

6.3.1 The following travel expenses are refundable:

- (a) When travelling by own transport, payment of motor vehicle allowance rates as follows:
  - (i) Motorcar – 83 cents per kilometre

6.3.2 Where travelling, the teacher is entitled to the following meal allowance:

|   |                                                                  | Standard | Reduced<br>(staying privately) |
|---|------------------------------------------------------------------|----------|--------------------------------|
| A | For each full 24 hours period                                    | \$57     | \$28                           |
| B | For additional periods less than 24 hours but more than 10 hours | \$57     | \$28                           |
| C | For additional periods up to 10 hours                            | \$24     |                                |

## **6.4 Accommodation Expenses and Rent Subsidy**

- 6.4.1 Where accommodation is required for a teacher and their dependents while permanent accommodation is obtained, accommodation expenses will be paid in accordance with the following:
- (a) From the commencement of the journey to the new location, up to two days if necessary;
  - (b) On arrival at the destination, up to seven days or until permanent accommodation is moved into, whichever comes first.
- 6.4.2 Personal expenses for the teacher and any dependents, approved by the employer, will be paid provided they are incurred within the following periods:
- (a) From the commencement of the journey to the new location, up to two days if necessary;
  - (b) On arrival at the destination, up to seven days or until permanent accommodation is moved into, whichever comes first.
- 6.4.3 A rent subsidy will be granted only in respect of a short-term tenancy, where rental accommodation is leased for a duration of six months or less. The amount of the subsidy is one sixth of the teachers' fortnightly gross salary subtracted from the fortnightly rental cost. A rent subsidy is payable for a maximum of three months.

## **6.5 Furniture Removal**

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

## **6.6 Legal Fees and Land Agent's Commission**

- 6.6.1 Where a teacher sells and/or buys land or a residence, they will be reimbursed for the following expenses provided all transactions (buying, selling, or building and occupying) occur within two years after the date of the transfer:

| <b>Situation</b>                                                                                                                             | <b>Maximum amount for reimbursement</b>                             |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Buying a house at the new location; or<br>Building and occupying a house at the new location; and<br>Selling a house at the former location. | Legal fees and land agent's commission combined total of - \$11,000 |
| Selling a house at the former location; but not buying a house.                                                                              | Legal fees - \$950<br>Land agent's commission - \$6,300             |
| Buying or building and occupying a house at the new location; but not selling a house at the former location.                                | Legal fees - \$4000                                                 |
| Selling land and/or a house at location A; and<br>Purchasing land at the new location B with the intention of building; and                  | Legal fees and land agent's commission combined total of - \$3,800  |

|                                                                                                                                                                                                                                                                                       |                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Transferring again (to location C) before the house is built; and<br>The land at location B is subsequently sold.                                                                                                                                                                     |                                                        |
| A house or land has not been previously owned at the teacher's original location A; and<br>Land is bought at a new location B; and<br>The employee transfers again to a new location C before building at location B is complete; and<br>The land at location B is subsequently sold. | Legal fees - \$500<br>Land agent's commission - \$2000 |
| Selling land or a house at a former location without the services of a land agent                                                                                                                                                                                                     | Advertising costs - \$630                              |

6.6.2 Where a teacher has been offered a position where removal expenses are payable and sells and purchases their residence or land before working in the role, the teacher will be eligible for a refund in accordance with whichever above category applies to their situation. The refund of expenses will not be made until and unless the employee begins working in the role.

6.6.3 Where penalty charges arise because of the termination of a mortgage before the completion of the term of the loan, the employee will be reimbursed up to a maximum of \$2,400.

## **6.7 Transfer Grants**

6.7.1 A grant of \$1,000 is payable where a teacher is entitled to removal expenses and rents, leases, or purchases housing.

6.7.2 \$300 for each child who is attending a state or state-integrated school prior to the date of transfer, who attends another state or state-integrated school after the transfer and for whom a different uniform is required to be purchased (in terms of the new school's policy) because of a change of school.

## **6.8 Leave and expenses for a teacher separated from their household**

6.8.1 When an employee is separated from their family/household and visits them, leave and refund of actual and reasonable travel expenses may be provided, including to assist with their transfer to the new location.

## **6.9 Expenses for one visit to inspect rental or purchasable housing in new location**

6.9.1 When a teacher needs to inspect rental or purchasable housing in the new location, actual and reasonable travel expenses may be refunded for one visit only.

## **Part 7: Terms and Conditions of Service of Teachers in the Chatham Islands (including Pitt Island)**

### **7.1 Eligibility**

- 7.1.1 All teachers (excluding short-term relievers) employed on Chatham and Pitt Islands are eligible for the provisions of clauses 7.2-7.9 below.

### **7.2 Housing (Other)**

- 7.2.1 Where a house is provided, heavy furniture and blinds/curtains, plus garage/storeroom will be provided, and detailed in the building chattels list given to teachers prior to moving to Chatham Islands, and maintained by the employer and teacher during their employment.
- 7.2.2 Reasonable storage costs for personal effects left on the mainland as a result of moving to the Chatham Islands, will be met by the employing boards.

### **7.3 Household Energy**

- 7.3.1 Coal, diesel firewood, and gas shall be provided free of charge.
- 7.3.2 Teachers shall pay the cost of their domestic electricity consumption depending on the size of their household. This shall be up to the following maximums:

| <b>Household Size</b> | <b>Maximum Annual Payment</b> |
|-----------------------|-------------------------------|
| 1 person              | \$472.93                      |
| 2-4 persons           | \$716.00                      |
| 5+ persons            | \$803.97                      |

- 7.3.3 Where the teacher's household annual electricity costs reaches the maximum annual payment, the employer must meet the additional costs. This may be by paying the electricity provider directly, or reimbursing the teacher, as agreed.
- 7.3.4 Teachers who are required to run the generator for both the school and their house will receive an allowance of \$4.11 per day.

### **7.4 Motor Vehicles**

- 7.4.1 All freight and landing charges shall be paid by the employer both ways.
- 7.4.2 Teachers who transport their own vehicles to the Chatham Islands and Pitt Island shall receive an extra vehicle allowance of \$2,739 per annum.

## **7.5 Payment of Fares to Mainland for Annual Leave**

- 7.5.1 The employer will pay actual return air fares by commercial air flights to enable teachers and their families to take annual leave on the mainland (“subsidised leave trip”). For any Pitt Island teachers subsidised leave trips shall also cover the associated return air or boat travel between Pitt Island and Chatham Island.
- 7.5.2 This provision is based on the following conditions:
- (a) That teachers will become eligible for one subsidised leave trip in each school year;
  - (b) All family members shall be eligible for the subsidised leave trip but will not be required to take them together at the same time;
  - (c) Where teachers and/or family members elect not to utilise their subsidised leave trip, this instead, subject to the approval of the employer, is able to be used to subsidise the return travel of a family/whanau member from the mainland;
  - (d) In addition to subsidised leave trips, Pitt Island teachers shall be eligible for two return air or boat fares between Pitt and Chatham Islands per annum;
  - (e) Air fares (and boat fares for the principal of Pitt Island) will be paid directly by the employer or reimbursed to the employee on provision of the receipts;
  - (f) Subsidised leave trips must be used within the school year; if not they are forfeited.

## **7.6 Secondary Schools Allowance**

- 7.6.1 Where the teacher has dependent children attending secondary school on the mainland, the teacher will be entitled to the following:
- (a) The applicable Boarding Allowance for the child on the mainland;
  - (b) Boarding Allowance for the term breaks, excluding December/January, if the pupils do not return to the Chathams for those periods;
  - (c) The cost of return air fares for the child for the four term breaks;
  - (d) The cost of internal travel between airport and the child’s school for the December/January period only;
  - (e) For teachers resident on Pitt Island, the child’s cost of travel between Pitt and Chatham Islands at the beginning and end of each school term.

Note: Terms of the Boarding Allowance and eligibility for return airfares are available on the Ministry website: <https://www.education.govt.nz/education-professionals/schools-year-0-13/funding-and-financials/boarding-allowances-information-schools-and-kura>.

## 7.7 Chatham Islands Allowance

7.7.1 From 2 April 2026, the allowance will be:

|         | <b>Basic Rate<br/>per annum</b> | <b>Partner<br/>Supplement per<br/>annum</b> | <b>Child<br/>Supplement (per<br/>child) per annum</b> | <b>Pitt Island<br/>Supplement<br/>per annum</b> |
|---------|---------------------------------|---------------------------------------------|-------------------------------------------------------|-------------------------------------------------|
| Freight | \$5,000                         | \$4,000                                     | \$1,500                                               | \$688.05                                        |

Note: The Isolation Allowance for teachers residing in the Chatham or Pitt Islands is set out in clause 3.16.6(c).

7.7.2 As outlined in the table above, the teacher will be paid a freight allowance of \$5,000 per annum. To reflect additional freight costs, the freight allowance will be increased by:

- (a) \$4,000 per annum if the teacher's spouse or partner resides on the island
- (b) \$1,500 per annum for each dependent child; and
- (c) \$688.05 per annum, where the teacher resides on Pitt Island.

7.7.3 For the avoidance of doubt, the freight allowance is taxable and will be paid fortnightly with the teacher's salary.

7.7.4 The employer may reimburse the teacher for additional freight costs at its discretion. Reimbursement is conditional on the teacher providing receipts of these costs.

## 7.8 Chatham Islands Removal Expenses

7.8.1 Teachers who are eligible for removal expenses under clause 6.1 of this Agreement will be entitled to the provisions set out in Part 6. Where a service provided by the Ministry of Education | Te Tāhuhu o te Mātauranga for the transfer of their effects and transit insurance is not available, the teacher is eligible for the reimbursement of 100% of the actual and reasonable expenses arising from the transfer of their effects.

7.8.2 All teachers are entitled to removal expenses after two full consecutive years of employment, whether in a relieving or permanent position, on the Chatham Islands. Where exceptional personal reasons mean that a teacher is unable to complete the requisite two years, and where the Board supports the termination of the teachers' employment at the school, the Ministry of Education | Te Tāhuhu o te Mātauranga may choose, at its discretion, to cover half the costs of removal expenses provided that the teacher has worked for at least one full continuous year on the Chatham Islands.

## **7.9 Payment of Fares to Mainland for Professional Development**

- 7.9.1 The employer will pay an actual or equivalent return air fare (not to exceed \$2,000) by commercial air flight for four permanent full-time teachers per annum for the purposes of professional development. The teachers will become eligible for the subsidy on completion of each six months of continuous service following their arrival in the Chatham Islands.

## **Part 8: Te Aho o Te Kura Pounamu**

### **8.1 General**

- 8.1.1 Except as is expressly provided otherwise in this Part the terms and conditions of employment of primary teachers in Te Aho o Te Kura Pounamu are those set out in this Agreement.

### **8.2 Job Sharing (Instead of clause 2.2.6 and 2.2.7)**

- 8.2.1 Teachers may apply to job share in the following situations:
- (a) Any two teachers may jointly apply for appointment to an advertised position and be assessed as one applicant. On appointment the position would be a shared position.
  - (b) On the joint application of two permanent teachers the employer may appoint the two applicants to a shared position without advertising a vacancy.
- 8.2.2 If one of the joint holders subsequently resigns or retires, the School may:
- (a) Appoint the other holder to the position on a full-time basis without advertising the position.
  - (b) With the agreement of the remaining joint holder, appoint a new sharer to establish a new permanent shared position. The new sharer may be any teacher already permanently appointed in the school, or a teacher from outside of the permanent staff; or
  - (c) Offer the remaining teacher the right to be permanent part-time; or
  - (d) Convert the position back to an individual, full-time permanent position.
  - (e) If the remaining joint holder declines to take up the full-time position, then the employer may advertise the position for a new appointment.
- 8.2.3 A job sharer's salary is paid on a pro rata basis. Increments will be as for full-time teachers. Job sharers are entitled to:
- (a) Leave on the same basis as permanent full-time teachers;
  - (b) Sick leave as if permanent full-time. Entitlement is based on length of service, irrespective of hours worked. Deductions from the entitlement are made on a consecutive day basis.

### **8.3 Hours of Work (Instead of clause 2.10)**

- 8.3.1 As well as the number of students a teacher may be assigned 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 students 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 extent to which individual teachers may participate in the extra- curricular programmes of the school.
- 8.3.2 Te Aho o Te Kura Pounamu teachers will be expected to complete some of their duties on-site and some of their duties off-site.
- 8.3.3 In order to carry out their duties in terms of this Agreement it may be necessary for teachers to work for more than 40 hours per week. The normal hours of work for teachers however should, as far as practicable, not exceed 40 hours per week Monday to Friday.
- 8.3.4 Teachers are normally required to be present on the site for at least 35 of their working hours per week. Teachers should, wherever possible, be granted the opportunity of working flexible working hours (i.e. teachers may vary their starting times between 7.00am and 9.00am, and their finishing times between 3.00pm and 6.00pm). This does not preclude the possibility of additional work off-site. A teacher who works flexible hours may be required to keep a record of attendance by the employer. Subject to statutory holidays, and authorised leave of absence, a teacher will normally observe the hours of work as defined above, except that part-time teachers will observe such on-site hours as are agreed with the employer.
- 8.3.5 Lunch break  
A lunch break of one hour is to be taken generally between the hours of 12.00noon and 1.00pm unless agreed otherwise. This lunch break is in addition to the normal hours of work.
- 8.4 Units (Instead of clause 3.10)**
- 8.4.1 Units will be allocated to teachers on a permanent basis, to positions with permanent responsibilities, and to individuals given additional responsibilities at a higher level for a fixed period and may be given to teachers seconded to Te Aho o Te Kura Pounamu for a specified period. Positions designated Senior Teacher, Liaison Teacher, Team Leader or Curriculum Leader will be assigned units according to the degree of responsibilities assigned to the position.
- 8.4.2 The rate per unit is as per clause 3.10.2 and 3.10.3 regardless of the level of aggregation.
- 8.4.3 Teachers who have been designated by the Board “deputy principal” or “assistant principal” will be paid at the Q3 maximum of the base scale plus any units, of whatever type, allocated to them. Other teachers who have been allocated units will be paid at their current step on the base scale plus any units, of whatever type, allocated to them. Teachers who meet the criteria for Q3+, Q4 or Q5 salary (as defined in 3.3) will be paid at Q3+ maximum plus any units allocated.
- 8.4.4 Fixed term units, allocated for any reason, will be paid in addition to the teacher’s rate of pay, including any permanent units.

