



Duty outside timetabled hours

A paper prepared by the PPTA executive

1 Background

The requirement in the collective agreements to have references to duty in the school timetable policy generated questions from members about what duties are normal or should be expected. The level of interest intensified in 2008, especially around the time of the timetable seminars, and Executive prepared a paper for the 2008 Annual Conference that outlined this interest and suggested a fuller report for the 2009 conference.

Delegates voted to establish a Duty Taskforce, charged with collecting data, preparing a further paper and offering advice on what PPTA's long- and short-term policies might be. The taskforce met in April 2009 and this paper is the outcome of its deliberations.

2 Defining “duty”

In its discussions, the taskforce considered that there were two aspects to “duty”.

- For most teachers, the word “duty” means grounds and supervisory duty, as in “doing duty”.
- “Duty” also has a broader meaning, encompassing professional tasks other than classroom teaching or role-specific tasks such as those linked with head of department jobs.

The 2008 paper arose from membership concern about “doing duty” activities, but this paper considers the issues within the broader definition of non-timetabled professional tasks.

2.1 Productive and non-productive tasks

Duty for the purposes of this paper includes the range of tasks teachers are expected to undertake outside the timetabled hours, excluding only the timetabled hours. This includes, but is not limited to:

- grounds and supervisory duties
- professional learning
- house and departmental meetings
- form times
- extracurricular activities
- co-curricular activities
- contact with parents
- record keeping



All additional tasks undertaken by teachers impose opportunity costs. They take up time in a teacher's busy day that might potentially be used more profitably. Activities that do not contribute to effective teaching and learning are difficult to justify in a time when there is such intensive focus on improving learning outcomes for students. Even worse is the possibility that these additional duties may add to teacher workload and dissatisfaction, without enhancing learning at all. The objective of this paper is to consider the range of non-teaching responsibilities that teachers are expected to do, and then to distinguish those that have productive outcomes from those that serve no worthwhile educational purpose.

2.2 Current practice

Duty expectation is extremely varied, even within similar schools. Each school has its own established custom and practice over the way non-timetabled tasks are handled, their number, the hours per week, etc. There is no central guidance on what is an appropriate range of extra tasks for a full-time teacher.¹ (See Appendix 1 for some examples of current duty and meeting expectations in the schools represented by taskforce members.)

