



Education Accord

Friday, 11 October 2019

Accord between the Ministry of Education, NZEI Te Riu Roa and PPTA Te Wehengarua

Purpose

The purpose of this Accord is to give effect to building a high trust environment where the teaching profession is highly regarded, sustainable, and is fit for now and the future of learning.

Context

In 2018 this statement was agreed to by the Minister of Education, PPTA and NZEI at the Education International/OECD International Summit of Teaching Profession. This being the only global forum between unions and government to pursue partnership in education policy.

"New Zealand is about to embark on a significant phase of public engagement to identify what we as a country are looking for from the education system, from the early years and throughout life.

The New Zealand delegation is committed to working openly and constructively to jointly lead this conversation in a positive way, without a predetermining outcome, for the benefit of the social, economic and cultural wellbeing of the country.

Further to this, the delegation is committed to co-constructing with the profession the design and implementation of change that affect the profession." ISTP March 2018, Portugal

Joint approach to solving issues.

An interest based approach allows the parties to:

- Identify and deal with issues and reach consensus to resolve them
- Identify the decisions the parties to the accord can jointly or separately take, and which matters need to be recommended to the Government
- Actively support and recommend consensus decisions to the respective decision making bodies of the parties

The Issues

Teacher and Principal workload

While teachers and principals value autonomy and report high levels of self-efficacy, the roles are also complex with growing intensity and high expectations.

How do we create enough time and space within the system to support teachers and principals to deal appropriately with the growing demands on them including personalisation of learning, leadership roles, connect to whanau/family, responding to students with complex needs, assessment, and professional development to ensure effective educational outcomes and an improved working environment and well-being.

For Workload we have already agreed...

The roll out of changes to NCEA and, as yet uncompleted, curriculum work changes are intended to positively impact on workload over time. There will be **8 days**¹ allowed for teacher only days during the term of the collective to work on these priorities. These 8 days will not extend the school year.

Evidence shows that performance appraisal as an accountability instrument does not demonstrably lift teacher quality and contributes to a low trust high workload environment. As part of the accord implementation process the parties, NZSTA and the Teaching Council will work together to remove performance appraisal

The Minister has committed to bringing forward legislation to remove the relevant requirements in legislation.

Further work

The Taskforce on reducing compliance identified 14 system level drivers of compliance including Application for Learning support, Applications for transport for students with learning support needs, EOTC and Restraint. Implementation plans have been developed for these and are being progressed.

The parties will monitor the progress of implementation of the Taskforce plans.

The impact of workload on the current and future workforce, wellbeing and change management will be considered across other aspects of the accord.

Future workforce

What can we do to have in place a sustainable Education workforce that meets the needs of learners in a rapidly changing world?

We will consider pathways into and out of teaching, career opportunities within teaching and the wider education sector.

New models of learning, for example provided by new technologies (within and beyond the classroom) present opportunities and challenges to the workforce. Within this context the issues of class sizes and related formula will be considered.

How do we develop and deploy a para-professional workforce employed by Boards that supports teaching and learning?

The Ministry and the NZEI are currently involved in detailed work to resolve pay equity issues with these staff. That work will continue. In addition, the roles **para-professionals** may hold, their career pathways and how they are funded (e.g. staffing entitlement or operations grant) will be considered.

¹ Any one principal or teacher is entitled to a maximum of 8 days.

Wellbeing

How do we have confidence that the wellbeing of the workforce is being attended to?

Already the parties have committed to the development of a Wellbeing framework for Education Professionals.

There will be a focus on implementation of systemic supports to address the identified issues in relation to wellbeing.

Collective agreements

Current collective agreements in education are complex and can be administratively burdensome and inconsistent in their application. *How do we resolve this?*

The 2019 offer for settlement included a unified pay scale for teachers covered by the PTCA, STCA and ASTCA.

The extent to which an UPS relates to Principals will be a matter for future discussion.

A joint pre-bargaining process with NZEI and PPTA will begin four months before the expiry of the first collective agreement to discuss the UPS and any other matter relating to bargaining (this will be included in terms of settlement).

Union Negotiated Fees

How do we ensure that non-union members do not gain undue benefits from the efforts of unions including member only benefits, bargaining fees and other legislative mechanisms?

Change management

How do we ensure changes are well managed?

Ways of more effectively managing change in education will be explored e.g. the change management tool kit and improved implementation planning.

Governance group

Sponsor

The sponsor will be the Minister of Education.

Independent Chair

An Independent Chair will be appointed.

Membership and substitutes

The membership of the governance group will consist of:

- the Ministry of Education - the Secretary for Education and the Deputy Secretary ELSA
- the PPTA - President and Secretary

- the NZEI - President and Secretary.

No substitutes will be provided for.

Resolving issues where consensus not achieved

Where consensus cannot be achieved then unless otherwise directed by the Minister then work will be suspended and third party assistance being sought to assist the parties to reach consensus.

Reporting to Minister

The parties will provide a progress report to the Minister of Education every three months.

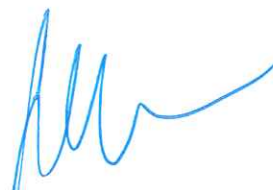
Signature blocks



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Witnessed by:



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