- 8.4.5 At the time of allocating a fixed term unit or units, the employer will specify in writing 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 the fixed term unit or units has been allocated.
- 8.4.6 The entitlement to that fixed term unit or units will cease at the expiry of the specified period of time or on the completion of the specified assignment or task.
- 8.4.7 The employer may reallocate a fixed term unit or units to the same or another teacher for a further period of time or for a further particular assignment or task.

## **8.5 Leave**

- 8.5.1 The reference to “any time when the school is officially closed for instruction” in clause 2.10.4 of this Agreement will be deemed to mean “the term breaks annually gazetted for composite schools” in the case of teachers employed at Te Aho o Te Kura Pounamu who are bound by this Agreement.

## **8.6 Off-site Allowance**

- 8.6.1 All teachers on official Te Aho o Te Kura Pounamu business where meals are provided by the employer and who are not receiving the travelling expenses allowance set out in clause 8.7 will be paid a \$13.76 per night off-site allowance for each night spent away from home.
- 8.6.2 When as a result of such business a teacher is unable to return home or to the school (whichever is appropriate) until after 1pm on the final day, but there is no need to stay away for a further night, then the teacher will be entitled to an \$8.41 off-site allowance in respect of that final day.
- 8.6.3 Recipients of the off-site allowance are not entitled to the incidentals allowance.

## **8.7 Travelling Allowance (Instead of clause 5.2)**

- 8.7.1 A teacher of Te Aho o Te Kura Pounamu 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 - standard travelling allowance:  
For each full 24 hour period \$56.97;
    - For additional periods less than 24 hours but more than 10 hours \$56.97;
    - For additional periods up to 10 hours \$24.80.

- (c) Incidentals - incidentals allowance for each 24 hour period and additional part thereof spent travelling \$7.36.

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. For teachers staying privately while on official business, the travelling allowance, accommodation and meal rates as specified below will apply:

- (i) Accommodation allowance per night \$33.37.
- (ii) Meals:
  - For each 24 hour period \$28.49;
  - For additional periods less than 24 hours but more than 10 hours \$28.49;
  - For additional periods up to 10 hours \$28.49.

## **8.8 Surplus Staffing**

- 8.8.1 In the case of a surplus staffing situation arising at Te Aho o Te Kura Pounamu Part 9 of the Agreement will apply to teachers covered by this Agreement except:
- (i) Regarding clause 9.2(a) the employer will also advise NZEI Te Riu Roa which section (or sections) of the School is affected.
  - (ii) Should redeployment occur in a school other than Te Aho o Te Kura Pounamu the provisions of Part 9 as they relate to redeployment will apply from commencement at that school.

## **Part 9: Employment Protection and Surplus Staffing Provisions**

### **9.1 Employment Protection Provisions**

- 9.1.1 'Restructuring' is given the same definition as in section 69OI 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; but excludes mergers, and school reorganisations as defined in Appendix 4.
- 9.1.2 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 1.6) the employer will notify the National Office of NZEI Te Riu Roa where one or more of the employees 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(s) wish to have considered by the new employer;
  - (b) Ensure that all current terms and conditions of employment of the employee(s) are accurately recorded; and
  - (c) Determine the process by which communications to/from the employee(s) will be conducted.
- 9.1.3 The employer will encourage the new employer to agree to the involvement of the union(s) in the processes described in clauses 9.1.4 and 9.1.5 below.
- 9.1.4 Having completed the process described in clause 9.1.2 above, the employer will meet with the new employer to:
- (a) Provide the new employer with details of the work currently performed by the employees concerned together with details of the terms and conditions of their employment; and
  - (b) Seek a proposal for the employment of the affected employees by the new employer, including clarification of the terms and conditions upon which those employees would be offered employment by the new employer.
- 9.1.5 The following will be matters for clarification under clause 9.1.4(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 employees affected by the restructuring;
  - (b) The terms and conditions of employment to be offered to those employees (including whether the employees 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 affected employees and the mode of acceptance, including whether any offers of employment made by the new employer will be conveyed through NZEI Te Riu Roa.
- 9.1.6 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 the rest of this Part. Part 9.1 as a whole will be read in conjunction with those provisions.
- 9.1.7 Where an RTLB Cluster Lead School Employer board decides to relinquish its role as employer of RTLBs, the process set out in Appendix 5, Part B will be followed.  
Note: Attention is drawn to the application of the section 605 of the Education and Training Act 2020 (restriction of compensation for technical redundancy arising from closure or merger of schools).

## **9.2 Surplus Staffing**

- (a) **Advising the NZEI Te Riu Roa of Surplus Staffing Review**  
When staffing requirements within a school are being reviewed by an employer (including the closure or change of class or designation of a school other than when that school has been closed or had its class or designation changed as the result of a school reorganisation process), the employer will advise the employees and NZEI Te Riu Roa and the provisions of clauses 9A to 9A.11 will apply.
- (b) **School Reorganisation Process**  
When staff requirements within a school are being reviewed in a school reorganisation process that results in an amalgamation, merger, closure or change of class or designation for that school the provisions of Appendix 4 will apply.
- (c) **Change of the RTLB Cluster Lead School Employer**  
Where an RTLB Cluster Lead School Employer board decides to relinquish its role as employer of RTLBs, the process set out in Appendix 5, Part B will apply.

## **9A Surplus Staffing - Teachers**

- 9A.1 The provisions of clause 9A will apply to teachers.
- 9A.2 **Attrition**  
When a review shows that a staffing surplus will exist or a reduction in units is required the employer will, at the first instance, consider in consultation with staff whether this staffing surplus and/or reduction in units can be absorbed by attrition.
- 9A.3 **Where Attrition Cannot Achieve the Reduction**  
If the required number of positions cannot be achieved through attrition and if a surplus staffing situation still exists, an identification of the teacher(s) to be deemed surplus will be made from among permanent teachers, under clause 9A.4. If attrition cannot achieve the reduction in the units required, clause 9A.4 will apply.

#### 9A.4 Needs Analysis

The identification of the surplus teacher(s) and/or the identification of unit holder(s) who are to lose units will be made in the following manner:

- (a) The employer will conduct a needs analysis in consultation with staff to identify the future management structure, curriculum and other staffing needs of the school which will determine:
  - (i) The most appropriate area(s) for the surplus position(s) to be identified from; and/or
  - (ii) The most appropriate area(s) within the staffing structure for the reduction of units to occur.
- (b) The processes set out in clause 9A.4(c) and (d) should be co-ordinated in cases where both positions and units are lost. Boards should ensure that the outcomes of the processes set out in clause 9A.4(c) and (d) are consistent with the needs analysis.
- (c) For determining the surplus teachers the following process will apply:
  - (i) If the needs analysis identifies a specific position, the teacher holding that position will be deemed surplus and the provisions of clause 9A.6 will apply;
  - (ii) Where there is more than one position in the affected area(s) the remaining positions from the affected area(s) will be advertised internally;
  - (iii) The teachers from the affected area(s) will apply for those positions in their respective area(s);
  - (iv) Those positions will be filled by applicants from the relevant affected area(s).
  - (v) The teacher(s) not appointed as a result of this process will be deemed to be surplus and the provisions of clause 9A.6 will apply.
- (d) For determining the unit holders who are to lose units the following process will apply:
  - (i) If the needs analysis identifies a specific position, the teacher holding that position will be deemed to be the teacher who is to lose or have a reduction in unit(s). That teacher will have access to the salary protection arrangements specified in clause 9A.5;
  - (ii) If a needs analysis identifies an area(s) involving more than one position, the employer will develop descriptions of the roles and responsibilities associated with the unit(s), including the number of units to be allocated to each position, which will be advertised internally. The position(s) will have the remaining units available in the affected area(s) allocated to them. No teacher will receive more units than they held before the review;
  - (iii) Teachers from the affected area(s) will apply for the positions within the relevant affected area(s);
  - (iv) The teacher(s) who loses their unit(s) will be the teacher(s) appointed to a position with either a reduced number of units or no units allocated to it. Those teachers will have access to the salary protection arrangements specified in clause 9A.5.

#### 9A.5 Salary Protection, Dealing with Units and AP/DP Entitlements

Where a teacher permanently appointed to a position to which unit(s) are allocated loses unit(s) or has the position altered in status because of the application of these provisions, the following salary protection arrangements will apply:

- (a) Where the allocation has been made on a permanent basis, the period of protection will be one year while the teacher continues to hold a position in the school;
- (b) Where the allocation has been made on a fixed term basis, the period of salary protection will be for the lesser of the term of the appointment agreed or for a maximum of one year while the teacher continues to hold a position at the school;
- (c) In no case under clause 9A.4 or clause 9A.5 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;
- (d) Where a school is required to identify a teacher as surplus and a teacher designated as assistant or deputy principal loses all their units as a result of the review of staffing, that teacher designated assistant or deputy principal may volunteer to be considered under the identification process set out in clause 9A.6 below or elect the provisions contained in clause 9A.7;
- (e) Where the number of unit(s) held by a teacher is reduced, should any subsequent units be allocated to the school that teacher will be entitled to have those unit(s) allocated to them, up to the number of units held by the teacher prior to the reduction and within the period of salary protection, i.e. within one year of the reduction. Should units be reduced for more than one teacher, those teachers will have any new units allocated to them in the order that the reduction occurred. Where two or more teachers lose units at the same time and subsequently the school gains new units but does not have sufficient units to reinstate units to all the teachers who had their units reduced, those teachers will be entitled to apply to have their units reinstated. The employer will decide which of these teachers the new units(s) will be allocated to.

#### 9A.6 Overview of Staff Surplus Options

- 9A.6.1 The primary focus of these provisions is to retain qualified teachers in the teaching service. Therefore, where a teacher's position is to be disestablished, as a result of the above process, the redeployment and retraining options must in the first instance be thoroughly explored by the employer in consultation with the employee.
- 9A.6.2 The severance and long service provisions will only be offered by the employer after the redeployment and retraining options have been thoroughly explored by the employer in consultation with the employee and these options are considered inappropriate in the circumstances.
- 9A.6.3 Once the surplus teacher(s) have been identified and before the date the surplus staffing takes effect, the options set out below will be considered for permanently employed teachers.

- 9A.6.4 For part-time teachers the following provisions only apply if the identification process requires a complete reduction of the hours they are employed to work.
- 9A.6.5 Where the needs analysis requires a part reduction in hours for a part-time teacher they will be given two months' notice of the reduction in hours and the provisions below will not apply.
- 9A.7 Redeployment and Retraining  
In the first instance the parties will consider whether the teacher can:
- (a) Redeployment/supernumerary – be redeployed for 30 school weeks within the school or at any other school requested by the teacher with the approval of the original Board and of the Board of that other school. During this time the teacher will continue to seek a suitable alternative position; or
  - (b) Retraining – undertake a suitable course of retraining approved by the Secretary, for 30 school weeks which enhances or upgrades the teacher.
- 9A.8 Provisions for Redeployment  
The following redeployment/supernumerary procedures will apply to a permanently employed teacher who is redeployed under clause 9A.7(a).
- 9A.8.1 The employer will assist the teacher to find a suitable alternative position and will meet the reasonable costs of attending relevant interviews.
- 9A.8.2 Where a teacher elects redeployment under clause 9A.7(a) and a position at the same or lower level becomes vacant at the school at which the teacher is redeployed (or with the teacher's original Board where the teacher has been redeployed to a different school) the teacher will be offered the vacant position unless the position is either a Māori immersion teacher or special education teacher position requiring skills not possessed by the teacher.
- 9A.8.3 Where a teacher declines placement under clause 9A.8.2 at the same level or declines a reasonable offer of appointment at the same or higher level from another Board, that teacher's employment will be terminated without further compensation.
- 9A.8.4 A teacher may, during their period of redeployment, subject to agreement between the teacher and their employer, undertake a defined special project(s) of work.
- 9A.8.5 At the end of the period of redeployment if a permanent position has not been secured the teacher's employment will be terminated. If the employment is likely to be terminated in these circumstances the Board of Trustees will advise the teacher in writing of this not less than one month before the expiry of the period of redeployment.
- 9A.8.6 Where either:
- (a) A school is merged and the teacher is not placed in a position in the continuing school; or

(b) A school is closed;  
the teacher will have all of the surplus staffing options available to them. Continued employment may be approved by the Secretary for up to a further one term.

- 9A.8.7 If a transfer of location is involved, teachers employed under clause 9A.7(a) may elect to be reimbursed removal expenses according to Part 6 of this Agreement in one or another but not both of the following circumstances:
- (a) Where the teacher transfers to another school to continue employment under clause 9A.7(a); or
  - (b) Where the teacher transfers to a school where they have been appointed to a new permanent position.

9A.9 Provisions for Retraining

The following will apply to a teacher who is retraining under clause 9A.7(b):

- (a) There is no requirement on the employer to meet any costs and expenses of training, including course fees;
- (b) At the end of the period of retraining if a permanent position has not been secured the teacher's employment will be terminated. If the employment is likely to be terminated in these circumstances the Board of Trustees will advise the teacher in writing of this not less than one month before the expiry of the period of retraining.
- (c) If a vacancy occurs at the school after confirmation of the retraining option the position may be offered to the teacher. The teacher may elect to accept the position or continue with the retraining option.
- (d) Payment of the 30 school weeks of retraining will commence at the start of the school year or two months after notice of disestablishment of the teacher's position (if the surplus is not generated as a consequence of the September Staffing Notice).