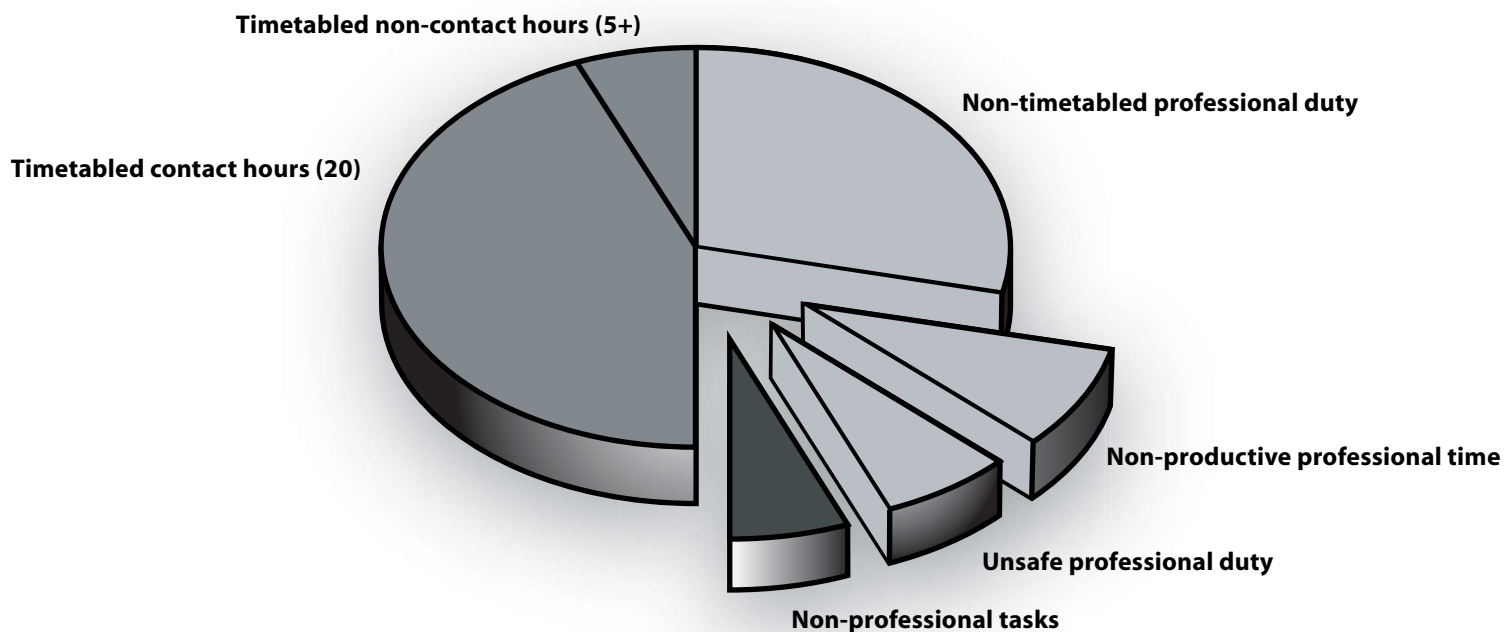
2.3 Duty survey

The taskforce identified the following core concerns about duty:

- Teachers don't have enough time to complete adequately their teaching tasks as well as their administrative tasks while also meeting the other professional expectations placed on them.
- Many of the duties are expanding, as expectations shift about engagement with students, families and communities, and professional learning.
- Some duties are becoming increasingly dangerous for teachers.

A questionnaire was distributed to a sample of teachers from every secondary school in the country in term 2, 2009. (In each school, the survey went to at least two classroom teachers, two heads of department, a member of senior management and, where possible, a YANT or a teacher who is Māori. A separate questionnaire went to branch chairs.) The aim was to find out if these concerns are replicated nationwide. The findings, which will include a summary of the distribution of duties and the time normally spent by teachers on each, will be summarised for presentation to the Annual Conference.

2.4 Schematic of areas of taskforce discussion



The schematic above illustrates the three concerns around duty:

- safety and health issues;
- non-professional duties; and
- non-productive tasks.

It indicates the concerns of the Duty Taskforce that teachers' involvement in professional productive tasks is often compromised by non-productive approaches to professional duties or by the allocation of non-professional duties to teachers.

3 Scope of duties

Teachers feel a tension between their supervisory and administrative duties, on one hand, and on the other the broader professional drive to effectively engage with students to build effective relationships. This is exacerbated by the increasing complexity of the core teaching task itself, as teaching shifts towards a more student-centred focus and as the assessment system becomes more complex and time consuming. Both these factors are causing an expansion in record keeping and data analysis. At the same time, Tomorrow's Schools has created a culture in schools that is focused on compliance, which increases workload for all.

3.1 Grounds duty

3.1.1 Duty of care

Grounds duty is probably the most onerous of the additional tasks that teachers do, because it has very little to do with the education of students. There is no doubt that schools have a duty of care towards their students, which includes making sure that they are safe at times when the school is responsible for them. Further, schools are often concerned to protect buildings and facilities from damage at times when students are not in class. At times this may extend to protection of neighbours' properties.

In fact, the duty of care responsibility lies with boards of trustees, and in most cases it is simply devolved to teachers without any consideration of whether this is the most appropriate use of the time of trained and skilled professionals.

3.1.2 What is the role of a teacher?

The taskforce discerned two views about responsibility for playground duty:

- Teachers are professionals who are skilled in education. They should be able to focus on those tasks. All schools should be funded for non-teaching staff to do grounds, supervisory and administrative duties.
- Forming good relationships with students, both in and out of class, is part of the professional role of teachers. Teachers may not have to police the grounds, but they should be encouraged to mix with students during break times.

Both views are valid. They reflect a changing philosophy of teaching and the inconsistent expectations that are imposed on teachers.

Schools were once considerably more focused on control and coercion, and teaching was seen as a task whereby "facts" were forced into unwilling brains. This approach has fallen into disrepute; a new role for teachers is envisaged that sees them as facilitators who build relationships with students to support learning. The clichéd phrase is: "The guide on the side, not the sage on the stage."

Grounds duty is fundamentally coercive, so not surprisingly many teachers find it compromises their classroom connection with students. Teachers are not appraised on their ability to undertake grounds duty but on their capacity to "establish constructive relationships with students".² It isn't helpful, when attempting to develop these relationships, to be taking on students in battles outside the classroom over such things as noise, uniform, litter, language and smoking. Teachers struggle with the tensions produced by the conflicting role expectations that the community demands of them.

3.2 Health and safety

As well as professional and workload concerns about grounds duties, there are increasing risks to teachers' health and safety, largely as a result of more violent social behaviour spilling into schools. According to the 2009 New Zealand Council for Educational Research National Survey Thematic Report: "only 2 percent [of secondary teachers] said they frequently felt



unsafe, but 29 percent said they did so occasionally (twice the proportion of primary teachers who felt unsafe)".³

3.2.1 *The changing nature of risk*

The following examples illustrate the nature of the increased risks teachers may face while doing duty.

