



Briefing Note: Meeting with PPTA on 1 February 2021

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	27 January 2021	Priority:	Low
Security Level:	In Confidence	METIS No:	1247331
Drafter:	Alice O'Connor	DDI:	9(2)(a)
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is for you to:

- **Note** the information relating to the three key topics New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA) intend to discuss at the meeting on 1 February 2021.
- **Agree** that this Briefing will be proactively released.

Agree / Disagree

Summary

- You are receiving this briefing as the PPTA has requested a meeting with you. The meeting has been set down for Monday 1 February 2021. The PPTA represent the large majority of secondary teachers and many secondary school principals. Their support is essential for the success of the education work programme.

- Background information is provided on each of the issues which the PPTA has indicated it would like to raise with you. These are:
 - Schools as community hubs
 - Teacher workload
 - Teaching Council fees and functions



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

27/01/2021



Hon Jan Tinetti
Associate Minister of Education

30/01/2021

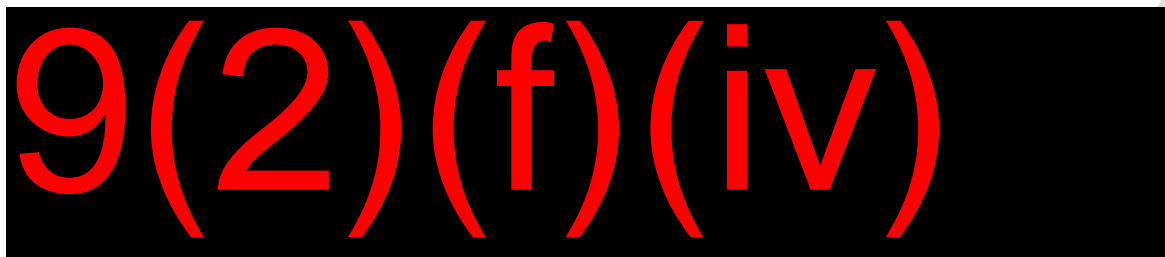
Key issues for discussion

Schools as community hubs

1. The PPTA is seeking to make schools the hub of the community. To the PPTA this means small class sizes and more one-on-one teaching, achieved by increasing the number of teachers, and an increase in funding.

Increasing the number of teachers – teacher supply

- 2.



3. Our Teacher Supply programme has been adjusted to assist schools in the COVID-19 environment. Schools can access the following support:
 - a. Subsidised domestic recruitment from recruitment agencies Oasis Education Limited, and EP Education Ltd
 - b. Domestic Relocation Grant (DRG)
 - c. Domestic Finder's Fee (DFF)
 - d. Recruitment, Retention and Responsibility National Fund (3RNF).
 - e. National Beginning teacher (NBT) grants
 - f. Voluntary Bonding Scheme Expansion (VBSE)
 - g. Teacher Education Refresh programme enrolment places to help qualified teachers return to or stay in the classroom.

Refer Annex 1 for further detail.

Social services and schools as community hubs

4. Currently some schools can choose to become community hubs to support families to access broad health, family wellbeing and child protection services within a school setting. It must be a school decision and in the best interests of the tamariki and whānau that they serve.
5. Schools as community hubs can apply to a variety of offerings that best suit their community needs, for example:
 - a. Co-location of social services, health and child protection on a school site
 - b. Co-ordination of physical activity and sport on the school site for community benefit
 - c. Schools partnering with local community groups to develop school vegetable gardens, recycle bikes for local school children and engage families in non-for-profit projects to raise funds for schools.

6. The Department of Internal Affairs (DIA) is undertaking a stocktake of community hubs across New Zealand to identify key success factors. The Ministry is contributing to this process.