9A.10 Long Service Leave and Severance Provisions

Where the options outlined in clause 9A.7(a) and (b) have been thoroughly explored and no such option is suitable, the employer will offer a teacher either:

- (a) Long Service Payment - To be paid a long service payment to assist a teacher, with not less than twenty-five years service, to retire from the teaching service. The payment will be equivalent to twenty-six weeks salary at the time of termination; or
- (b) Severance - to be paid a severance payment based on the following table:

| Length of Service        | Weeks of Payment (Ordinary Pay) |
|--------------------------|---------------------------------|
| Up to 3 years            | 7 weeks                         |
| Over 3 and up to 5 years | 15 weeks                        |
| Over 5 years             | 23 weeks                        |

9A.11 Payment of Long Service and Severance Provisions

Payment of severance or long service payment under clause 9A.10 is subject to the following provisions:

- (a) Where a teacher who has received a severance payment or long service payment commences permanent employment in a state or state-integrated school within a number of weeks which is less than the number of weeks of payment received under clause 9A.10 the teacher will refund the difference between the number of weeks for which they were without employment and the number of weeks for which severance or long service payment was received;
- (b) Payment under this provision is conditional on the teacher finishing on an agreed date. That date should be no less than two months from the date of disestablishment of the position unless a shorter period is mutually agreed, but may be longer depending on the educational needs of the school. Where the teacher resigns their position or is appointed to another permanent teaching position in a state or state-integrated school before the date of payment, no payment will be made;
- (c) Any teacher receiving the severance payment or 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. Provided that a teacher who is subject to clause 9A.11(a) will receive pro rata reinstatement of these service entitlements;
- (d) 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 that the surplus staffing takes effect. For teachers on leave without pay, ordinary pay will be the ordinary pay at the time of taking leave;
- (e) For the purpose of clause 9A.11 “service” is defined as the aggregate of all employment as a teacher in state or state-integrated schools, service as a transferred employee and/or service as a trained and certificated teacher in the employment of a Free Kindergarten Association and any credit (to a maximum of five years credit) given for time spent on childcare under clause 8 of Appendix 6 of this Agreement.

## **9B Surplus Staffing Provisions for Speech Language Therapists**

- 9B.1 When a review shows that a Speech Language Therapist (SLT) staffing surplus will exist the employer will, at the first instance, consider in consultation with SLT staff whether this staffing surplus can be absorbed by attrition.
- 9B.2 If the required number of positions cannot be achieved through attrition and if a surplus staffing situation still exists, an identification of the SLT(s) to be deemed surplus will be made from among permanent SLT(s), through a fair and transparent process.
- 9B.3 Once the surplus SLT(s) has been identified and before the date the surplus staffing takes effect, the options described in clauses 9A.7 to 9A.11 will be available to that SLT(s). For the purposes of this provision, any reference to “teacher” in clauses 9A.7 to 9A.11 will be read as a reference to a SLT.

**9C Surplus Staffing Provisions for Resource Teachers**

The provisions of clause 9A will apply to Resource Teachers (except in circumstances where clauses 9.1.7 and 9.2C apply). However, employers and resource teacher employees are advised that these provisions must be applied in conjunction with the provisions outlined in Appendix 5 to this Agreement

**9D Changing Status to Kura Kaupapa Māori**

In the event of staffing needs being reviewed as a result of a school changing to a kura kaupapa Māori or a school which will provide level 1, 2 or 3 Māori immersion programmes, all of the surplus staffing provisions will apply to teachers so affected and required to transfer out.

## Part 10: Complaints/Discipline/Competency

### 10.1 General

- 10.1.1 The following principles will be used in addressing complaints against employees and matters of discipline and competence to ensure that such matters can in the interests of the parties be fully and fairly addressed. Many complaints will be able to be resolved by discussion between the principal and the employee concerned without the need to take the matter any further. This does not negate any statutory obligation to inform the Teaching Council if applicable. Boards should, wherever appropriate, seek to resolve complaints in this manner in the first instance. Questions of competence, conduct and/or discipline should be handled in a manner which as far as possible protects the mana and dignity of the employee concerned. Employees may seek whanau, family, professional and/or NZEI Te Riu Roa support in relation to such matters.

### 10.2 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 tona tumuaki, e āhei ana ki te whakahaere tonutia ngā whakaritenga i raro i ngā tikanga Māori.
- (b) Anei ra ētahi momo tikanga hei kōwhiringa mā rātou:
  - (i) He huihuinga kei te marae;
  - (ii) He whakawhiti kōrero kanohi ki te kanohi;
  - (iii) Ka hui mai te whānau hei tuarā mō te katoa; ā
  - (iv) Ka hui mai ngā kaumatua kuia hei arahi hei tohutohu i ā rātou katoa.
- (c) Mēnā ka whakaaetia te kaimahi rāua ko tōna tumuaki ō rāua kaihautū rānei, kia oti pai ai te kaupapa, mā rāua mā ngā kaihautū rānei e hainatia ngā whakaaetanga i tūhia. Makaia atu tētahi kape o ngā whakaetanga nei ki te kōnae o te kaimahi.
- (d) He māmā noa iho ēnei whakawhiringa mehemea hiahia ana tētahi taha kia waiho tārewa ake ngā tikanga Māori kia huri ke ia ki ētahi (te katoa rānei) o ngā whakaritenga, arā 10.3, 10.4, 10.5, 10.6 me 10.7 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. Ina hoki ka tahuri mai tētahi taha ki ēnei ki 10.3, 10.4, 10.5, 10.6 me 10.7 i raro nei, me tuhituhi hei whakamārama ki tērā atu taha.

### 10.3 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:
  - (i) Meetings can be held on marae;
  - (ii) There is face to face engagement;
  - (iii) There can be whanau support for all involved; and
  - (iv) 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 10.3, 10.4, 10.5, 10.6 and/or 10.7 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 the procedures in clauses 10.3, 10.4, 10.5, 10.6 and/or 10.7 will be notified in writing to the other party.

#### **10.4 Discipline**

- (a) The employee must be advised of the right to request representation at any stage.
- (b) The employee must be advised in writing of the specific matter(s) causing concern and be given a reasonable opportunity to provide an explanation. Before making a final decision, the employer may need to make further inquiries in order to be satisfied as to the facts of the specific matter(s) causing concern.
- (c) The employee must be advised of any corrective action required to amend their conduct and given a reasonable opportunity to do so.
- (d) The process and any disciplinary action are to be recorded, sighted and signed by the employee, and placed on their personal file.

#### **10.5 Suspension**

- (a) If the alleged conduct is deemed sufficiently serious an employee may be either suspended with or without pay or transferred temporarily to other duties.
- (b) The employer will not, unless there are exceptional circumstances, suspend the employee without first allowing the employee a reasonable opportunity to make submissions to the employer about the alleged misconduct and the appropriateness of suspension in all of the circumstances. The employer will take into account any submissions made by the employee before determining the matter of suspension.
- (c) The employer will use its best endeavours to ensure that the period of suspension is kept to the minimum possible time consistent with ensuring that the allegations of misconduct are properly investigated and that the employee is treated fairly at all times.
- (d) If the allegation that led to suspension is without substance the employee will be reinstated effective from the date of suspension.

## **10.6 Instant Dismissal**

- 10.6.1 Nothing in clauses 10.2, 10.3, 10.4 or 10.5 prevents instant dismissal without notice in the case of serious misconduct.

## **10.7 Competency**

- 10.7.1 Where there are matters of competency which are causing concern in respect of any employee (for example failing to meet the beginning, fully certificated, or Assistant and Deputy Principal professional standards, as appropriate), the principal will put in place appropriate assistance and personal guidance to assist that employee.
- 10.7.2 When this assistance and guidance has not remedied the situation, the following provisions should govern the action to be taken:
- (a) The employee must be advised in writing of the specific matter(s) causing concern and of the corrective action required, and the timeframe allowed. This timeframe should be determined by the principal and be relevant to the matters causing concern;
  - (b) The process and results of any evaluation are to be recorded in writing, sighted and signed by the employee;
  - (c) A copy of any report made by the principal to the employer or to the Teaching Council will be given to 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);
  - (e) If the above steps (a-d) fail to resolve the matter of concern, the employer may, where justified, dismiss the employee immediately by providing two calendar months' salary in lieu of notice without the need to follow the provisions of clause 10.4, 10.5 or 10.6 above.

## **10.8 Personal Grievance**

- 10.8.1 The personal grievance provisions in Part 11 of this Agreement are available to an employee who is aggrieved by any action of their employer taken under these provisions.

# Part 11: Employment Relationship Problems

## 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 within 90 days, except for a personal grievance relating to sexual harassment which must be raised within 12 months of the personal grievance arising - 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 field officer for advice and representation.

Employers should contact NZSBA or other adviser/representative of 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.
- They have been treated unfairly on the ground that the employee is suspected or assumed or believed to be a person affected by family violence.
- They have been subject to adverse conduct for a prohibited health and safety reason.
- They have been retaliated against, or threatened, because the employee intends to make or had made a protected disclosure.

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 110B inclusive of the Employment Relations Act 2000 only. For ease of access these are attached at the end of this Agreement as Appendix 2.

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 and 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. It is available by contacting the Ministry of Business, Innovation and Employment (MBIE) or by phoning toll free 0800 20 90 20. The Employment Relations Service internet address is [www.employment.govt.nz](http://www.employment.govt.nz) and can be contacted by e-mail at [info@mbie.govt.nz](mailto:info@mbie.govt.nz).

#### **Mediation Service**

- The Mediation Service is a free and independent service available through MBIE.
- 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 1: All employment relationship problems, including personal grievances and any disputes about the interpretation or application of this Agreement, must be resolved under Parts 9 and 10 of the Employment Relations Act 2000.

Note 2: In relation to a dispute about the interpretation, application, or operation of this Agreement the employer will act, if the Secretary acting under delegation from the State Services Commissioner so requires, together with or in consultation with the Secretary.

## **Schedule 1: Definition of Levels of Māori Immersion**

### **Level 1: Maintenance Programmes (81% to 100% Immersion)**

- Te reo Māori is the principal language of communication and instruction.
- The principal curriculum is taught entirely in Māori.

(It is expected that all students in the programme will interact freely in Māori).

### **Level 2: Development Programmes (51% to 80% Immersion)**

- Te reo Māori is, for most of the time, the language of communication and instruction.
- English is accepted as a temporary language of instruction and communication.
- There is an agreement between the school and parents that the programme will achieve a particular level of immersion over a specified period of time.
- The level of fluency of the teacher will vary considerably, from not very fluent to native-like fluency.
- There is a reliance on Kaiarahi Reo to increase the amount of spoken Māori in the programme.

(It is expected that not all students in the programme will interact freely in Māori).

### **Level 3: Emerging Programmes (31% to 50% Immersion)**

- English is the main language of communication and instruction.
- The teacher can communicate at a basic level of Māori, but has difficulty instructing in Māori.
- Māori is used as the classroom management language.
- An increase in the level of immersion is restricted by the level of fluency of the teacher.
- A Kaiarahi Reo is usually the only fluent speaker in the programme.

Note: A school which is offering Māori as a subject only would not meet the level Immersion criteria.

## Schedule 2: Interim Framework of Professional Standards for Deputy Principals and Assistant Principals – 1 February 1998

| Dimension                       | Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional leadership         | <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current approaches to effective teaching and learning</li> <li>• Provides professional leadership to staff within the delegated areas of responsibility</li> <li>• Makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students</li> <li>• Understands, and applies where appropriate, current practices for effective management from both within and beyond education</li> <li>• Supports the principal in the leadership and management of the school and deputises when required</li> <li>• Identifies and acts on opportunities for improving teaching and learning</li> <li>• Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance</li> </ul> |
| Policy and programme management | <ul style="list-style-type: none"> <li>• Initiates, plans and manages in association with the principal and other staff, policies and programmes which meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning</li> <li>• Understands the implications of New Zealand's changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |
| Staff management                | <ul style="list-style-type: none"> <li>• Participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff</li> <li>• Motivates and encourages staff to improve the quality of teaching and learning</li> <li>• Devolves responsibilities and delegates tasks when appropriate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Relationship management         | <ul style="list-style-type: none"> <li>• Fosters relationships between the school and the community</li> <li>• Communicates effectively both orally and in writing to a range of audiences</li> <li>• Provides information to the principal on areas of delegated responsibility in order to assist with effective day to day management and strategic planning in the school</li> <li>• Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy</li> <li>• Establishes and maintains good communication processes with staff, and between staff and members of the senior management team</li> </ul>                                                                                                                                                                                                   |
| Financial and asset management  | <ul style="list-style-type: none"> <li>• Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Note: Deputy Principals and Assistant Principals with teaching responsibilities will also need to meet the requirements of the Draft Interim Framework of Professional Standards for Teachers.