- Schools are more likely to experience problems from outsiders entering the grounds. there is a perception of both an increased danger and an increase in the number of "incidents". Teachers report a trend in larger schools for students not to identify themselves to duty staff, who can then be left feeling vulnerable.
- Gang culture has been penetrated even schools that had previously been relatively immune to the problem. There have been instances of individual teachers dealing with serious confrontations within a few months of each other.
- Teachers are now much more likely to be paired for safety reasons when doing grounds duty, effectively doubling the amount of duty time for each individual. These increased safety concerns extend to extracurricular events such as school dances in the evenings.

3.2.2 *Out-of-hours and out-of-grounds duties*

There is some indication of a trend towards staff being required to do duty out of the school grounds and out of school hours. This increases the risk to teachers' safety. PPTA believes that it is unreasonable and dangerous to expect teachers to assume policing roles outside of the school and outside of school hours.

3.2.3 *Extra responsibilities of senior management*

The school personnel who are most at risk from incidents with students both inside and outside the grounds are assistant and deputy principals, who are usually required to sort out issues with students in town or on buses. Again, the question that needs to be raised is why highly-trained professionals are being required to perform tasks that are not strictly part of their jobs and that put them at some risk of injury. These are tasks that should be done by other professionals: police, social workers and truancy officers. The only justification for having them carried out by teachers and senior managers is that there would be considerable extra cost in setting up more appropriate structures. Of course, the reality is that the status quo is also expensive in terms of the cost in teacher time and safety, but as long as teachers continue to do it there will be no pressure on governments to consider the provision of purpose-designed comprehensive service.

3.2.4 *Professional supervision*

In the interim, the health and safety risks for senior managers in dealing with the emotional, psychological and sometimes physical impact of this work need to be addressed with some urgency. They need access to specialist support in the form of professional supervision – as is provided for guidance counsellors and social workers. At the very least they should have access to an Employee Assistance Programme.⁴



3.2.5 *Duty: Getting the community to pull its weight*

Schools are engaging in a doomed process of taking more and more responsibility for social problems, yet with diminished resources. The alternative strategy, which some schools have successfully adopted, is to demand that others in the community step up. Since schools do not exist in isolation, the expectation is that the community has some responsibility for keeping students safe.

An example is a school with problems at a nearby bus depot. Youths gathered there and it was considered a risk area. Rather than continue to assign teaching staff to supervising off-grounds, the school sent a letter to the city council saying there was an OSH issue. The police then took responsibility for ensuring the depot was monitored.

A second example is a college that has had community liaison officers in the school since 1998. These paid officers liaise with the community in a variety of ways – visiting homes, convening restorative meetings, ensuring whole school safety by being visible on grounds at breaks, delivering students home, etc. These non-teaching staff work alongside the teachers who are on duty.

Schools may have to deal formally with other local agencies in order to get others with responsibility for local security involved. The police may not do anything about fighting on the school grounds as long as the teachers are seen to be dealing with it purely as a discipline matter for the school. Perhaps, for example, a better response to bus problems might be for the bus service to call the police – just as it would if there were a disturbance at the weekend.

3.2.6 *Boards accepting responsibility*

Schools can reduce the risks associated with grounds duty by, for example, doubling up on duty, providing cellphones or walkie-talkies, and using non-teacher safety and security officers or police. In some schools, teachers no longer do grounds duty at all because boards, in an effort to reduce staff stress, have committed funding for non-teaching staff to provide paid lunchtime supervision. The new legal requirement for all schools to ensure that staff are provided with adequate rest and meal breaks, combined with the implications of increased grounds duty time as a result of duty teachers operating in pairs, means that all boards will need to accept the challenge of more active management of teachers' welfare.

3.2.7 *The Tomorrow's Schools problem*

One of the reasons the problem has become so challenging is the philosophy of Tomorrow's Schools, which discourages pooling of resources in order to develop comprehensive community-wide solutions. Instead, schools try to hide the extent of the problem in order to safeguard their reputation. Without a coherent nationwide plan, schools will not be able to claim the resources they need to make them safe places for students to learn and teachers to teach.



3.3 Meetings

Some schools do not have a lot of formally scheduled meetings, while others have an extraordinary number. The new curriculum will increase the number of meetings. There is also a trend towards more scheduled professional development meetings, more administration meetings and more meetings with parents.

3.3.1 *Is your meeting really necessary?*

In many schools the number of meetings is phenomenal: it includes meetings that are held just because they are on a roster. Teachers report being required to attend meetings that have little or no relevance to them, and being required to attend meetings that are purely informational and where no input is wanted from staff. There are added issues for caregivers if they have to come in earlier or stay later in the day in order to attend meetings. If those meetings are not well managed, the pressure on staff is increased.

