

NZEI TE RIU ROA

A strategic approach to bargaining

In your member teacher paid union and worksite rep meetings in 2024 you said that being valued, respected, and supported was essential and that the areas that most need change to achieve this are learning support, staffing levels, fair pay and giving effect to Te Tiriti.

Based on this feedback a framework for claims has been developed for you to consider. Your feedback on this will be reviewed by your bargaining team to develop a final claim that you will vote on early in term two, 2025.

The starting point for developing this framework was to look at **Ngā Pou – the values that drive our work** and to think how the claims that are developed are informed by Ngā Pou.

The overall goal is to exercise our Rangatiratanga in achieving outcomes that reflect all Pou.

Members across the country agreed that strong parent support will be essential for us to win claims. Claims that clearly benefit tamariki and kaiako are likely to be where we can build support from whānau most easily.

We know not all our goals can be met through collective agreement bargaining – some issues require Government policy or funding decisions outside of that forum. However, collective agreement negotiations have historically given us an important platform to articulate the concrete improvements we need in our agreements and those we can win through other channels such as staffing orders.

Draft Claim Concept

Uaratanga/Value

Guiding Pou: *Kaitiakitanga*

All tamariki are taonga.

The work of kaiako to nurture and develop them must be valued so that we attract and retain great people in our classrooms.

To help achieve this we suggest making claims that:

- Seek increases to our salaries so that they at least maintain their current value.
- Ensure that primary kaiako are valued the same as secondary kaiako with pay parity on the base scale and unit values.

Alongside the bargaining process your Mana Taurite champions are continuing their work on pay equity work to address gender-based pay inequity.

Whakaute/Respect

Guiding Pou: *Whakamana*

We want an education system that provides the best possible opportunities for ākonga to reach their potential, gives effect to Te Tiriti and upholds the professionalism of kaiako.

We suggest making claims that:

- Embed the joint responsibility of the Ministry and the profession to give effect to Te Tiriti in our collective agreements.
- Improve recognition and support for te reo me ngā tikanga Māori through increases in the number of cultural leadership allowances available and the value of the Māori immersion teaching allowance.
- Ensure all kaiako have access to funded PLD to continue to learn te reo Māori.
- Ensure any kaiako in schools that are converted to charter schools have their rights protected and have their service recognised when they return to work in a state or state-integrated school.

Alongside the bargaining process your national leaders are continuing to fight to Toitu Te Tiriti and continuing to advocate for the strong teacher voice in decisions about curriculum and pedagogies.

Tautoko/Support

Guiding Pou: *Wairuatanga and manaakitanga*

Our aspiration is that all ākonga and kaiako have access to resources and support that they need to ensure they can develop to their fullest potential.

To help achieve this we suggest making claims that:

- Increase the number of Learning Support Coordinators (LSC) so that all schools have access to an LSC.
- Introduce staffing provisions for all schools to employ an increased number of teacher aides (as recommended in the Pūaotanga Report ([p60 NZEI Te Riu Roa - Pūaotanga Report 2021](#))).
- Provide a fund for teachers of children with additional learning needs so teachers can access PLD, receive mentoring and guidance and provide release time to work with teacher aides and/or with whanau.
- Ensure that adequate professional development, support and time is provided for all kaiako when curriculum and/or assessment change occurs.
- Continue and expand funding to support pastoral support, guidance and mentoring as needed to address the emotional and cognitive pressure on kaiako.
- Update key provisions in the collective agreement that help to meet costs associated with our role – this would include things such as improving the mileage allowance.

Alongside this bargaining process member leaders are continuing to push for significant investment to be made in learning support so that it better meets the needs of all ākonga and not just a capped number based on restricted funding.

In bargaining for the Support Staff in Schools Collective agreement we are seeking improvements to funding which would help to improve in-class support. We are also bargaining the collective agreement for Ministry of Education learning support staff and calling for improvements to staffing levels. This could significantly reduce wait times for referrals.

Note: Teachers on the Chatham Islands will also identify specific claims to update their section of the collective agreement and these will be shared with all members as part of the final ballot.