## Schedule 3: Interim Framework of Professional Standards for Teachers – 1 February 1998

|                                                                                                                                                                                                                                | Beginning Teachers                                                                                                                                                                                                  | Fully Certificated Teachers                                                                                                                                                                                                                                                                                                                                                                                                | Experienced Teachers                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dimensions                                                                                                                                                                                                                     |                                                                                                                                                                                                                     | As well as demonstrating the standards for beginning teachers, fully certificated teachers:                                                                                                                                                                                                                                                                                                                                | As well as demonstrating the standards for fully certificated teachers, experienced teachers:                                                                                                                                      |
| <b>Professional knowledge</b> <ul style="list-style-type: none"> <li>• curriculum</li> <li>• Treaty of Waitangi</li> <li>• learning and assessment theory</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• have a sound knowledge of curriculum, learning and assessment theory</li> <li>• understand the implications of the Treaty of Waitangi and te reo me ona tikanga</li> </ul> | <ul style="list-style-type: none"> <li>• are competent in the content of relevant curriculum</li> <li>• keep informed of developments in curriculum and learning theory</li> <li>• demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• demonstrate a high level of knowledge of relevant curriculum, and of current learning and assessment theory</li> <li>• demonstrate a commitment to their own on-going learning</li> </ul> |
| <b>Teaching techniques</b> <ul style="list-style-type: none"> <li>• planning and preparation</li> <li>• teaching and learning strategies</li> <li>• assessment/reporting</li> <li>• use of resources and technology</li> </ul> | <ul style="list-style-type: none"> <li>• plan programmes and develop learning and assessment strategies that are consistent with sound teaching and learning practice</li> </ul>                                    | <ul style="list-style-type: none"> <li>• use appropriate teaching objectives, programmes, learning activities, and assessment</li> <li>• demonstrate a range of effective teaching techniques</li> <li>• demonstrate flexibility and responsiveness</li> <li>• impart subject content effectively</li> <li>• use appropriate technology and resources</li> <li>• reflect on teaching with a view to improvement</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate a broad range of highly effective teaching techniques</li> <li>• continually evaluate and reflect on their teaching and act on areas where it can be improved</li> </ul>      |

|                                                                                                                                                                        | Beginning Teachers                                                                                                                                                                                                                                                                                        | Fully Certificated Teachers                                                                                                                                                                                                                                                                                                                                                             | Experienced Teachers                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dimensions                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           | As well as demonstrating the standards for beginning teachers, fully certificated teachers:                                                                                                                                                                                                                                                                                             | As well as demonstrating the standards for fully certificated teachers, experienced teachers:                                                                                              |
| <b>Motivation of students</b> <ul style="list-style-type: none"> <li>• student engagement in learning expectations that value and promote learning</li> </ul>          | <ul style="list-style-type: none"> <li>• demonstrate effective techniques for motivating students</li> <li>• demonstrate expectations that value and promote learning</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>• recognise and support diversity amongst individuals and groups</li> <li>• engage students in learning</li> <li>• establish high expectations that value and promote learning</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• demonstrate a wide range of techniques that provide strong motivation for a diversity of students</li> </ul>                                      |
| <b>Classroom management</b> <ul style="list-style-type: none"> <li>• student behaviour</li> <li>• physical environment</li> <li>• respect and understanding</li> </ul> | <ul style="list-style-type: none"> <li>• apply understandings of positive behaviour management</li> <li>• create and maintain a safe environment that is conducive to learning</li> <li>• model interactions on ways that are known to be associated with developing respect and understanding</li> </ul> | <ul style="list-style-type: none"> <li>• manage student behaviour positively</li> <li>• establish good relationships with students and respect their individual needs and cultural backgrounds</li> <li>• organise a safe physical environment</li> <li>• create an environment of respect and understanding</li> <li>• provide and maintain a purposeful working atmosphere</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate a high level of commitment to student welfare and learning</li> <li>• effectively manage challenging learning environments</li> </ul> |
| <b>Communication</b> <ul style="list-style-type: none"> <li>• students</li> <li>• colleagues</li> <li>• families/whanau</li> </ul>                                     | <ul style="list-style-type: none"> <li>• demonstrate skills of effective communication</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• communicate clearly and accurately in either, or both, of the official languages of New Zealand</li> <li>• provide feedback to students</li> <li>• communicate with families, whanau and caregivers</li> <li>• share information with colleagues</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• demonstrate highly effective communication skills when interacting with students, colleagues and families/whanau</li> </ul>                       |

|                                                     | Beginning Teachers                                                                                   | Fully Certificated Teachers                                                                                                                                                                        | Experienced Teachers                                                                                                                               |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Dimensions                                          |                                                                                                      | As well as demonstrating the standards for beginning teachers, fully certificated teachers:                                                                                                        | As well as demonstrating the standards for fully certificated teachers, experienced teachers:                                                      |
| <b>Support for and co-operation with colleagues</b> | <ul style="list-style-type: none"> <li>• co-operate with and seek support from colleagues</li> </ul> | <ul style="list-style-type: none"> <li>• establish and maintain effective working relationships with colleagues</li> <li>• encourage others and participate in professional development</li> </ul> | <ul style="list-style-type: none"> <li>• support and provide effective assistance to colleagues in improving teaching and learning</li> </ul>      |
| <b>Contribution to wider school activities</b>      | <ul style="list-style-type: none"> <li>• participate in the life of the school</li> </ul>            | <ul style="list-style-type: none"> <li>• contribute to the life of the school</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>• successfully organise aspects of programmes within the school to promote teaching and learning</li> </ul> |

Note: Te Reo Māori Proficiency Standards, when developed, could form part of the professional standards for Māori medium teachers.

The professional standards for each of these teacher levels are defined as follows:

### **Beginning Teachers – definition**

Beginning teachers meet the Teaching 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.

### **Fully Certificated Teachers – definition**

Fully Certificated Teachers have taught for at least two years and have met the Teaching Council criteria for full certification. Fully Certificated Teachers are competent in the performance of their day-to-day teaching responsibilities.

### **Experienced Teachers – definition**

Experienced 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.

## **Schedule 4: Government Fuel Response – Enhanced Transport Allowance for Relieving Employees**

1. This Schedule 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 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 union. The rates in this Schedule will cease to have effect from the end of the notice period. (For the avoidance of doubt, no notice is needed where this Schedule is ceasing to apply because the date in 1(a) above is reached.)

### *Transport Allowance for Relieving Employees*

4. Relieving employees in short term positions appointed for a period of up to one term will be granted assistance towards their daily travelling expenses to and from school as follows:
  - (a) If public transport is not available, the employee shall be paid a motor vehicle allowance at the rate of 83 cents per kilometre for a car and 31 cents per km for a motorcycle for the distance involved less the first ten kilometres each day.
  - (b) If public transport is available, the cost of fares for the full distance involved shall be refunded to the employee except when the principal or head teacher of the school deems public transport to be unsuitable or the employer requires the employee to travel by private vehicle in which cases the rates in (a) above shall be paid to the employee.

# Appendix 1: Grandparented Remuneration Provisions

## 1. Non-service Salary Increment for Q3+, Q4 and Q5 Teachers

- (i) Subject to (iii) below, all full and part-time permanent teachers and full and part-time teachers in fixed term positions appointed for two or more school terms, who are employed as at 5 February 2003 and who, on that date, hold a bachelor degree together with a recognised teaching qualification (e.g. Diploma of Teaching), or are trained teachers who hold a four-year honours degree or a five-year masters degree or Ph.D. and subject to having met the appropriate level of professional standards at their last assessment (provided that this assessment occurred within the previous 12 months), will, where they are not already at their qualification group maximum, receive a salary increment of one step on that date. For clarity, teachers who hold a three-year teaching degree that incorporates a recognised teaching qualification are not eligible to receive the increment outlined above.
- (ii) This increment will have no effect on a teacher's anniversary of service for pay progression purposes, and a teacher will be entitled to progress to the next step in the salary scale on their anniversary of service subject to the provisions of this Agreement (see clause 3.8). For clarity, teachers whose anniversary of service for pay progression purposes is 5 February 2003 will receive the increment provided above in addition to their ordinary increment falling due.  
Eligible teachers who are on approved leave under Part 4 of this Agreement at 5 February 2003 will be entitled to the increment.
- (iii) Teachers who have entered the service in 2003 and who have been placed on the new entry steps for teachers holding a bachelor degree together with a recognised teaching qualification (e.g. Diploma of Teaching), or are trained teachers who hold a four-year honours degree or a five-year masters degree or Ph.D. are not eligible to receive the non-service based increment provided for under this clause.

## 2. Additional Units – Attached Teachers

- (a) Senior Teachers Special Duties (Normal Schools), Heads of Department (attached Intermediate Departments) and attached teachers, and all other teachers holding 'G scale' positions:

| Grade of Position | Base Salary      |
|-------------------|------------------|
| G1                | Step 9 + 1 unit  |
| G2                | Step 9 + 2 units |
| G3                | Step 9 + 3 units |

\* Teachers in 2(a) above who meet the criteria for Q3+, Q4 or Q5 (Step 10) as defined in clause 3.3 of this Agreement will move to step 10.

- (b) Senior Teachers in Model Schools - Base Scale Salary + 1 unit.
- (c) Senior Teachers in Attached Classes or units - Base Scale Salary + 1 unit.

## Appendix 2: Extract from 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
  - (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).
  - (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
    - (ii) contravened section 92 of the Health and Safety at Work Act 2015 (which prohibits coercion or inducement).
  - (ja) that the employee's employer has, in relation to the employee, engaged in adverse conduct for a remuneration disclosure reason; 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 involvement in the activities of a union 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.
- (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),

#### **105 Prohibited grounds of discrimination for purpose 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 Expectations 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 NZ):
  - (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).

## **107 Definition of involvement in activities of union for purpose of section 104**

- (1) For the purposes of section 104, involvement in the activities of a union means that, within 12 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

## **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.

## **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.

A “bachelor degree together with a recognised teaching qualification” in the Q3+ definition includes the four year conjoint Bachelor of Education programme.

The two new categories added to Q3+ 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, 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.

### **Review of the Qualifications Chart**

The parties agree to review the current qualifications chart within the term of the Agreement. Any or all of the qualifications in the above categories may be placed on the qualifications chart at that time.

### **The Conjoint Bachelor of Teaching**

The parties are aware of a group of teachers who are currently completing the conjoint B Ed programme at Massey University based on its original content. Where a teacher, currently engaged in that study programme can demonstrate that they have completed the programme, through the original provider studying the original programme content then that teacher will be provided with Q3+ status. Study must be completed prior to the end of 2006.

## **Appendix 4: School Reorganisation Staff Surplus Provisions**

### **1. Definitions for the Purposes of this Appendix**

- 1.1 “School reorganisation process” will mean a process which is Ministry of Education | Te Tāhuhu o te Mātauranga initiated and/or approved by the Minister in which the future class, or designation, or structure of a school is being reviewed in conjunction with the future class, or designation, or structure of any other school or schools.
- 1.2 “Reorganising schools” will be the schools determined by the Minister of Education in accordance with the Education and Training Act 2020 section 605.
- 1.3 “Reorganised school” is the continuing school/s from the gazetted commencement date of reorganisation. This includes schools that have also decapitated or recapitated in addition to physically merging with another school or schools whether or not there is a change of class or designation.
- 1.4 “Class of school” will mean ‘primary’, ‘intermediate’, ‘secondary’, ‘composite’ as defined in the Education and Training Act.
- 1.5 “Designation” will mean ‘contributing, area, restricted composite, special character, or kura kaupapa Māori as defined in f the Education and Training Act 2020.
- 1.6 “Decapitation” will mean where a primary school is redesignated as a contributing school or a composite school is reclassified as a secondary school or a primary school.

### **2. Purpose of the Provisions**

- 2.1 These provisions recognise the unique processes applicable to staff employed in schools involved in school reorganisation processes. In all processes, the principles of the “good employer” as contained in s 597 (b) of the Education and Training Act 2020 will apply. The purposes of these provisions are to:
  - 2.1.1 Provide, as far as is possible, employment protection for employees involved in a school reorganisation process;
  - 2.1.2 Provide a process that facilitates a fair and orderly transition from existing to new arrangements;
  - 2.1.3 Ensure an appropriate management structure is in place to enable the reorganised school to function efficiently and effectively;

- 2.1.4 Ensure continuity of curriculum delivery at the schools involved in a school reorganisation process and at the reorganised school;
- 2.1.5 Ensure that as many employees as possible currently employed are re-assigned or re-confirmed to positions in the reorganised school/s;
- 2.1.6 Ensure the curriculum, management and pastoral needs of the reorganised school are met.
- 2.2 For the purpose of the following clauses ‘employee’ will mean a permanent employee of a school involved in a school reorganisation process and includes an employee who is subject to any staff surplus process that occurs as a consequence of the school reorganisation process.

### **3. Initiation of a School Reorganisation Process**

- 3.1 The Secretary will notify NZEI Te Riu Roa of the initiation of a school reorganisation process, and the schools involved in that process, as follows:
  - 3.1.1 Upon the Minister of Education’s announcement of a school reorganisation process; or
  - 3.1.2 At the date the Minister of Education approves an application for two or more schools to enter into a school reorganisation process.

### **4. Employment Protection During the School Reorganisation Process**

- 4.1 All staff vacancies that arise at all schools involved in a school reorganisation process following the announcement as described in clause 3 above will be filled with temporary appointments. However, 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. This restriction applies until the completion of the reassignment/reconfirmation process and notification period, except as provided elsewhere in this Appendix.
- 4.2 Throughout the school reorganisation process and subsequent staff surplus process the employer will attempt to meet any reduction required by the use of attrition. No school, identified as being a part of a school reorganisation process will be required to undergo a staffing needs analysis until the completion of the school reorganisation process as described in this Appendix.
- 4.3 The provisions of this clause will remain in place and apply to all schools involved in a particular school reorganisation process until the staff surplus process of all involved schools is complete.

- 4.4 Resource teachers attached to a school will not be included in the school reorganisation process and employment will be continued, except as specifically identified by the Ministry of Education | Te Tāhuhu o te Mātauranga. The Ministry of Education | Te Tāhuhu o te Mātauranga will notify NZEI Te Riu Roa of any such exception immediately.

## **5. The Announcement of the Final Outcome of a School Reorganisation Process**

- 5.1 At the conclusion of the school reorganisation process the Secretary will announce the final class, designation or structure for the schools involved in the school reorganisation process.
- 5.2 The final announcement will identify the schools as follows:
- (i) Retained unchanged or recapitated
  - (ii) Closed
  - (iii) Decapitated but not reorganised
  - (iv) Reorganised.
- 5.3 Each identified school will then proceed with a Staffing Needs Analysis in accordance with this Appendix.
- 5.4 In regard to the staffing needs analysis the provisions of clause 6 will apply to closed or decapitated but not reorganised schools and the provisions of clause 7 will apply to reorganised schools.