The taskforce felt that:

- schools should actively work to minimise the number of meetings and that those there are should be purposeful;
- time should be provided for meetings;
- meetings should have an agenda and stick to the allotted time;
- teachers should have to attend meetings only when their feedback is needed (otherwise information should be emailed);
- the meeting load of each teacher should be watched by their managers and managed so that it does not become excessive – particularly for those in several departments; and
- the role of the teacher at form time should be pastoral, with the administration, including the delivery of notices, being handled by non-teaching staff or electronically (form time should be part of the teacher's timetabled contact duty).

3.4 Extracurricular and co-curricular activities

Members generally see the benefits of involving themselves in extracurricular activities. They see such activities as a chance to get to know students individually and form relationships different from those of the classroom. They are also aware that it's these activities that make secondary schools different from other educational institutions – something that students know and recognise. For senior teachers, who spend much of their time with a few students in a disciplinary role, extracurricular activities are a way to engage with students positively in roles outside their disciplinary functions. And for many teachers these sporting and cultural activities are something they thoroughly enjoy.

For others, these activities are a complete burden that detracts from their professional role and takes up time that they would rather put into the classroom. At the very least, these teachers would expect to be paid extra for doing it.



3.4.1 *Killing the goose*

One of the reasons for the development of a negative view of extracurricular activities is the expanding pressure on teachers to take on more and more of them, perhaps because schools are competing more intensively for students and see sport and cultural activities as a recruitment device. For some schools, at least, teaching itself may now be less important as an advertising tool than extracurricular activities. Whatever the reason, there is a problem here with killing the goose that lays the golden eggs.

3.4.2 *Young and new teachers*

One group on which the extracurricular burden falls unfairly is young teachers, who are often expected to take an extracurricular activity (including camps) even though they should be concentrating on being an effective classroom teacher. The expectation that everyone will do something in a school adds significantly to teacher workload. For example, taking a cricket team can add 16 hours per week to a teacher's workload for five months of the year.

The key is balance: teachers should have enough time in their total working lives to be able to choose to commit to extracurricular activities without compromising either their other professional duties or their family life. This is particularly essential with beginning teachers, whose first responsibility is to get registered. New teachers may be lost to the profession if they are overburdened in their first few years, yet new teachers report being pressured into undertaking quite high extracurricular loads.

3.4.3 *Extracurricular and co-curricular*

Increasingly, the line between extracurricular and co-curricular activities, and between co-curricular and the broader definition of learning, is becoming blurred, and this is making the accountabilities less clear. For example, schools may now regard extracurricular activities as "leading learning" through sports or the arts. There are also newer pressures to use non-timetabled activities to finish assignments or gather evidence of credits in unit standards – such as running homework clubs, senior student coaching clubs, which generate NCEA credits, or Māori and Pasifika cultural events and activities, which can all provide credits.

3.4.4 *PPTA policy*

PPTA policy is that extracurricular activities are voluntary activities and not a paid part of the teaching role. The STCA doesn't have requirements around extracurricular per se. The workload of teachers is recognised as being partly a consequence of the extent to which individual teachers may (or may not) participate in the extracurricular activities of the school (see STCA, clause 5.1.1(d)). The professional standards use the term "contribution to the wider life of the school". Under this umbrella could be included contributions such as taking on extra mentoring, running after-school classes for scholarship or being the PPTA branch chairperson.

3.4.5 *The extracurricular future*

Teachers generally do consider their role in the wider life of the school, but it is unrealistic to assume an ongoing contribution in activities that involve a high emotional contribution



as well as a significant time contribution. Teachers will often be involved in extracurricular activities for a time and then burn out. After a period they may either re-engage or look for another job. This ebb and flow has evened out in the past. However, there is not now enough time to do the job in total and teachers are being forced to shut off some components that are draining their time.

In the context of systematically expanding workload, it would be unwise to expect that teachers will continue to participate in these activities. If teachers had enough non-contact time to do their professional work, and time was made available for scheduled meetings and for their pastoral care work, then they would be able to fully meet professional expectations as well as be free to fully engage in activities that enhance working relationships with students, including extracurricular activities.

Alternatively, the non-productive time that goes into things such as grounds duty or needless meetings could be redirected into extracurricular activities. Teachers would certainly much prefer to spend their time at lunchtimes or after school doing things that allow them to develop positive relationships with students, rather than on supervision and detentions.

3.5 Professional learning

There is an increasing recognition that ongoing, effective professional learning is essential to the modern teaching role. Much of this work teachers do in their own time, but they also need to work with mentors (or as mentors) to improve their classroom practice and talk through issues with other members of their professional learning community. Building in professional learning, liaison with the community and work with other teachers are key aspects of the "new" professional role of teachers. This is a significant restructuring what of a teacher's role is seen to be.