Teacher workload

7. Workload is a matter of continuing interest and concern to teachers as they strive to deliver learner-centred future-focused teaching.
8. The Education Accord (which includes the PPTA, NZEI Te Riu Roa, and the Ministry) has indicated that it wants to look at workload issues within the broader context of the role of the teacher i.e. how can the teachers best be supported in their role, and how can barriers such as administrative load, a lack of out-of-class time to plan learning, and fostering learning-oriented relationships be addressed? A key issue of concern is 'role complexity and scope creep' and how this can be managed by system design at national policy and school management levels. This brings to the fore concepts of team teaching, learner support and administrative roles.
9. There are a lot of initiatives that come from the centre and, at times, may have not been well introduced. The Ministry is trying to reduce that through better change management and the changes to how the Ministry works with the sector.
10. In recent years, a significant investment has been made in improving pay, workload and wellbeing for teachers. This includes:
 - a. Settling collective agreements and increasing teacher salaries.
 - b. Investments totalling around \$135 million to boost teacher supply, with a focus on having more New Zealand-trained teachers by making it easier to get into, return to, and stay in the profession.
 - c. New roles such as Learning Support Coordinators and Curriculum Leads to provide more hands-on front-line support to teachers.
 - d. Provision of eight additional teacher only days from 2019 to the end of 2022. These days are to work on the roll out of changes to NCEA and curriculum work changes, which in themselves are intended to positively impact workload.
 - e. Measures to address administrative workloads, most recently with the Teaching Council removing performance appraisals and introducing a new Professional Growth Cycle fostering a high trust, low compliance, learning focused, environment.
 - f. In 2020, a \$16 million investment for a COVID-19 wellbeing package to benefit our educators and to increase their access to support services. Additional EAP services are already on offer to the 40,000 educators in the Auckland workforce in support of the Level 3 resurgence.

Teaching Council fees and functions

11. On 22 May 2020, the Council confirmed changes to its fees effective 1 February 2021 via a Gazette notice. These changes include transitioning from a practicing certificate fee of \$220 valid for three years to a practicing certificate fee of \$157 valid for one year.
12. The PPTA has lodged a request for judicial review of the Council's fees decision. It would not be appropriate to comment on this matter, or the Council's consultation process, while this matter is before the Court. It would also be inappropriate to comment on the Council's functions while the request for judicial review is being

considered. In the meantime, the Council will continue to fulfil its functions as set out in legislation.

13. Payment of Teaching Council fees was not included in the settlement of the current collective agreements which were ratified in the second half of 2019, although we note that these agreements resulted in significant increases in remuneration for teachers. By 2021 most teachers will receive a pay rise of at least \$12,000 when compared to the pay rates at the beginning of 2019. At least 23,500 (44%) experienced teachers will be able to earn at least \$90,000. Secondary school salary units were increased from \$4,000 to \$5,000 per annum.

Proactive Release

14. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Teacher Supply Initiatives

Annex one: Teacher Supply Initiatives

Schools can access the following supports:

- a. Subsidised domestic recruitment from recruitment agencies Oasis Education Limited, and EP Education Ltd.
- b. Domestic Relocation Grant (DRG): If a returning or beginning teacher is moving within New Zealand to fill a teaching vacancy, they may be eligible for reimbursement of actual incurred relocation costs. Criteria and funding provisions are available online.
- c. Domestic Finder's Fee (DFF): Schools recruiting returning or beginning teachers already living in New Zealand may be eligible for reimbursement of actual incurred recruitment costs. Criteria and funding provisions are available online.
- d. Recruitment, Retention and Responsibility National Fund (3RNF): We are re-introducing the 3RNF to support schools that have struggled to attract a qualified teacher - this fund enables schools to employ people with subject matter expertise as a Limited Authority to Teach (LAT) teacher. Criteria and funding provisions are available online.
- e. National Beginning teacher (NBT) grants: This grant is now open for applications. The NBT is paid to eligible schools to fund recruitment and structured mentorship of beginning teachers (provisionally certificated teachers), enabling them to "shadow" and be mentored by an experienced teacher before taking on their own class and teaching independently. Criteria and funding provisions are available online.
- f. Voluntary Bonding Scheme Expansion (VBSE): The voluntary bonding scheme expansion continues in 2021, so schools with hard-to-fill vacancies will find it easier to recruit and retain new graduates. The expansion includes decile 2 and 3 state and state integrated schools in Auckland, and shortage subjects (the sciences, maths, technology, te reo Māori) nationwide, and Māori medium kura nationwide. Criteria and funding provisions are available online.
- g. Teacher Education Refresh programme enrolment places to help qualified teachers return to or stay in the classroom.