

Proposed claims for the Renewal of the Primary Principals Collective Agreement

Member Feedback

The primary principals' negotiation team met (via Zoom) during the term break and considered feedback about the draft claim received from principals across the country. There was a lot of feedback to consider and generally principals were happy with the overall direction and focus of the claims. There were suggestions made about amendments and changes, which are now reflected in this claim.

The Win

Members wanted to be clear about what a win would look like for each claim and why we are claiming it. These claims align with the Pūaotanga and Tomorrow's Schools Independent Taskforce recommendations and evidenced in the 2020 Principals Occupational Health, Safety and Wellbeing Survey.

This is the claim that we will **begin** the negotiations with, and in good faith we will be open to input and suggestions from the employer. Your negotiation team will consider these but want to ensure any outcomes still deliver a win for members.

1. Principals Profession	
<p>Vision That principals' wellbeing and professional growth is well supported and that there will be sufficient resourcing available to address the work demands placed on principals.</p>	
The 'win' outcome we want	The claim we will put on the table to do this
<p>Sufficient and effective resourcing is provided to enable principals to fulfil all the responsibilities, roles and requirements whilst maintaining a sustainable workload.</p>	<p>Genuine parity with secondary schools regarding, curriculum, management, base guidance entitlements in similar sized schools/kura.¹</p> <p>This will ensure that principals/tumuaki have appropriate time to carry out their role.²</p> <p>Improve the resourcing for support staff so that the full cost is met, including the steps introduced through pay equity settlements.³</p>
<p>To retain and attract quality principals, it is essential that their morale, professional values, commitments, and personal worth is maintained through the establishment of a targeted wellbeing fund.</p>	<p>Establish an ongoing wellbeing fund of \$10,000 per principal, per year to access, fund and support supervision, counselling, mentoring or PLD. The mechanism of how the fund is distributed would be developed in the negotiations.</p>

¹[Tomorrow Schools Independent Taskforce Final Report pp68-69 and recommendation 7b, pg72](#)

²[Puaotanga: Pathway Forward recommendations 1.6, 2.2-pp 62-63; 3.1 pg 66](#)

³[Puaotanga: Pathway Forward recommendation 3.3 pg 67](#)

<p>Access to paid hauora and long service leave for all primary principals to have time away from principalship to rejuvenate.</p>	<p>Introduce a hauora leave provision that enables all principals as of right access to one term of paid leave after every five years of service. Principals may choose to delay taking the leave if they wish to add it together to take a longer period together (e.g., two terms after 10 years).</p> <p>Introduce one year of paid long service leave for principals who have completed 15 years of continuous service.</p>
<p>That when changes are introduced to the education system, this will be accompanied with resourcing (additional staffing and funding) to support the changes.</p>	<p>Change management support. When the Government or one of its ministries or agencies, introduce policy or legislative change, (such as a pay equity settlement, or major curriculum change) schools will be provided with additional FTTE staffing and funding so that staff can be released to undertake change work or external expertise can be accessed to support change work.</p>
<p>Schools have time to work together on change.</p>	<p>Continue the arrangements as set out in the Accord for teacher only days so that schools receive a new allocation of days to use over the term of the next collective agreement. Principals will have flexibility in determining when and how they will use their allocated days.</p>
<p>Fairer use of sick leave.</p>	<p>Stop deducting sick leave for weekend days as these are not workdays. (Delete clause 7.3.5(b))</p> <p>Explore how accrued sick leave could be made available in the sector.</p>
<p>Principals are fairly reimbursed for using their personal vehicle.</p>	<p>Amend the current clause 6.15 to reflect the mileage rate approved by IRD for expenses incurred in the use of private vehicle.</p>

2. Valuing Principals

Vision that being a primary principal is a highly desirable and sustainable career choice.