3.5.1 Teachers for the 21st century

Once again, a tension exists between the role expectations for 21st century teachers and the 20th century custodial practices that retain a tight grip on the teaching job. The recent Education Review Office report into professional learning indicates that it is a very haphazard process in most secondary schools. But those schools that do the best job take a comprehensive and systematic approach.⁵

3.5.2 Professional learning in the future

PPTA policy on professional learning was set at the 2007 Annual Conference, which passed the following recommendation:

That PPTA support the development of post-graduate professional learning qualifications for secondary teachers, coordinated by a centre for secondary teacher excellence, conditional on:

- *The provision of a time allowance for all teachers who wish to enrol;*
- *Fully funded course fees; and*
- *Payment on completion of each level of a qualification (a level being equivalent to one year of full-time study).⁶*



The Ministry of Education has shown very little interest in developing this approach to professional learning. Instead, it has been left to some enlightened schools to progress, which they have done by revising the old expectations around the job and, for example, providing an extra non-contact for staff professional development. If schools are looking at meeting the needs of students as 21st century learners, they should be modelling that with the teaching staff. There may be a need for an additional, dedicated timetabled non-contact each week for each staff member to engage in individual and collective professional learning activities. It may be that professional learning time should be more formally recognised within the collective agreement.

3.6 Engagement with parents

Parents expect to be more involved in their children's education than in the past, and this means that teachers need to make contact with parents outside school hours. There are a number of identified advantages in contacting parents:

- Parents are happy to be contacted and this improves relationships with the school and with individual teachers.
- It improves student retention.
- Once a teacher has made contact with parents, they have an ongoing contact.

While this sort of contact is part of building relationships with the community, it is a time cost to the teacher and, if the parent is not easily contactable, it may take weeks to make contact and more time for the follow-up contact. In general, teachers accept the extra work as a useful preventative measure – a way of dealing with problems before they become serious – but this is another duty that has been gradually imposed on teachers without recognition of their current workloads and without consideration of recompense. As well as the time factor, there is a cost to the teacher in having to call parents' cellphones, a cost which is not always reimbursed.⁷ Again, the issue is about having the time within the total working life to undertake these additional duties.

3.7 Administrative tasks

Record keeping can be an onerous and time-consuming duty. While more of it can now be done electronically, there are sometimes problems with accessing a computer during the day. All teachers should have a laptop or electronic access if they are not to be disadvantaged. Bizarrely, some schools have electronic attendance records and processes, yet still require teachers to write out the "presents" and "absents" by hand for the week.

Similarly, teachers wishing to take students on a trip or camp are discouraged from doing so by the 20–40 pages of administration required first.

Teachers recognise that the form teacher's role can be pivotal, but this is because of the pastoral aspects of the time, not the administration component.

Once again the question must be asked: Should trained and qualified educators be spending vast amounts of time on form-filling? There is no evidence that such activities, especially the vast amounts of "administrivia" that senior managers must do, improve teaching and learning.



If anything, it detracts from their capacity to be professional leaders. Ideally, there should be less compliance overall, but many of the clerical tasks could be removed from teachers to allow them to work with students. In workplaces outside schools, secretarial assistance and other support staff are provided to manage the bureaucratic parts of professional work; in schools, teachers are still expected to do tasks, such as stacking the dishwasher and exam supervision, that could be done easily by other employees.

4 What would be the ideal model?

4.1 Focus on the professional duties

The basic test that should be applied to all tasks that teachers do is this: How does it enhance teaching and learning? If the extra duties can't be shown to achieve that goal, then they need to be scrutinised very closely. The principle should be that there is adequate time to teach, complete teaching administration and participate in the professional non-timetabled duties, while maintaining an appropriate work-life balance and maximising our effectiveness in our teaching roles.

If that were the case, teachers would be left free to do the things that enable us to get to know and build relationships with the students, and there would be more support for teachers' professional tasks so that they were able to do them well. The senior managers in schools should be the educational leaders, but this is often not happening because of duty pressures. In the ideal world there would be time for senior teachers to be the professional leaders of schools.

4.2 Operations funding to support the profession

While much of the operations funding may be spent usefully in teaching and learning, much is not being used effectively. There is an opportunity to review how money is spent in schools and determine what aspects of the current system may encourage non-productive spending by boards. There should be more questioning about why duties are done by teachers and there should be enough in the operations grant to be able to fund others to do the non-professional tasks without schools relying on donations.

4.3 Staffing to support the profession

Even in an ideal world there would still be a need for teachers to do some non-teaching duties. The only way to achieve this, while still ensuring that the professional demands were adequately met, would be to ensure that staffing needed to do the job was available.



4.4 A more flexible approach to professional duties

The taskforce discussed whether there might be an annual allocation of hours for non-teaching professional duties, in the broad sense, within which schools and teachers would agree to the balance of the various professional duties over the year, including the "closed for instruction" time. Those who spent more of their time on extracurricular duties would spend reduced time on others, for example fewer supervisory duties or less teaching contact.