## **6. Staffing Needs Analysis for a Closure of a School or a Decapitated but not Reorganised School**

- 6.1 Where a school closes no needs analysis will be done and all employees will be entitled to the provisions of clause 17 of this Appendix except where a school directly affected by the school reorganisation process has an equivalent position and this is offered to an employee.
- 6.2 Where a school is decapitated but not reorganised:
- the provisions of Part 9 of this Agreement will be used to conduct the needs analysis.
  - any employee(s) identified as surplus as a result of the needs analysis will be entitled to the provisions of clause 17 of this Appendix except where a school directly affected by the school reorganisation process offers an equivalent position to an employee.

## **7. Staffing Needs Analysis for Reorganised Schools**

- 7.1 The needs analysis will determine the staffing structure for the reorganised school. This will be conducted by representatives of all the Boards which are being restructured, reclassified or redesignated to form the reorganised school/s (the joint schools' committee). Where applicable this will include representation from the establishment Board of a newly created school.
- 7.2 This committee will conduct a needs analysis in consultation with employees and NZEI Te Riu Roa.
- 7.3 The needs analysis will analyse:
- (a) The current staffing usage at the reorganising schools; and
  - (b) The subjects taught at each year level over recent years; and
  - (c) the likely curriculum, pastoral, and management requirements of the reorganised school(s); and
  - (d) The positions that will be allocated permanent units; and
  - (e) Position/s with permanent units, if any, that will be designated as assistant or deputy principal under clause 3.10.8 of this Agreement.
- 7.4 As a result of this process, draft staffing schedules will be developed and made available to each employee, and to the nominee(s) of NZEI Te Riu Roa, for comment and feedback to the employer.
- 7.5 No less than ten (10) working days be made available for this feedback to occur before any further step is taken, unless otherwise agreed between the reorganised school and NZEI Te Riu Roa.
- 7.6 If there are alterations to these drafts, the amended versions will also be made available for a further five (5) working days.

## **8. Expressions of Preference in Teaching Positions**

- 8.1 When the new staffing structure is announced, the employer will invite all employees of the reorganising schools to express a preference (or preferences) in writing, for a teaching position (or positions) at the reorganised school. For the purpose of this clause "employer" will mean the continuing Board.
- 8.2 Employees will have at least seven (7) days' notice of the closing date for expressions of preference in the position(s) at the reorganised school.
- 8.3 The employer will acknowledge in writing any expression of interest arising under this clause.

## **9. Voluntary Options**

- 9.1 Following the announcement of the final staffing structure, the employer will seek written expressions of interest in the following voluntary options. For the purpose of this clause “employer” will mean the continuing Board.
- (a) Redeployment/supernumerary employment of 40 school weeks at any of the reorganised school/s involved in the particular school reorganisation process (clauses 17.2-17.9);
  - (b) Redeployment/supernumerary employment of 30 school weeks in another school (clauses 17.2-17.9);
  - (c) Retraining (clause 17.10);
  - (d) Long-service payment; (clause 17.11);
  - (e) Severance (clause 17.12).
- The employer will acknowledge in writing any expression of interest arising under this clause.
- 9.2 Employees may continue to volunteer for the options without prejudice or withdraw from them at any point following the announcement of the final staffing structure, providing the employer has not already accepted the offer in writing.
- 9.3 The employer will not be bound to agree to any voluntary offer. The employer’s decision will be final.

## **10. Reconfirmation/Reassignment**

- 10.1 For the purpose of the clauses below:
- (a) ‘Reconfirmation’ will mean the process whereby employees without permanent units are transferred to suitable positions at the reorganised 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 equivalent positions in the reorganised school.
  - (c) ‘Equivalent position’ will mean employment in an equivalent position, in relation to the employee’s previous position, that is:
    - generally similar in role, duties and status; and
    - requires similar qualifications, training, skills and experience but may have a different title/or unit allocation; and
    - (is in the same general locality; and
    - 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.
  - (d) ‘Merit’ means the most suitable person and primarily includes assessment of qualifications, training, skills and experience.

- 10.2 Where any employee directly affected by a school reorganisation declines the offer of reconfirmation or reassignment to an equivalent position in a reorganised school, that employee's employment will be terminated without further compensation under section 605 of the Education and Training Act 2020.

## **11. Reconfirmation**

- 11.1 The employer will reconfirm (as defined in clause 10.1(a) above) employees to suitable positions at the reorganised school. Reconfirmation may be to an employee's preferred position or to a position for which they are appropriately qualified and experienced.
- 11.2 Where there are two or more employees eligible for re-confirmation to a single position, the employer will reconfirm the most suitable candidate(s) based upon merit.
- 11.3 Employees who are not reconfirmed in a position in which they have expressed interest at the reorganised school may, by mutual agreement, be reconfirmed in any vacant position for which they could become suitable with reasonable access to retraining.

## **12. Reassignment**

- 12.1 If an employee expresses a preference for a position that is determined to be the equivalent of their current position, and they are the only suitably qualified and experienced employee for that position, they will be reassigned to that position, subject to the provisions in this section.
- 12.2 Employees may be reassigned to the employee's preferred position or to a position for which they are appropriately qualified and experienced.
- 12.3 Where there are more employees in positions that are equivalent, than there are such positions at the reorganised school, the employer will seek internal applications for the position(s) from those employees and will reassign the most suitable candidate(s) based upon merit.
- 12.4 The number of units held by an employee will not on its own give a greater or lesser entitlement to an equivalent position at the reorganised school.
- 12.5 Employees who are not appointed to an equivalent position at the reorganised school may, by mutual agreement and consistent with the reassignment process above, be appointed to any vacant position for which they could become suitable with reasonable access to retraining.

- 12.6 An employee who was designated as an Assistant/Deputy Principal at a reorganising school and who is not appointed to a position with an Assistant/Deputy Principal designation as a consequence of the reassignment process, may elect to access the provisions in clause 17 of this Appendix except as provided in clause 10.2.
- 12.7 In a situation where an employee accepts a position or reassignment to a position with lesser remuneration (i.e. salary plus units) the provisions of clause 15 will apply.

### **13. Unfilled Positions Purpose**

- 13.1 The purpose of these provisions is to provide opportunities for employees directly affected by the closure of their school to gain employment in the reorganised school. The final decision to make any or all appointments, to the vacant positions, lies with the Board of the reorganised school.

#### **Process**

- 13.2 At the completion of the reconfirmation and reassignment processes described in clauses 11 and 12 above, every unfilled position in the reorganised school will, in the first instance, be advertised in all the other schools which are identified as being part of the school reorganisation process in accordance with clause 3.1 of this Appendix and section 605 of the Education and Training Act 2020 and which are being closed as a result of that process.
- 13.3 Employees whose positions were disestablished at any other school which is identified as being part of the school reorganisation process as described in clause 13.2 and is being closed as a result of that process, may seek appointment to any position advertised at the reorganised school.
- 13.4 Where there are unfilled positions in a reorganised school and where there are applicants from the closing school, the Board of the closing school may nominate a parent member of its Board to participate in the appointment process except for the decision making process.
- 13.5 Employees whose positions were disestablished at any other school which is identified as being part of the school reorganisation process and is being closed as a result of that process may, by mutual agreement, be appointed to any vacant position for which they could become suitable with reasonable access to retraining.
- 13.6 Where the employer makes an offer of an equivalent position as defined in section 605 of the Education and Training Act 2020 to an applicant from the closed school and that applicant chooses not to accept the offer, section 605 of the Education and Training Act applies whether or not the employee applied for the position.

- 13.7 If, at the completion of the processes described in clauses 13.1-13.6 above, any position or positions remain unfilled, they may be advertised externally.

#### **14. Notice and Disestablishment of Positions**

- 14.1 Any employee who is not reconfirmed or reassigned will be deemed to have had their position disestablished and clause 17.1 will apply.
- 14.2 A minimum of two months' notice will be given of all positions which are to be disestablished.
- 14.3 Employees whose positions are disestablished, and who have not already identified voluntary options, will be offered the options identified in clause 17.1 at least two months before the effective date of disestablishment.
- 14.4 If, during the two-month notice period, a suitable permanent position arises at the reorganised school or any of the schools involved in the merger process, the employee may seek appointment to that position and if they are suitably qualified and experienced they will be appointed to that position.
- 14.5 The options identified in clause 17.1 will be available at the date of disestablishment.
- 14.6 If no staff surplus option is elected by the employee by the effective date of disestablishment, the employee will be deemed to have redeployment/ supernumerary status in the reorganised school.

#### **15. Units and Salary Protection for Teachers**

Note: For the purpose of this clause 'full salary' will mean base salary plus units.

- 15.1 All holders of permanent units who are reconfirmed or reassigned to positions at the reorganised school that have less units, and/or represents the loss of Assistant or Deputy Principal designation will have full salary protection for one year from the date of disestablishment of those units and/or loss of designation.
- 15.2 Fixed term units already allocated to employees prior to the announcement of the initiation of a school reorganisation process described in clause 3 will continue until the agreed expiry date of those units where the employee is reconfirmed or reassigned at the reorganised school.
- 15.3 Attention is drawn to clause 3.10.1 of this Agreement, which requires the employer to consult with teachers in developing a policy to determine the use of units.

## **16. Reduction of Hours for Permanent Part-time Teachers**

- 16.1 A permanent part-time teacher who is offered a position with reduced hours at the reorganised school may elect either:
- (a) That the position has been disestablished and the provisions of clause 17 will apply; or
  - (b) To accept the position in which case a partial redundancy payment will be payable by the employer.
- 16.2 Partial redundancy compensation will be calculated on the basis of applying the severance pay formula described in clause 17.12 of this Appendix to the reduction in salary rate between the two positions. This compensation will be paid as an allowance over the number of weeks of entitlement. Should the employee's salary rate increase over this period the allowance will be reduced or removed accordingly.

## **17. Staff Surplus Entitlements in Reorganising Schools**

Note: the provisions in this clause are not in addition to the staff surplus provisions in Part 9 of this Agreement.

- 17.1 Employees in a disestablished position are entitled to elect one of the following options:
- (a) Redeployment/supernumerary –
    - (i) be redeployed for 40 school weeks within the reorganised school, or
    - (ii) be redeployed for 30 school weeks at any other school requested by the employee with the approval of the original Board and of the Board of that other school; or
    - (iii) where the employee has been directly affected by their school's closure, be redeployed for 40 school weeks in any other school requested by the employee with the approval of the Board of that other school.During this time the employee will continue to seek a suitable alternative position; or
  - (b) Retraining - undertake a suitable course of retraining approved by the Secretary, for 30 school weeks which enhances or upgrades the employee; or
  - (c) Long service payment as per clause 17.11; or
  - (d) Severance payment as per clause 17.12.
- 17.2 The following redeployment/supernumerary procedures will apply to a permanently employed employee who is redeployed under clause 17.1(a).
- 17.3 The employer will assist the employee to find a suitable alternative position and will meet the reasonable costs of attending relevant interviews.

- 17.4 Where an employee elects redeployment under clause 17.1(a) and a position at the same or lower level becomes vacant at the school at which the employee is redeployed, the employee will be offered the vacant position unless the position is either a Māori immersion teacher or special education teacher position requiring skills not possessed by the employee.
- 17.5 Where an employee declines placement under clause 17.4 at the same level or declines a reasonable offer of appointment at the same or higher level from another Board, that employee's employment will be terminated without further compensation.
- 17.6 An employee may, during their period of redeployment, subject to agreement between the employee and their employer, undertake a defined special project(s) of work.
- 17.7 At the end of the period of redeployment if a permanent position has not been secured the employee's employment will be terminated. If the employment is likely to be terminated in these circumstances the Board of Trustees will advise the employee in writing of this not less than one month before the expiry of the period of redeployment.
- 17.8 If a transfer of location is involved, employees employed under clause 17.1(a) may elect to be reimbursed removal expenses according to Part 6 of this Agreement in one or another but not both of the following circumstances:
- (a) Where the employee transfers to another school to continue employment under clause 17.1(a); or
  - (b) Where the employee transfers to a school where they have been appointed to a new permanent position.
- 17.9 Upon termination of the supernumerary period as per clause 17.1(a)(i) or clause 17.1(a)(iii), employees who complete their supernumerary period and have yet to secure a permanent position in another state or state-integrated school, will retain an entitlement to removal expenses as per Part 6 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 or state-integrated school.
- 17.10 The following will apply to an employee who is retraining under clause 17.1(b):
- (a) There is no requirement on the employer to meet any costs and expenses of training, including course fees.
  - (b) At the end of the period of retraining if a permanent position has not been secured the employee's employment will be terminated. If the employment is likely to be terminated in these circumstances the Board of Trustees will advise the employee in writing of this not less than one month before the expiry of the period of retraining.

- 17.11 An employee may elect to receive Long Service Payment in accordance with clause 17.1(c). To be entitled to a long service payment the employee must have not less than twenty five years' service. The payment will be based on the following table at the time of termination.

| <b>Length of Service</b>   | <b>Weeks of Payment</b> |
|----------------------------|-------------------------|
| Over 25 and up to 30 years | 25 weeks                |
| Over 30 years              | 30 weeks                |

- 17.12 An employee may elect to receive a severance payment in accordance with clause 17.1(d). Severance is to be paid based on the following table:

| <b>Length of Service</b> | <b>Weeks of Payment<br/>(Ordinary Pay)</b> |
|--------------------------|--------------------------------------------|
| Up to 3 years            | 7 weeks                                    |
| Over 3 and up to 5 years | 15 weeks                                   |
| Over 5 years             | 23 weeks                                   |

- 17.13 Payment of long service payment or severance under clauses 17.11 or 17.12 is subject to the following provisions:
- (a) Where an employee who has received a long service payment or severance commences permanent employment in a state or state-integrated school within a number of weeks which is less than the number of weeks of payment received under clauses 17.11 or 17.12 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 or long service payment was received;
  - (b) Payment under this provision is conditional on the employee finishing on an agreed date. Where the employee resigns their position or is appointed to another permanent teaching position in a state or state-integrated school before the date of payment, no payment will be made;
  - (c) Any employee receiving the long service payment or 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. Provided that an employee who is subject to clause 17.13(a) will receive pro rata reinstatement of these service entitlements;
  - (d) 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 that the surplus staffing takes effect. For employees on leave without pay, ordinary pay will be the ordinary pay at the time of taking leave.

