

Guide to changes to STCA provisions – Kāhui Ako Responsibility Allowances

2023 STCA changes

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The basic changes

What has changed:

- From the start of 2024 schools in Kāhui Ako may choose either to:
 - Continue with their current arrangements or
 - Convert up to 50% of their Within School Teacher positions into Kāhui Ako Responsibility allowances for the purposes of:
 - i. promoting effective teaching practice within the school, and
 - ii. strengthening the use of effective approaches to teaching and learning to achieve shared Kāhui Ako objectives
 - iii. recognising Kāhui Ako -related responsibilities undertaken by teachers (other than principals) who are not Kāhui Ako Teachers (within school).

What has not changed:

Any of the provisions or requirements around the Within School Teacher roles themselves.

What are the purposes of the changes?

Kāhui Ako and members in them were reporting five issues:

- Not being able to find enough people to fill their allocation of Within School Teacher roles.
- Disengagement from teachers who were not in Kāhui Ako roles.
- Not being able to recognise work by other teachers on behalf of the Kāhui Ako.
- Some degree of negativity towards Kāhui Ako role holders.
- Concerns about relationships with middle and senior leadership roles.

The changes to this agreement are intended to give schools an opportunity to address those issues.

Operating the changes

Do we have to make a change?

No. If things are working well in your school then there is no requirement or reason to change how the Within School Teacher roles are being used currently.

How do the allowances work?

If a school decides to convert a Within School Teacher position to allowances, it will be able to allocate two Kāhui Ako Responsibility time allowances of one hour per week and four Kāhui Ako Responsibility salary allowances of \$2,000 p.a instead.

It can allocate those time and salary allowances across several people to recognise work they are doing for the Kāhui Ako.

It can allocate only a time allowance, only a salary allowance or it can allocate both to the same person. It can allocate them in any combination.

The intention of this is to share Kāhui Ako workload amongst more people and recognise that shared work.

Do the Within School Teacher role restrictions apply to those receiving the allowances?

If existing Kāhui **Ako role** holders receive any of the allowances they will be subject to the restrictions and requirements of the existing role.

If someone who does not hold an existing Kāhui Ako role receives any of the allowances they will not be subject to the requirements of the existing Within School Teacher role, except that they must receive the allowance for work related to the Kāhui Ako.

Are the new allowances permanent or fixed term?

This will depend on the reason the allowance is given. If the purpose of the allowance is ongoing it will need to be issued as a permanent allowance.

Can we convert permanent Within School Positions into allowances?

No. Permanent positions are just that. Within School roles that are fixed term might be converted at the expiry of the fixed term. When a permanent Within School Teacher role becomes vacant it might be converted to allowances, providing that the school must continue to allocate no less than 50% of its roles as permanent Within School Teacher roles.

How are the allowances applied for?

There will be internal advertising of the functions for which the allowances may be used and an internal application process.

Can a Within School Teacher receive additional allowances?

Yes. Some Within School Teacher may want to spend more time on their Within School Teacher role and they could have an additional time allowance provided that they continue to meet the minimum teaching requirements for the role.

This may be a solution when schools do not have enough people who meet the Within School Teacher requirements to fill all of their Within School Teacher roles but still want to spend the Within School Teacher time fully supporting other teachers in the school.

However, schools are **strongly discouraged** from allocating additional salary payments to existing Kāhui Ako role holders as this would further disrupt the relativities between these roles and other leadership roles in the school. It would also undermine the intent of integrating more teachers into the Kāhui Ako.

Can senior leaders have these allowances?

A Principal cannot receive these allowances.

Other **senior** leaders can receive one or more allowances if they have Kāhui **Ako-related** responsibilities and are not already receiving a Kāhui Ako leadership allowance.

Can I hold a responsibility salary allowance and my current units at the same time?

If existing Kāhui Ako role holders receive any of the allowances they will be subject to the restrictions and requirements of the existing role.

Other teachers can hold the responsibility allowances without those restrictions and so may have units and the Kāhui Ako responsibility salary allowance(s).

Can part time teachers have the allowances?

Yes. The allowances are not prorated.

What about other funding that comes with the Kāhui Ako Within School Teacher role?

If it converts one or more Within School Teacher roles to allowances the school will continue to receive that additional funding that comes with each role and will use it to support the teachers receiving the allowances with related PLD, administration support etc.

Can we convert Across Community Roles into allowances too?

No. Converting roles into allowances only applies to Within School Teacher Roles.

STCA Clauses

The key changes are to clauses **4.24.1, 4.24.4, 4.24.5, and 4.24.6.**

Kāhui Ako Within School Teacher Resourcing Allowances for Kāhui Ako Teacher (within school) role

4.24.1 Boards within each Kāhui Ako will be entitled to a number of Within School Teacher roles, generated by formula in the relevant Staffing Order.

a. No less than 50% of these roles, whose allowances are provided in sub clauses 4.24.3 and 4.24.10, must be allocated to teachers appointed to the role of Kāhui Ako Teacher (within school); and

b. From 28 January 2024 up to 50% of these roles may be released to provide Kāhui Ako Responsibility allowances for the purposes of:

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

c. Each Kāhui Ako Teacher (within school) role that is released will provide:

- i. Two Kāhui Ako Responsibility time allowances of 0.04 FTTE; and
- ii. Four Kāhui Ako Responsibility salary allowances of \$2,000

4.24.2 Appointment criteria to the role of Kāhui Ako Teacher (within school) shall include:

- a. a teacher appointed to the role may hold no more than two permanent units, while holding the role
- b. a teacher cannot concurrently hold both the Specialist Classroom Teacher role and the Kāhui Ako Teacher (within school) role.
- c. have current employment as a teacher within the Kāhui Ako
- d. hold a current practising certificate
- e. have recent educational leadership experience relevant to the role
- f. have met professional standards relevant to their current position

4.24.3 A teacher who has met the selection criteria, and is appointed by the employing board to the role of Kāhui Ako Teacher (within school) is entitled to receive an allowance of \$8,000 per annum, subject to sub clauses 4.24.5 to 4.24.14 below.