The main questions would be what the annual allocated hours would apply to, and how agreement would be reached on their utilisation. This might need to be done locally, as the contextual nature of these issues would make national agreement difficult. For example, those schools that have issues with violence might have a different balance of things that need to be done.

Such a model of time, with flexibility, would allow teachers to work to their strengths as professionals. There would still need to be some requirements to ensure a balance of time and duty and of the types of duty, both across the year and across the teaching staff. There would be a need to ensure equity and parity, but the idea would allow for some basis of total professional duty time that could reasonably be expected of teachers. A total balance approach might mean, for example, that schools that have lots of formal meetings balance this with reduced expectations on teachers in other professional activity areas or are stimulated to find more effective means of achieving the outcomes those many meetings are intended to achieve.

Recommendations

- 1 That the report be received.
- 2 That professional learning time is formally identified within the STCA as part of the contracted time.
- 3 That there be clauses on duty in the collective agreements, with particular focus on safety aspects and workload issues.
- 4 That PPTA policy be that, in the interests of health and safety, its members should not undertake policing roles out of the school grounds or outside school hours except where the activities are curriculum-based or part of the school's approved extracurricular activities.
- 5 That PPTA directs its members not to assume any duties that they deem to be unsafe.
- 6 That this conference calls on the government to fund a network of social workers, truancy officers, community liaison personnel and police to manage antisocial behaviour outside the school gate.
- 7 That the 2010 STCA claims include a claim for professional support, supervision and guidance for senior managers in schools.
- 8 That the Duty Taskforce be reconvened in term 4, 2009 to consider the discussion on this paper at Annual Conference and prepare advice for principals and other members on appropriate levels of duties outside timetabled hours.



Endnotes

1. Part-time teachers differ. They can only be given non-timetabled duty to the extent of one hour per week for every nine timetabled hours. This non-timetabled duty is paid for by the 11% loading they receive.
2. STCA 2007–2010. Professional Standards For Secondary teachers – Criteria for Quality Teaching, p96
3. S Schagen and C Wylie (2009). *School Resources, Culture and Connections: National Survey Thematic Report*. Wellington, p108, retrieved 7 August 2009 from http://www.nzcer.org.nz/default.php?cpath=139_133&products_id=2364
4. EAP Services Limited's Employee Assistance Programmes (EAPs) provide a pro-active personal support strategy for employees who from time to time will experience personal or work problems.
5. Education Review Office (January 2009). *Managing Professional Learning and Development in Secondary Schools*. Wellington: Education Review Office.
6. PPTA Executive (2007). 'An Advanced Qualifications Pathway for Secondary Teachers'. Paper prepared for 2007 Annual Conference. Retrieved 7 August 2009 from http://www.ppta.org.nz/index.php/resources/publications/doc_download/133-an-advanced-qualifications-pathway-for-secondary-teachers
7. Care needs to be taken in contacting parents and students by electronic means, as messages can be misrepresented or altered.