- 17.14 For the purpose of clauses 17.11 and 17.12 “service” is defined as the aggregate of all employment as a teacher in state or state-integrated schools, and/or service as a transferred employee, and/or service as a trained and certificated teacher in the employment of a Free Kindergarten Association and any credit (to a maximum of five years credit) given for time spent on childcare under Appendix 6 of this Agreement.

# Appendix 5: Resource Teacher Surplus Staffing Process

## Part A – Resource Teacher Surplus Staffing Process

The following is intended to inform Boards/clusters of the process they are to follow if they are required to reduce the number of resource teachers employed within their cluster. It is intended to be read in conjunction with Part 9 of this Agreement.

1. Ministry of Education | Te Tāhuhu o te Mātauranga notifies employing Boards in affected clusters, NZEI Te Riu Roa and NZSBA that they are overstaffed for Resource Teachers:
  - 1 March: Ministry of Education | Te Tāhuhu o te Mātauranga identifies clusters that are over-staffed based on March role return. Employing Board informed if there is a possibility of over-staffing for the following school year.
  - 1 July: Ministry of Education | Te Tāhuhu o te Mātauranga sends out notices of withdrawal of funding the following school year for positions to Boards of affected schools.
2. The cluster convenes to discuss the needs of the cluster in light of having to reduce Resource Teacher positions.
3. In consultation with Resource Teachers within the cluster, the cluster attempts to meet the required reduction through attrition.
4. If attrition does not achieve the required reductions the cluster notifies the relevant parties and facilitates a surplus staffing committee within the cluster comprised of one representative from each employing school board in the cluster, provided that where there are fewer than three employing schools within the cluster the surplus staffing committee will invite participation from other Boards within the cluster to ensure that the surplus staffing committee comprises representatives of no less than three Boards.
5. In identifying positions for disestablishment the committee will conduct a needs analysis in consultation with the resource teachers within the cluster in accordance with clause 9A.4(c) of this Agreement, provided that, the criteria to be applied in order to identify the position(s) will be as set out in the table below. This is in place of the criteria described in clause 9A.4(a) of this Agreement.

| Current situation                                                                        | Future needs                                                                                                                                                          |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>positions</li> <li>allocation policies</li> </ul> | <ul style="list-style-type: none"> <li>positions</li> <li>allocation policies</li> <li>specific Resource Teacher characteristics</li> <li>employer schools</li> </ul> |

|                                                                                                                                                                                                                       |                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• specific Resource Teacher characteristics<sup>1</sup></li> <li>• Resource Teachers caseloads</li> <li>• employer schools</li> <li>• roll numbers and distribution</li> </ul> | <ul style="list-style-type: none"> <li>• projected roll number and distribution changes</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

(i) If the needs analysis does not result in the identification of the teacher(s) whose position(s) will be disestablished, duration of service in the cluster of Resource Teachers may be applied as an additional criterion.

6. The surplus staffing committee on behalf of the cluster will formally notify the employing school Board(s) of position(s) identified for disestablishment.
7. The employing Board notifies its affected Resource Teacher(s) of the disestablishment of their position(s).<sup>2</sup>
8. If disestablishment occurs, clauses 9A.5-9A.11 (inclusive) of this Agreement will apply.

## **Part B – RTL B Cluster Lead School Changes**

1. The process outlined in Appendix 5 Part B, clause 7 a. will only apply to changes of RTL B Cluster Lead School Employer board (RCLSE) within the primary sector i.e. from the school board of one primary school to another<sup>3</sup>.
2. Where an RCLSE proposes to relinquish that role, the board will inform the Ministry of Education National Office of the proposal. The Ministry of Education will in turn inform NZEI Te Riu Roa about the proposal within 7 days of receiving the notification from the RCLSE.
3. The RCLSE will consult with those RTL Bs it employs on the proposed relinquishment. This consultation will commence within 14 days of the RCLSE informing the Ministry of the proposal.
4. If the board confirms the decision to relinquish its RCLSE role after the consultation process has concluded, the RCLSE will notify the RTL B of this decision as soon as reasonably practicable.
5. Once a replacement RCLSE has been selected by the Ministry of Education, the ceasing RCLSE will send a letter to each of its RTL Bs giving notice of the disestablishment of their role (notice of termination because the board has

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1 Specific characteristics – sector background (primary/secondary experience); Māori language speaker (where immersion students present); Resource Teachers Māori.

2 Employer may elect to retain the position – resourced from its own funds.

3 Changes involving a change to a new RCLSE outside the primary sector will continue to be dealt with on a case by case basis.

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 the offer letter will be sent at least two months before the change of RCLSE takes effect.

6. If the RTLB declines a transfer to a suitable position<sup>4</sup>, the employee will not be entitled to receive any payment or other benefit (including surplus staffing entitlements) on the grounds that their position has ceased to exist. (The employee's notice period continues to apply, however.) 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 9A.7, 9A.8, 9A.9, 9A.10 and 9A.11.
7. Any position remaining unfilled after this process will be part of a normal appointment process (see clause 2.2 of this Agreement).
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.
  - (f) Retains additional permanent unit(s) and/or allowances allocated by, or applying to, 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; for the avoidance of doubt this includes Primary Teachers Supply Allowance (PTSA) and Staffing Incentive Allowance (SIA).
  - (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 Priority Teacher Supply Allowance (PTSA) provisions as long as they continue to be employed by an RCLSE which attracts such allowances.
  - (i) Retain continuous service for leave purposes.

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

- i. generally similar in role, duties and status; and
- ii. requires similar qualifications, training, skills and experience but may have a different title/or unit allocation; and
- iii. is in the same general locality; and
- iv. 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.

9. RTLB who are or who become housed in host schools which attract the PTSA 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.
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.

### **Part C - Transfer of Employer when Resource Teachers Learning and Behaviour (RTLB) Clusters Change**

Note: This process is separate to the one outlined in Part A above.

The following provisions shall apply in regard to the 2011 reorganisation of the RTLB service to deal with the formation of new clustering arrangements to provide an orderly process to retain employment opportunities.

1. 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 RTLB within the new cluster.
  - (b) A 'ceasing school employer' is a school that is ceasing to receive cluster resourcing for the RTLB they currently employ and who is therefore disestablishing existing RTLB positions.
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 RTLB it employs giving notice of disestablishment of her/his position from 27 January 2012.
3. Concurrently the new lead school employer will write to all permanent RTLB in ceasing employing schools in the transformed cluster and offer them a suitable<sup>5</sup> RTLB position in the transformed cluster.
4. If the employee declines a transfer to a suitable position, the employee shall not be entitled to receive any payment or other benefit (including surplus staffing entitlements) on the ground 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 shall be entitled to the surplus staffing entitlements outlined in Part 9 of this Agreement.

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<sup>5</sup> A 'suitable position' is a position that is:

- generally similar in role, duties and status; and
- requires similar qualifications, training, skills and experience but may have a different title/or unit allocation; and
- is in the same general locality; and
- 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.

5. Any position remaining unfilled after this process will be part of a normal appointment process (clause 2.2 of this Agreement refers). For the purposes of this transformation only the RTLB:
- (a) Will transfer on to a base salary step no less than currently received.
  - (b) Retain additional permanent unit(s) allocated by the current employer under clause 3.10.1 of this Agreement 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) allocated by the current employer under clause 3.10.1 of this Agreement 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 provisions clause 3.16, the Staffing Incentive Allowance clause 3.17.1 or the Priority Teacher Supply Allowance (PTSA) provisions clause 3.17.2 of this Agreement as long as they continue to be located in the school which attracts such allowances.
  - (e) Will retain continuous service for leave purposes.
6. RTLB who are or who become housed in host schools which attract the Isolation Allowance, PTSA 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.

## Appendix 6: Salary on Appointment

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.

### 1. General

- 1.1 Salary on appointment depends on qualifications and credit for previous service as set out in clauses 5 to 8 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.

- 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 5.1 below), other teaching service (as outlined in clauses 6.1-6.4 below), relevant work experience other than teaching (as outlined in clause 7.1 below) and/or childcare (as outlined in clause 8.1 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 unless clause 3.4.5(c) of the Agreement applies.
- 1.4 For salary credit purposes the following definitions will apply:
- 1.4.1 Full credit means that each year of equivalent service (or part thereof) will count as one year (or part thereof) of teaching service.
- 1.4.2 Half credit means that each year of equivalent service (or part thereof) will count as six months (or part thereof) of teaching service.
- 1.4.3 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 an employee is appointed to their first teaching position in a state or state integrated school the qualification group determines the entry point on the relevant 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. Improved qualifications for teachers in an ongoing appointment**

- 4.1 Teachers in current positions may request assessment of improved or additional qualification(s) as set out in clause 3.9 of Part Three of this Agreement.

### **5. Teaching service in a state or state integrated school**

- 5.1 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, 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.

## **6. Other teaching service**

- 6.1 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
  - (f) an overseas school provided it was a state school or a school subject to state inspection subject to clause 6.3 below, and/or a charter school, except as a transferred employee at a charter school.
- 6.2 Full credit will be granted where the service in clause 6.1(a) to (f) above was as a certificated teacher or was a teacher who held the equivalent of a recognised New Zealand teaching qualification, otherwise where the service in clause 6.1(a) to (f) above was not as a certificated teacher or evidence of certification cannot be provided, half credit will apply.
- 6.3 Overseas teachers who gain certification through either the Teaching Council's comparable qualifications or core components pathways will be deemed to have met the requirements for certification from the date they completed that/those qualification(s). For the purposes of Appendix 6 clause 6.1, 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 6 clause 7.1.
- 6.4 Overseas teachers who gain certification through the Teaching Council's discretionary pathway will be deemed to have met the certification requirements from the date certification is granted in New Zealand. Overseas teaching service completed after the date certification is granted in New Zealand will be determined under Appendix 6 clause 6.1 and relevant work experience (including overseas teaching experience completed prior to the date certification is granted in New Zealand) will be determined under Appendix 6 clause 7.1.

## **7. Relevant work experience other than teaching**

- 7.1 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.

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.

## **8. Childcare**

- 8.1 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 certificated 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 5, 6 or 7 above.

## **9. Vocational or Trade Qualifications**

- 9.1 The following vocational or trade qualifications can be used to establish a teacher's salary qualification group under clause 3.3:

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

## Appendix 7: Sick Leave Translation

Translation from a teacher's current table-based entitlement to the proposed allocation shall occur on 28 January 2024.

Translation to the new sick leave entitlement in clause 4.1.2 will be based on the teacher's years of aggregate employment as defined in clause 4.2.1(a) and the corresponding entitlement in the Translation Table.

A teacher's sick leave balance will be their translated entitlement, less sick leave taken during their aggregate employment as at the date of translation, but no teacher will have a sick leave balance:  
that is less than their balance as at 27 January 2024; or  
less than 10 days.

Below are some examples of the implementation at the day of translation (28 January 2024) for a teacher whose entitlement is currently provided under Table A and Table B:

Examples of Translation for teachers on Table A on day of translation:

|           | Aggregate employment at day of translation | Sick leave entitlement prior to translation | Total sick leave taken over duration of aggregate employment | Balance | Translated sick leave entitlement | Total sick leave taken over duration of aggregate employment | Balance  | New balance available to the Teacher from day of translation |
|-----------|--------------------------------------------|---------------------------------------------|--------------------------------------------------------------|---------|-----------------------------------|--------------------------------------------------------------|----------|--------------------------------------------------------------|
| Teacher A | 5 years                                    | 70 days                                     | 31 days                                                      | 39 days | 90 days                           | 31 days                                                      | 59 days  | 59 days                                                      |
| Teacher B | 8 years                                    | 85 days                                     | 20 days                                                      | 65 days | 120 days                          | 20 days                                                      | 100 days | 100 days                                                     |
| Teacher C | 10 years                                   | 109 days                                    | 109 days                                                     | 0 days  | 140 days                          | 109 days                                                     | 31 days  | 31 days                                                      |

Examples of translation for teachers on Table B on day of translation:

|           | Aggregate employment at day of translation | Sick leave entitlement prior to translation | Total sick leave taken over duration of aggregate employment | Balance | Translated sick leave entitlement | Total sick leave taken over duration of aggregate employment | Balance  | New balance available to the Teacher from day of translation |
|-----------|--------------------------------------------|---------------------------------------------|--------------------------------------------------------------|---------|-----------------------------------|--------------------------------------------------------------|----------|--------------------------------------------------------------|
| Teacher D | 5.5 years                                  | 92 days                                     | 31 days                                                      | 61 days | 100 days                          | 31 days                                                      | 59 days  | 69 days                                                      |
| Teacher E | 9 years                                    | 92 days                                     | 20 days                                                      | 72 days | 130 days                          | 20 days                                                      | 110 days | 110 days                                                     |
| Teacher F | 12 years                                   | 154 days                                    | 152 days                                                     | 2 days  | 160 days                          | 152 days                                                     | 8 days   | 10 days                                                      |

## Translation Table

Table that sets out the sick leave entitlements under Table A or Table B and the corresponding entitlement that would apply from 28 January 2024:

\*Acc = Accumulated

\*Ent = Entitlement

| TABLE A                  |             |                 |           | TABLE B                  |      |           | TABLE C                                 |      |           |
|--------------------------|-------------|-----------------|-----------|--------------------------|------|-----------|-----------------------------------------|------|-----------|
| Accrued Years of Service | Annual Ent* | Additional Ent* | Acc* Ent* | Accrued Years of Service | Ent* | Acc* Ent* | Years of Service (Aggregate Employment) | Ent* | Acc* Ent* |
| On appt                  |             | 7               | 7         | On appt                  | 7    | 7         | On appt                                 | 20   | 20        |
| 0.5                      | 5           | 14              | 26        | 0.5                      | 24   | 31        | 0.5                                     | 10   | 30        |
| 1                        |             | 5               | 31        | 1                        | 15   | 46        | 1                                       | 10   | 40        |
| 1.5                      | 5           |                 | 36        | 1.5                      |      | 46        | 1.5                                     | 10   | 50        |
| 2                        |             |                 | 36        | 2                        |      | 46        | 2                                       | 10   | 60        |
| 2.5                      | 5           |                 | 41        | 2.5                      |      | 46        | 2.5                                     | 10   | 70        |
| 3                        |             |                 | 41        | 3                        |      | 46        | 3                                       |      | 70        |
| 3.5                      | 5           |                 | 46        | 3.5                      |      | 46        | 3.5                                     | 10   | 80        |
| 4                        |             |                 | 46        | 4                        |      | 46        | 4                                       |      | 80        |
| 4.5                      | 5           |                 | 51        | 4.5                      |      | 46        | 4.5                                     | 10   | 90        |
| 5                        |             | 19              | 70        | 5                        | 46   | 92        | 5                                       |      | 90        |
| 5.5                      | 5           |                 | 75        | 5.5                      |      | 92        | 5.5                                     | 10   | 100       |
| 6                        |             |                 | 75        | 6                        |      | 92        | 6                                       |      | 100       |
| 6.5                      | 5           |                 | 80        | 6.5                      |      | 92        | 6.5                                     | 10   | 110       |
| 7                        |             |                 | 80        | 7                        |      | 92        | 7                                       |      | 110       |
| 7.5                      | 5           |                 | 85        | 7.5                      |      | 92        | 7.5                                     | 10   | 120       |
| 8                        |             |                 | 85        | 8                        |      | 92        | 8                                       |      | 120       |
| 8.5                      | 5           |                 | 90        | 8.5                      |      | 92        | 8.5                                     | 10   | 130       |
| 9                        |             |                 | 90        | 9                        |      | 92        | 9                                       |      | 130       |
| 9.5                      | 5           |                 | 95        | 9.5                      |      | 92        | 9.5                                     | 10   | 140       |
| 10                       |             | 14              | 109       | 10                       | 62   | 154       | 10                                      |      | 140       |
| 10.5                     | 5           |                 | 114       | 10.5                     |      | 154       | 10.5                                    | 10   | 150       |
| 11                       |             |                 | 114       | 11                       |      | 154       | 11                                      |      | 150       |
| 11.5                     | 5           |                 | 119       | 11.5                     |      | 154       | 11.5                                    | 10   | 160       |
| 12                       |             |                 | 119       | 12                       |      | 154       | 12                                      |      | 160       |
| 12.5                     | 5           |                 | 124       | 12.5                     |      | 154       | 12.5                                    | 10   | 170       |
| 13                       |             |                 | 124       | 13                       |      | 154       | 13                                      |      | 170       |
| 13.5                     | 5           |                 | 129       | 13.5                     |      | 154       | 13.5                                    | 10   | 180       |
| 14                       |             |                 | 129       | 14                       |      | 154       | 14                                      |      | 180       |

| TABLE A                  | TABLE B     | TABLE C         | TABLE A                  | TABLE B     | TABLE C         | TABLE A                  | TABLE B     | TABLE C         | TABLE A                  |
|--------------------------|-------------|-----------------|--------------------------|-------------|-----------------|--------------------------|-------------|-----------------|--------------------------|
| Accrued Years of Service | Annual Ent* | Additional Ent* | Accrued Years of Service | Annual Ent* | Additional Ent* | Accrued Years of Service | Annual Ent* | Additional Ent* | Accrued Years of Service |
| 14.5                     | 5           |                 | 134                      | 14.5        |                 | 154                      | 14.5        | 10              | 190                      |
| 15                       |             |                 | 134                      | 15          |                 | 154                      | 15          |                 | 190                      |
| 15.5                     | 5           |                 | 139                      | 15.5        |                 | 154                      | 15.5        | 10              | 200                      |
| 16                       |             |                 | 139                      | 16          |                 | 154                      | 16          |                 | 200                      |
| 16.5                     | 5           |                 | 144                      | 16.5        |                 | 154                      | 16.5        | 10              | 210                      |
| 17                       |             |                 | 144                      | 17          |                 | 154                      | 17          |                 | 210                      |
| 17.5                     | 5           |                 | 149                      | 17.5        |                 | 154                      | 17.5        | 10              | 220                      |
| 18                       |             |                 | 149                      | 18          |                 | 154                      | 18          |                 | 220                      |
| 18.5                     | 5           |                 | 154                      | 18.5        |                 | 154                      | 18.5        | 10              | 230                      |
| 19                       |             |                 | 154                      | 19          |                 | 154                      | 19          |                 | 230                      |
| 19.5                     | 5           |                 | 159                      | 19.5        |                 | 154                      | 19.5        | 10              | 240                      |
| 20                       |             | 25              | 184                      | 20          | 75              | 229                      | 20          |                 | 240                      |
| 20.5                     | 5           |                 | 189                      | 20.5        |                 | 229                      | 20.5        | 10              | 250                      |
| 21                       |             |                 | 189                      | 21          |                 | 229                      | 21          |                 | 250                      |
| 21.5                     | 5           |                 | 194                      | 21.5        |                 | 229                      | 21.5        | 10              | 260                      |
| 22                       |             |                 | 194                      | 22          |                 | 229                      | 22          |                 | 260                      |
| 22.5                     | 5           |                 | 199                      | 22.5        |                 | 229                      | 22.5        | 10              | 270                      |
| 23                       |             |                 | 199                      | 23          |                 | 229                      | 23          |                 | 270                      |
| 23.5                     | 5           |                 | 204                      | 23.5        |                 | 229                      | 23.5        | 10              | 280                      |
| 24                       |             |                 | 204                      | 24          |                 | 229                      | 24          |                 | 280                      |
| 24.5                     | 5           |                 | 209                      | 24.5        |                 | 229                      | 24.5        | 10              | 290                      |
| 25                       |             |                 | 209                      | 25          |                 | 229                      | 25          |                 | 290                      |
| 25.5                     | 5           |                 | 214                      | 25.5        |                 | 229                      | 25.5        | 10              | 300                      |
| 26                       |             |                 | 214                      | 26          |                 | 229                      | 26          |                 | 300                      |
| 26.5                     | 5           |                 | 219                      | 26.5        |                 | 229                      | 26.5        | 10              | 310                      |
| 27                       |             |                 | 219                      | 27          |                 | 229                      | 27          |                 | 310                      |
| 27.5                     | 5           |                 | 224                      | 27.5        |                 | 229                      | 27.5        | 10              | 320                      |
| 28                       |             |                 | 224                      | 28          |                 | 229                      | 28          |                 | 320                      |
| 28.5                     | 5           |                 | 229                      | 28.5        |                 | 229                      | 28.5        | 10              | 330                      |
| 29                       |             |                 | 229                      | 29          |                 | 229                      | 29          |                 | 330                      |
| 29.5                     | 5           |                 | 234                      | 29.5        |                 | 229                      | 29.5        | 10              | 340                      |
| 30                       |             | 22              | 256                      | 30          | 77              | 306                      | 30          |                 | 340                      |

## **Appendix 8: Elements from Previous Settlements**

### **1. Transfers and Removals**

The parties acknowledge that the intent of clause 6.6 is that reimbursements will be made for costs in relation to the sale and purchase of the teachers' primary place of residence and not for holiday homes or investment properties but note that, in giving effect to the intention of the clause, consideration may be given to an individual teacher's circumstances.

### **2. Professional Standards**

The parties acknowledge that the professional standards used for the purpose of pay progression agreed to as part of this agreement are interim standards. The parties also acknowledge that the development of a set of standards for teachers could be achieved by the Teaching Council. The parties agree that it is desirable in the medium term for there to be a single set of standards for teachers. Therefore the parties agree to work co-operatively to review and if necessary to revise the standards in the agreement to ensure that the standards in the agreement are wherever possible consistent with any standards subsequently developed.

## Appendix 9: Terms of Settlement

This section sets out the offer for the renewal of the Primary Teachers' Collective Agreement (2026 – 2028) and is to be read in conjunction with the tracked change collective agreement.

This offer is made by the Public Service Commissioner to NZEI Te Riu Roa. It is subject to ratification by NZEI Te Riu Roa members pursuant to section 51 of the Employment Relations Act 2000 and will be **deemed to have lapsed if it is not ratified by 2 April 2026, and the new collective agreement signed, by 24 April 2026.**

**Interpretation note:** unless specified otherwise in this Terms of Settlement, clause references refer to the clause numbering in the now-expired PTCA dated 3 July 2023 – 2 July 2025. Some clause numbering may change once a new agreement is ratified.

### 1. Term of Agreement

Replace clause 1.4 with the following:

This Agreement shall come into force on date of ratification – 2 April 2026 and expires on 2 October 2028, except as provided for under section 53 of the Employment Relations Act 2000.

### 2. Remuneration

The Base Salary Scale for Trained Teachers as set out in clause 3.2 will increase by the following amounts:

- 2.5% on all steps from date of ratification – 2 April 2026; and
- 2.0% on steps 1-8 and 2.1% on steps 9 and 10 on 28 January 2027.

The new rates are set out below:

| Step | Qualification Groups | Rates effective 2 December 2024 | Rates effective date of ratification 2 April 2026 | Rates effective 28 January 2027 |
|------|----------------------|---------------------------------|---------------------------------------------------|---------------------------------|
| 1    | Q1E, Q2E, Q3E        | \$61,329                        | \$62,862                                          | \$64,119                        |
| 2    | Q3+E                 | \$64,083                        | \$65,685                                          | \$66,999                        |
| 3    | Q4E                  | \$66,586                        | \$68,251                                          | \$69,616                        |
| 4    | Q5E                  | \$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    | Q3M                  | \$97,920                        | \$100,368                                         | \$102,475                       |
| 10   | Q3+M, Q4M, Q5M       | \$103,086                       | \$105,686                                         | \$107,886                       |

The Base Salary Scale for Untrained Employees as set out in clause 3.4 will increase on all steps by:

- 2.5% on 2 April 2026; and
- 2.0% on 28 January 2027.

New rates are as set out in the table below:

Base Scale – Untrained Employees

| Step    | Rates effective<br>2 December 2024 | Rates effective<br>date of ratification<br>2 April 2026 | Rates effective<br>28 January 2027 |
|---------|------------------------------------|---------------------------------------------------------|------------------------------------|
| Minimum | \$52,468                           | \$53,780                                                | \$54,855                           |
| Maximum | \$54,528                           | \$55,891                                                | \$57,009                           |

The Base Salary Scale for Qualified Speech Language Therapists as set out in the new clause 3.4A will increase on all steps by:

- 2.5% on date of ratification – 2 April 2026; and
- 2.0% on 28 January 2027.

New rates are as set out in the table below:

Base Scale- Qualified Speech Language Therapists

| Step | Rates effective<br>2 December 2024 | Rates effective<br>date of ratification<br>2 April 2026 | Rates effective<br>28 January 2027 |
|------|------------------------------------|---------------------------------------------------------|------------------------------------|
| 1    | \$76,805                           | \$78,725                                                | \$80,300                           |
| 2    | \$81,462                           | \$83,499                                                | \$85,169                           |
| 3    | \$86,253                           | \$88,409                                                | \$90,178                           |
| 4    | \$91,069                           | \$93,346                                                | \$95,213                           |
| 5    | \$95,638                           | \$98,029                                                | \$99,990                           |
| 6    | \$100,139                          | \$102,642                                               | \$104,695                          |
| 7    | \$104,640                          | \$107,256                                               | \$109,401                          |
| 8    | \$109,139                          | \$111,867                                               | \$114,105                          |
| 9    | \$113,640                          | \$116,481                                               | \$118,811                          |

### 3. Unified Base Salary Scale

The parties agree to amend the Unified Base Salary Scale mechanism (clause 3.1) as follows:

#### 3.1 Unified Base Salary Scale and unit rates

3.1.1 The purpose of this clause is to maintain a Unified Base Salary Scale and unit rates for all teachers in the state and state integrated compulsory education sector.

#### 3.1.2 Mechanism

- (a) The Secretary for Education ~~shall~~ will, within one month of ratification of any collective agreement (or relevant variation thereof) applicable to other teachers in the state and integrated school sector, notify the NZEI Te Riu Roa National Secretary of any changes **to the base salary scale** and offer such changes to teachers covered by the PTCA.

- (b) ~~The Secretary for Education will, within one month of ratification of any collective agreement (or relevant variation thereof) applicable to other teachers in the state and integrated school sector, notify the NZEI Te Riu Roa National Secretary of any changes **resulting in the value of units being higher than \$5,500** (in clause 3.9) and offer such changes to teachers covered by the PTCA.~~
- (bc) The National Secretary of NZEI Te Riu Roa ~~shall~~ will, within one month of receipt of the offer described in clause 3.1.2(a) ~~and/or 3.2.1(b)~~, advise the Secretary for Education whether NZEI Te Riu Roa wishes to accept such offer. The parties agree that upon receipt of NZEI's acceptance of the offer the PTCA ~~shall~~ will be deemed to be varied ~~pursuant to under~~ clause 1.5 in the terms outlined in the offer as advised by the Secretary for Education.
- 3.1.3 The teachers and school boards will be notified of any changes in the PTCA made ~~pursuant to under~~ clause 3.1.2.
- 3.1.4 Clause 3.1 ~~shall~~ applies from ~~1 June 2023~~ 2 April 2026 to ~~2 July 2025~~ 2 October 2028. Thereafter this clause ~~will~~ ceases to apply and ~~has shall~~ have no effect.
- 3.1.5 For clarity, reference to teachers in this clause means trained teachers i.e. teachers who hold a current practicing certificate and does not include speech language therapists or untrained employees.