4.24.4 A teacher who is selected to hold a Kāhui Ako Responsibility allowance(s) can be allocated either a salary allowance(s) or a time allowance(s) as set out in 4.24.1(c), or a combination of both.

4.24.5 The Kāhui Ako Teacher (within school) and teachers allocated Kāhui Ako Responsibility allowances are paid at the substantive rate for both full-time and part-time teachers. Part-time teachers are expected to be observed and to work with other teachers for the same amount of time as a full-time teacher in the roles or allocated the Kāhui Ako Responsibility allowances.

4.24.6 The Kāhui Ako Teacher (within school) role and teachers allocated Kāhui Ako Responsibility allowance will be available to teachers employed in secondary schools that join an approved Kāhui Ako. Appointments will be made in accordance with the following:

(a) Where a board has three or more entitlement-generated Kāhui Ako Teacher (within school) roles to allocate, each appointment to the role may be either permanent, or for a fixed-term in accordance with clause 3.2.3 of this agreement, provided that, fixedterm appointments will never make up more than 40% of a board's entitlement generated Kāhui Ako Teacher (within school) roles.

(b) Where a board has fewer than three entitlement-generated Kāhui Ako Teacher (within school) roles to allocate, the number which are to be fixed-term is to be determined by the employing board subject to clause 3.2.3 of this agreement.

(c) Where any appointments are made to roles created by transferred entitlements from another or other school(s) within the Kāhui Ako these shall be fixed-term not exceeding one year and shall not be counted towards the 40% limit on a school's entitlementgenerated roles referred to in sub clause

65(a) above. Transferred roles will not be counted towards the 50% of roles that may be released to provide Kāhui Ako Responsibility allowances.

4.24.7 Where an appointment is made for a fixed-term under sub clause 4.24.65(a) or sub clause 4.24.65(b) above, the appointment shall be for agreed purposes, including:

- appointed to perform specific short term objectives decided by the Kāhui Ako; or
- relieving for another teacher in a Kāhui Ako Teacher (within school) role who is on leave.

4.24.8 A full-time teacher appointed to the Kāhui Ako Teacher (within school) role shall maintain at minimum an average of sixteen (16) timetabled class-contact hours per week. There is no minimum required timetabled class-contact hours for teachers who hold a Kāhui Ako Responsibility allowance.

4.24.9 A part-time teacher appointed to the Kāhui Ako Teacher (within school) role shall maintain at minimum an average of twelve (12) timetabled class-contact hours per week. There is no minimum required timetabled class-contact hours for teachers who hold a Kāhui Ako Responsibility allowance.

4.24.10 The employing board shall receive 0.08 FTTE time allowance to enable the teacher to fulfil their function in the Kāhui Ako Teacher (within school) role.

4.24.11 Teachers appointed to the Kāhui Ako Teacher (within school) role will be allocated the equivalent of two hours per week on average to fulfil their function in the role. The employer has flexibility to decide how they allocate this time within or across weeks following consultation with the teacher. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.

4.24.12 The Kāhui Ako Teacher (within school) role and the Kāhui Ako responsibility allowance(s) will cease to become payable in the following circumstances:

- (a) where a teacher in the role or allocated an allowance decides to voluntarily relinquish the role or allowance, and that offer of relinquishment is accepted by the employer subject to any conditions that it may consider necessary, from the date that the relinquishment takes effect; or
- (b) where the teacher ceases to be employed as a teacher at that school; or
- (c) where the appointment is for a fixed-term, when that fixed-term ends, regardless of whether the teacher remains at that school; or
- (d) where a teacher loses the role or allowance as a consequence of a reduction in the number of roles available to the school, subject to 4.24.13 and 4.24.14 below.

4.24.13 Where the Staffing Order allocation results in a reduction to the number of roles then, provided at least 50% of the roles allocated remain Kāhui Ako Teacher (within school) roles:

- (a) The employer will first seek to manage any required reduction by attrition.
- (b) Where the reduction cannot be managed by attrition then the process will be to:

- (i) Reduce the fixed-term closest to the end of its term.
- (ii) Where two or more fixed-term roles are of equal length from their end of term the employers will review the functions of each position against the current needs of the school in relation to the agreed objectives of the Kāhui Ako and determine which position is most needed.
- (iii) Where there are no fixed-term roles the employer shall review the functions of each permanent role/allowance holder against the current needs of the school and determine which roles are most needed.

Note: The reduction may be in conjunction with the surplus staffing process but is not of itself sufficient to require in the school the processes outlined in clause 3.9.3 of this agreement.

4.24.14 The salary protection provisions of 3.9.8(b) or 3.9.9(a) will apply as appropriate to teachers whose Kāhui Ako Teacher (within school) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Kāhui Ako Teacher (within school) role, the salary protection no longer applies.

Note: Attention is drawn to clause 3.8D in relation to induction and networking for the Kāhui Ako Teacher (within school) role which would continue to apply if a Kāhui Ako Teacher (within school) role is released to provide Kāhui Ako Responsibility Allowances.