Appendix 1

School description	Supervisory duty	Meetings
Roll 750-800, co-ed, decile 4	<p>No duty for 7 years until this year.</p> <p>Previously the SMT and a teacher's aide and male deans (voluntarily) did it. Male staff often chose to be out with kids in nets etc.</p> <p>This year 25 minutes per week. Deans 20 minutes before school and 25 minutes at lunchtime, with a 30 minute lunchtime detention once a week. Individual duties – such as the music teacher being in charge of the hall for assemblies.</p>	<p>20 minute morning briefings, departmental meetings once a week, or once very two weeks.</p> <p>Occasional Monday meeting of deans, staff, curriculum, HODs. These are not rostered.</p> <p>Strict rule that no meeting goes beyond 1 hour.</p>
Roll 1200-1500 co-ed decile 4	<p>2 days of duty – from the 2nd half of lunch through to 1st half of lunch the next day with 4 duties in that time. If there is a short lunch hour then they have 10 minute lunch when on duty. Expected to take lunchtime detentions if you've given them.</p> <p>There are 2 people on each duty for safety reasons.</p>	<p>Monday briefing 8.25 to 8.40 am then a 15 minute form period for notices. Deans meeting on Wednesday then a short staff meeting. Meetings after school on Mondays, usually go beyond 5 pm - compulsory departmental meetings followed by PD/administration. Departments hold meetings on other days in the week to avoid clashes.</p> <p>2 report evenings (junior and senior) 3 terms in the year.</p>
Roll 300-350, coed	<p>House-based duty teams, each on every 5th week with vertical teams who do playground duty, staffroom clean up, Friday morning tea. The team is 3 full time staff who do 1 hour 15 minutes per week duty when they are on and 2 staffroom duties. Part timers do about 1 hour and no staff room duty.</p>	<p>Rotating Monday meetings – hod/guidance/admin/departmental. 3 smaller staff clusters rotate. Morning briefing of 15 minute except Tuesdays which are 20 minutes PD, whole staff. Tuesday is a meeting when year level deans meet administration and vertical form staff.</p>
Single sex girls, roll 900-1100	<p>2 duties per week, either 2 intervals or ½ a lunchtime or bus/gate duty before school – each about 20 minutes – and some cover after school detentions. Senior Management, 4 teachers, cover interval and 12 cover all lunch time slots with designated areas (including PE staff covering gym). All do 2 school wide detentions per year or 1 per term from 12.30 to 1 pm. Specialist teachers provide cover during lunchtime use of their areas (e.g. art teachers supervise design computer room use).</p>	<p>Staff briefing 20 minutes 2-4 days per week, 35 minute Thursday pd slot. Department meetings Monday from 3.30. Deans meet house staff 25 minutes at lunchtime Monday. Staff meeting after school. Deans' or syndicate meetings for core classes one day per week during lunchtimes.</p>
Coed, decile 4, roll 550-700	<p>A duty team on 1 day a week with leader. Staff do 3 slots, about 45 minutes in total. 3 people on duty at one time, with specific areas. Duty leaders help with detention – they have walkie-talkies.</p> <p>After school detentions supervised by the duty team leaders. Staff choose their own slots. There is a truancy officer who is also paid as a detention supervisor.</p>	<p>There is a PD meeting once a week.</p> <p>Monday afternoon meetings alternate between HoD / staff / HoD / department. Non-HoDs have 4 or 5 per term. Committee (ICT/Curriculum/PD/pastoral etc) meetings occur as needed, 2-3 per term for most groups.</p>



<p>Girls, Roll 1400-1500, decile 7.</p>	<p>A 10 day timetable, 50 min periods, with one double period per class. Non-teaching staff run lunchtime duty to reduce staff workload. 1/5 of teachers are rostered to be called upon if there is a significant discipline issue. They have not been called on yet. A person employed for security. Have a uniformed campus cop – a Hamilton experiment. There is the pre-school security and a policewoman at the bus depot.</p> <p>Staff either do a 10 minute interval once a week – or an after school bus duty once a week.</p> <p>Morning tea is 25 minutes so staff have a 10 minute duty slot if on at that time with a 5 min walking time and have walkie-talkies.</p>	<p>Every Tuesday professional learning sessions about embedding the key competencies count within teaching workload (i.e. part of the 20 hours per week maximum)</p> <p>There are staff meetings twice a term</p> <p>Morning briefings over the ten day cycle are as follows: 4 full staff ones – (2 each week), 5 other mornings through the ten days are for a year level (staff advised in advance by the dean if needed) and for whom from this year level - so it may be Y12's day but the dean only want to see those who e.g. teach 4 students; the last meeting is for vertical tutor group teachers.</p> <p>Mondays after school rotating groups of meetings for various groups. Wednesday has planning meetings.</p>
<p>Area school, roll 400-500, decile 5, coed.</p>	<p>Teachers do duty in any part of school. Average 70 minutes per week of playground duty. 4 teachers out at one time. There is duty before school. The first break is 45 minutes, the second 30 minutes. There is a marae on campus and extra duty around that.</p>	<p>Briefings of 15 minutes twice a week. 3 pastoral meetings per week – syndicates, levels, etc. Teachers may go to several syndicates.</p>
<p>Roll 1200-1400 co-ed d1.</p>	<p>A toilet monitor and a safety/security officer who does duty. Walkie-talkies available. Always an SMT member on duty. All staff do 50 minute duty each week. The average weekly grounds duty for the teachers is 50 min, 80 for deans, 110 for SMT.</p>	<p>Weekly meetings average 120 minutes for classroom teachers, 150 for deans, 235 for faculty managers and 359 minutes for smt. There are 3 for classroom teachers, 4 for deans, 5 for faculty managers, and 6 for smt. Morning briefings totalling 40 minutes per week, subject meetings about 30 minutes per week, TK literacy etc of 20, a full staff meeting of 20 minutes, house and year level meetings of 20 minutes and a further 20 minutes per week of appraisal meetings.</p>
<p>co-ed, roll 400-600, y7-13</p>	<p>All do 2 duties per week – each of 25 minutes. Supervisions of students for late detentions when called on. SMT do late detention. SMT have their non-contact protected to allow them to be on-call for emergency situations. Most of the duties are before or after non-contact. Wednesday afternoon some teachers run senior activities and may be back late (7.30 – 8.00 pm).</p>	<p>Monday meeting of 45 minutes for all staff. Tuesday department meetings 20 min from approximately 3.50 until it is finished. 20 minute briefing each morning except Wednesday when there is morning pd. House meetings and any other type are ad hoc. PPTA meeting once a term at lunchtime.</p>
<p>Decile 5, roll 450-550, co-ed</p>	<p>6 day timetable, but duty runs over 5 day from Monday to Friday. Duty split into 3 for all staff including the SMT. 15 minutes before school, 30 minutes morning break duty, and lunch is 50 minutes and split in half for duty. Most do the 3 duties per week or 50–55 minutes. Gate duty at lunchtime. Staff choose when they do duties. Each SMT is the team duty day leader one day a week, and do detention for 30 minutes 4 days a week. They do bus lines after school plus their duties on their day and grounds walkabouts. No staff are assigned</p>	<p>Staff briefing 15 minutes each morning. Monday meeting - rostered staff meetings, curriculum coordinators, staff meeting, pd - run from 3.30 to 4.30 pm and finish on time. Tuesday meeting rotates between departmental and supported learning group. A few teach in different departments so there is no alternation. Wednesday is for prts and the literacy group, once or twice a month. PPTA meeting about every three weeks, Wednesday after school. Thursday is guidance meetings on a rotating basis –</p>