#### 4. Increases to Units

The parties agree to increase the value of salary units under clause 3.9 as follows:

|            |         | Rates effective date<br>of ratification<br>2 April 2026 | 28 January 2027 | 2 October 2028 |
|------------|---------|---------------------------------------------------------|-----------------|----------------|
| -          | Current |                                                         |                 |                |
| Unit Value | \$4,500 | \$5,100                                                 | \$5,250         | \$5,500        |

#### 5. Learning Support Coordinators

To aid with the provision of 650 more Learning Support Coordinators (LSCs) announced in Budget 2025, the parties agree to amend clause 3.38.4 to provide that LSCs can be employed full-time or part-time, including job share arrangements as agreed by the employer. Clause wording is available in the tracked change collective agreement as follows:

- 3.38.4 Coordinators can ~~will usually~~ be employed full-time, or part-time, including job share arrangements as agreed by the employer. ~~Except in circumstances agreed by the employer, such as on return from parental leave, when a Coordinator(s) may be employed as a job share or part-time.~~

## **6. Service Credit for Commencing Salary for Untrained Employees who become Certificated Teachers**

The parties agree to amend the commencing salary provisions to better recognise the prior work experience of untrained employees who, upon gaining their teaching certification, transition to the trained teacher salary scale. Amended wording of clause 3.5 and Appendix 6 is included in the tracked change collective agreement.

## **7. Recognition of Service for Employees transferred to Converted (Charter) Schools who return to State and State-integrated Schools**

The parties agree 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, and who have now returned to state and state-integrated schools (provided the employee's service is continuous).

Clause 1.6. Definitions will also be amended to include definitions for "Converted School" and "Transferred Employee":

1.6.3 "Converted School" has the same meaning as in clause 114 of Schedule 1 of the Education and Training Act 2020.

1.6.17 "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; key changes are as set out below:

Insert new sub-clauses under 4.2.2

- (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.

Insert new clauses in Part 6: Removal Expenses as follows:

- 6.1.3 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 6.1.1 and 6.1.2 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 and units allocated for a fixed term of 12 months or more 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) 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.

6.1.4 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 6.1.1 or 6.1.2.

6.1.5 Payment of removal expenses to a transferred employee 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.

*Consequential renumbering of following clauses.*

Additional clauses referring to transferred employees include:

- Salary on appointment (including Appendix 6)
- Grandparented Service Increment
- Māori Immersion Teaching Allowance (MITA)
- Compassionate Grant
- Pacific Bilingual and Immersion Teaching Allowance
- Further Sick Leave Provisions
- Parental Leave
- Payment of Long Service and Severance Provisions (Surplus Staffing Provisions)

## **8. Clause 2.10 Changes**

Delete clause 2.10.4 (expenses incurred when school is closed for instruction), with consequential renumbering.

## **9. Disregarded Sick Leave**

The parties agree to add a new clause 4.3.1(vi) and (vii) to the disregarded sick leave provisions to state that:

(vi) Disregarded sick leave will not be granted:

- Where the raising of a complaint/personal grievance against the employer has substantially caused a stress-related or non-physical illness.
- Where the employee being subject to a disciplinary or competency process has substantially caused the sickness.
- 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.
- Where payment has been made by the Accident Compensation Corporation.

(vii) For the avoidance of doubt:

- Where an employee qualifies for disregarded sick leave, that qualification is not lost by subsequent raising or pursuit of a personal grievance, nor by the employer's subsequent initiation of a performance management process.
- 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.
- illnesses (including those that are stress-related) that are not barred by (vi) above can confer eligibility for disregarded sick leave.

*Full wording is in the tracked change collective, including in addition to the above:*

*Inserting at the start of the stem of 4.3.1 "Subject to (vi) below".*

Amending clause 4.3.2 as follows to link the maximum period of disregarded sick leave to the public health advice:

4.3.2 Where sick leave has been deducted for any period granted as disregarded sick leave under clause 4.3.1(iv) above, the sick leave will be reinstated.

## **10. Chatham and Pitt Island Provisions**

The parties agree to amend Part 7 (Terms and Condition of Service for Teachers in the Chatham Islands (including Pitt Island) to align to the changes agreed in the settlement of the Primary Principals' Collective Agreement (PPCA) - noting some of these provisions are currently subject to discussion to ensure they reflect the parties' intent in the settlement of the PPCA.

These changes include:

Alignment of provisions of clause 7.5 Payment of Fares to Mainland for Annual Leave with the amended PPCA provisions.

Alignment of provisions of clause 7.6 Secondary Schools Allowance with the amended PPCA provisions.

Adding “Until 1 April 2026” to the stem of current 7.7.1.

Replacing the current 7.7.2 with the following:

7.7.2 From 2 April 2026, the allowance will be:

|           | <b><u>Basic Rate<br/>per annum</u></b> | <b><u>Partner<br/>Supplement<br/>per annum</u></b> | <b><u>Child<br/>Supplement<br/>(per child)<br/>per annum</u></b> | <b><u>Pitt Island<br/>Supplement per<br/>annum</u></b> |
|-----------|----------------------------------------|----------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------|
| Isolation | \$2,500                                |                                                    |                                                                  |                                                        |
| Freight   | \$5,000                                | \$4,000                                            | \$1,500                                                          | \$688.05                                               |

Delete current 7.7.3, 7.7.4 and 7.7.5.

Amend clause 7.10 as follows:

7.10 Payment of Fares to Mainland for Professional Development Employing Boards ~~that will~~ pay an actual or equivalent return air fare (not to exceed \$2,000) by ~~normal~~ commercial air flight for four permanent full-time teachers ~~per annum every six months~~ for the purposes of professional development. The teachers ~~will~~ shall become eligible for the subsidy on completion of each anniversary of six months of continuous service following their arrival in the Chatham Islands.

For completeness add a new sub-clause in the Isolation Allowance clause 3.16 as follows:

3.16.7 The Isolation Allowance payable to employees on Chatham Island (including Pitt Island) is set out in clause 7.7

## **11. School Camp Allowance**

The parties agree that from 28 January 2027, the camp allowance in clause 5.3 will increase to \$35. Clause wording is available in the tracked change collective agreement.

## **12. Associate Teacher Allowance**

The parties agree to amend clause 3.21 to clarify that the associate teacher allowance is a minimum rate and that employers can choose to pay the allowance at a higher rate. Where a rate above the minimum rate is to be paid to a teacher, the rate will be consistent with any arrangements made between the provider and the Board.

### 13. Paid Sabbatical Leave

Amend clause 4.10.4 as follows:

#### 4.10.4 Report and publication

- (a) Upon completion of the paid sabbatical leave, teachers ~~will submit a report to the Sabbatical Award Group~~ The report should outline the teachers' experiences and what they have learnt through the paid sabbatical leave to be shared with other primary teachers, maximising the benefit to other primary teachers and schools promoting collaboration and sharing of innovation and effective practice and creating a body of research and information available to all primary teachers. To maximise the impact of the sabbatical outcome, teachers may also consider submitting this report to relevant peer-reviewed publications, academic conferences or other such appropriate platforms for sharing teacher practice. The Ministry of Education can provide a list of potential publications and conferences.

~~Note 1: A teacher in receipt of the allowance for a Kāhui Ako Teacher between-schools role may apply for a Sabbatical Leave award provided any application for the award has the support of both their employing board and the other boards in the Kāhui Ako.~~

### 14. Technical and Readability

The parties agree to technical changes intended to provide clarification and readability. The tracked change version of the PTCA is provided. The key technical changes are highlighted below:

- Including the Speech Language Therapist pay scale in the collective agreement under clause the new 3.4A1.
- Clarifying that LAT holders/untrained employees are eligible for fixed term 3R payments under clause 3.26 for reasons of recruitment, retention and responsibility.
- Clarifying the components included in the calculation of a principal's base salary under clause 3.14, for the purposes of administering the relieving principal's allowance.
- Clarifying that units are not allowances for the purposes of calculating an employee's entitlement to the Higher Duties Allowance under clause 3.13.
- Clarifying how the Higher Duties Allowance under clause 3.13 is allocated where two or more employees are acting up under a job-sharing arrangement.
- Improvements for readability and clarification.
- Updating legislation references.
- Removing defunct provisions (including Kahui Ako provisions).

## **Terms of Settlement Only**

### **15. Relief Teacher Professional Learning Development**

The parties agree it is important for short-term relievers to be engaged in professional learning and development (PLD), focused on structured literacy and mathematics.

The parties agree as part of the settlement of this agreement that there will be a fund to the maximum value of two-and a-half (2.5) million dollars over the term of the collective agreement to support short-term relievers to attend PLD which falls during the term of the Agreement.

The intent is to focus this support on those relievers who work in primary schools to access this PLD alongside colleagues.

Schools are encouraged to include relievers in the school's curriculum day PLD sessions.

Where a school approves a reliever to attend the PLD, the reliever will be paid for attending a day of PLD in accordance with clause 3.23.3(a) of the PTCA, or, where the PLD is for less than a day, in accordance with clause 3.23(c) of the PTCA

Until the fund is exhausted, school boards will be able to apply to the Ministry of Education for reimbursement of the wages of a reliever attending the PLD, to a maximum of two days per annum per any individual reliever. A school may agree that a reliever can attend additional PLD days at the school's cost.

The fund will also cover the cost of course attendance (e.g. PLD provision where a per teacher cost is levied) and the Ministry's administration of the fund, including the process for reimbursing schools.

The parties will meet prior to the end of the 2026 school year to evaluate usage of the fund and consider adjustments if required.

For clarity, the fund will operate from 2 April 2026, noting there may be initial delay in reimbursement to schools while the reimbursement processes are set up.

### **16. Curriculum Change**

The Ministry will provide 500 days of release per annum in each of 2027 and 2028, to support teachers in U1 to U3 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 and the Ministry for commencement in Term 1 2027.

## **17. Working Group on Annual Holidays and Leave**

The parties agree to meet over the term of the agreement to discuss how teachers' entitlements for annual holidays under legislation can be correctly calculated and recorded, while making minimal changes to the way in which teachers use their time during the remainder of school vacations.

Any agreed changes will be incorporated into the collective agreement by the way of a variation or in subsequent bargaining.

## **18. Cultural Leadership Allowance**

The parties agree that, from 28 January 2027, an additional 25 Cultural Leadership Allowances (CLA) will be made available. These will be distributed based on the existing allocation method. Information about the allocation method can be found at [Cultural leadership allowance allocation process – primary teachers.pdf](#). The parties will update this process as required.

## **19. Clarify the use of Beginning Teachers Time Allowance**

The parties note that that the beginning teacher time allowance can be used to provide release to their mentor teacher to enable support for the beginning teacher, at the discretion of the employing school. The Ministry will update its online guidance to clarify the beginning teacher time allowance is used to provide the beginning teacher with a robust advice and guidance programme. This can include releasing a mentor teacher.

## **20. Hard to Staff Allowances**

The parties agree to meet within six months following ratification (or sooner if other parties ratify), to discuss how the current hard-to-staff allowances (under clause 3.16 in the PTCA) available to principals and teachers could be improved, by consolidating them into fewer, more meaningful, better targeted, and more purposeful allowances that are more effective in supporting recruitment and retention in hard to staff schools. The intention is to modernise provisions within existing funding. Any agreed changes will be incorporated by means of a variation.

## **21. Reliever Progression**

The parties agree to meet within six months following ratification of the collective agreement to discuss options for streamlining the relievers' salary increment notification process, as relates to clause 3.8.2. The intention of the parties is to provide guidance for relievers and schools and simplify the process, where possible.

## **22. Part Five Allowances**

The parties agree to meet within six months following ratification to discuss the rates of the reimbursing allowances found in Part 5 of the collective agreement with a view to informing future collective agreement discussions.

## **23. Classroom Release Time (CRT) for Curriculum and Assessment Improvements**

The parties agree to promote current joint guidance on the use of classroom release time including to support the implementation of curriculum changes, assessment practices, and associated teaching and learning approaches.

## **24. Related Matters**

If this offer is ratified and the new collective agreement signed by 24 April 2026, Education Payroll Limited (EPL), will implement the pay rates no later than 30 July 2026.

The Ministry intends to publish this offer on 17 April 2026.

The parties note that following ratification the Secretary for Education will promulgate an individual employment agreement for non-union employees based on the terms and conditions in the collective agreement.

Signed in Christchurch on 26 March 2026 by:

Jane Porter  
Advocate for NZEI Te Riu Roa

Aaron Crawford  
Representative for the Public Service  
Commissioner

Witnessed by:

Carla Palmer  
For Te Whakarōpūtanga Kaitiaki Kura o  
Aotearoa

Dr Andrew Dallas  
Facilitator, Employment Relations  
Authority

## Signatories

This Agreement has been signed by the parties in Wellington on 14 April 2026.

New Zealand Educational Institute (NZEI) Te Riu Roa  
On behalf of the employees by its duly authorised representative

Jane Porter  
NZEI Te Riu Roa

Secretary for Education  
By duly authorised representative

Aaron Crawford  
Ministry of Education

Witnessed by:

Carla Palmer  
Te Whakarōpūtanga Kaitiaki Kura o Aotearoa | New Zealand School Boards Association