	to do after school duty except the SMT, though staff will volunteer when some of the SMT are absent.	year levels, full guidance.
Roll 450-600, d8 boys' school	Duty organised around house groups, each with a different day, for 15–30 minutes maximum per week.	4 days per week for staff briefing and on Thursdays have 1 hour of pd from 8 am and finish the day early at 3.10 pm. Other ad hoc meetings can occur at 3.10 e.g. departmental, or prts meetings.
Roll 900-1000 d9 Co-ed.	9-day timetable and a 5 day duty slot. Each of 4 groups of house teachers take one day of duty and SMT take Friday. Staff supervise in village after school. Duty in pairs (safety). 1-hour duty per teacher per week. Teachers select the duty times. SE unit has teachers there all the time.	Staff briefing 15 minutes each morning, snf staff meeting. Monday is rotating meeting from 3.30 to 5.00 pm: staff, house, department, PPTA. Other meetings during the week e.g. Te Waka Awhina. PD slot Friday, charged against call back time.
Other example	Teachers assigned one duty twice a week for term 1 and 2 then one per week for term 3 and 4. Deans are expected to do detentions.	
Other example	Teachers with a 24 hour block of duty from one lunch to the next. Most APs and DPs do duty most lunch hours. Principal does lunch time duty.	A lot of meetings with compulsory one Monday or Tuesday, and others depending on which groups are involved.
UK school, roll 1250	SMT team did all grounds duty (there were 7 SMT). Deans did not do duty. Other staff organised in teams to cover specific areas.	

Appendix 2

Specific membership questions.

Field officers are asked:

- How many duties can they be required to do, if any?
- Can the number of duties be increased without consultation?
- How much duty should part-time teachers do and are they paid for it? The 11% loading is misunderstood. When can they be asked to do it?
- Do teachers have to intervene in confrontations when they are on duty? The Ministry of Education says to intervene when it is safe.
- What do schools have to provide for people on duty (for example, pagers)?
- What is the minimum number that should be patrolling? In some places teachers are afraid to do it on their own.
- How many meetings can you be expected to attend, for how long, and when are they counted as call-back days?
- In integrated schools where there is chapel in the morning and then form time, is this duty, non-contact, contact, etc? Can teachers be required to attend? They may have been told they would have to, when they applied, but could they support special character in other ways?
- Can schools change professional development time without consultation?
- What happens if there are security guards but there is still assault or the security staff behave unprofessionally?
- Have there been disciplinary cases against teachers not doing duties when told to?
- How do technical teachers in intermediates get their conditions?
- How do teachers in special education units get breaks? There is concern about their health and safety.

Decisions from the 2009 Annual Conference



Duty outside timetabled hours

1. That the report be received; and
2. That professional learning time is formally identified within the STCA as part of the contracted time; and
3. That there be clauses on duty in the collective agreements with particularly focus on safety aspects and workload issues; and
4. That PPTA policy be that, in the interests of health and safety, its members should not undertake policing roles out of the school grounds or outside school hours except where the activities are curriculum-based or part of the school's approved extra-curricular activities; and
5. That PPTA directs its members not to assume any duties that they deem to be unsafe; and
6. That this conference calls on the government to fund a network of social workers, truancy officers, community liaison personnel and police to manage antisocial behaviour outside the school gate; and
7. That the 2010 STCA claims include a claim for professional support, supervision and guidance for senior managers in schools; and
8. That the Duty Taskforce be reconvened in term 4, 2009 to consider the discussion on this paper at Annual Conference and to prepare advice for principals and other members on appropriate levels of duties outside timetabled hours.