The 'win' outcome we want	The claim we will put on the table to do this
Achieve and maintain remuneration parity between primary and secondary school principals.	Ensure that all salary components available to secondary principals are included in the Unified Pay System (UPS) (clause 5.1.1) for primary principals. The UPS will also include any other form of remuneration provided to secondary principals, but not limited to other payments made under concurrence.
The value of a principal's salary is maintained.	The negotiation team will put forward a pay increase claim based on maintaining the value of a principal's salary relative to cost of living increases. They will also consider any other offers made by the employer in determining whether or not a salary increase offer is sufficient. This will be done in consultation with principal membership.
That first time principals are supported with additional resourcing as they begin the role.	Introduce additional entitlement management staffing for the first 3 years of a beginning principal's employment. This is intended to provide support/flexibility for beginning principals to undertake professional development and develop in the role and/or for a mentor to be appointed to support the first-time principal.
Principals can accept secondment opportunities without detriment to their current employment conditions.	Introduce secondment provisions that support principals to accept secondments within the education sector with salary, service and leave entitlements protected.
Creating future leadership opportunities for principals.	Introduce leadership advisor roles to both support principals and offer career development. This could involve experienced principals being released/seconded from their school leadership role, being given training and support to work with other principals over a fixed period (tuakana-teina relationships). ⁴
The term allows for change to happen as quickly as possible.	The term of the collective agreement will be determined by considering the overall offer and how soon negotiations need to occur again to make further progress. This will be done in consultation with principal membership.
Recognition for union members contribution to this process.	Union only member benefit, including a 12-month delay to pass-on terms and conditions to non-members.

⁴ [Tomorrows Schools Independent Taskforce Final Report Recommendation 2c, pg 36](#)

3. Supporting All Principals with Additional Responsibilities

Vision That resourcing and support for principals would be suitably tailored to reflect the many different contexts of primary schools.

The 'win' outcome we want	The claim we will put on the table to do this
Additional remuneration is available and is consistent for all principals employed in schools with additional or special features.	Introduce a new recognition allowance valued at \$5,000 that will replace existing allowances. These, and any new allowances would be paid and based on negotiating how many of the allowances should be allocated in each context to recognise additional features that a principal is required to lead and manage.
a. Claims for small schools	
The 'win' outcome we want	The claim we will put on the table to do this
Safer staffing levels in U1 schools	Ensure that the sum of all entitlement teacher staffing elements for all schools is equivalent to at least 2 FTTE (up from 1.3). ⁵ This will include any staffing gains made through the primary teacher's campaign.
Recognising the extent of the work of teaching principals.	Management time is increased to enable teaching principals in U2 schools to be fully released. Introduce provisions that are reflected in the Primary Teachers CA for Principals that take on these roles, this includes tutor teacher allowance, kāhui ako roles, etc.
Salary relativities between DPs and principals in small schools are addressed.	For principals of small schools (U1-3), salary is based on whichever is greatest: <ol style="list-style-type: none"> the components set out in 5.2.1 of the collective agreement (and as amended by the claims to include more salary components) OR; <ol style="list-style-type: none"> a formula: the value of step 11 of the teachers unified pay scale +the value of 6 units + 2 principal recognition allowances (currently \$124,000). Any increases negotiated in the teachers' collective agreement would change the ultimate figure derived from this formula.
b. Support for immersion education	
The 'win' outcome we want	The claim we will put on the table to do this
Tumuaki and principals leading in Te Reo Māori, NZ Sign or Pasifika languages are recognised for these skills, knowledge, and expertise.	Provide access to the new recognition allowances outlined above for tumuaki/principals in the following circumstances: <ul style="list-style-type: none"> Leading a full immersion kura/school Leading a school/kura with one or more bilingual units

⁵ [Puaotanga: A pathway forward recommendations 2.2, 2.3, 2.4 pp 63-64](#)

	<ul style="list-style-type: none"> Demonstrating and using Te Reo Māori, a Pasifika language or NZ sign proficiently within the school and/or community as part of their principal role.⁶
c. Support for Specialist Schools	
The 'win' outcome we want	The claim we will put on the table to do this
The full extent of the role of a specialist school principal is reflected in their remuneration.	<p>The following claims have been developed by principals in specialist schools:</p> <ol style="list-style-type: none"> Specialist School principals receive recognition for the leadership and responsibilities in relation to employing large numbers of non-teaching staff (Teacher Aides, Therapists, Administrative staff and other). Specialist School principals will receive recognition for the operation of itinerant outreach services. Principals of schools who host 'satellite classes' of a specialist school shall receive recognition for the additional workload and responsibility this creates. Specialist School Principals Payments shall be increased to \$5,000 to recognise the complexities associated with Leadership across multiple sites. The current allowance for Principals operating a residential service be increased to \$5,000 and be able to be claimed alongside the Specialist School Principal Payments.
d. Support for isolated and rural schools	
The 'win' outcome we want	The claim we will put on the table to do this
Rural and isolated schools can recruit and retain staff.	Introduce a package of resourcing that can be used by small schools to address recruitment and retention issues caused by isolation. This could include support with accommodation, travel allowances, funding to meet increased costs of accessing PLD and addressing other issues caused by isolation. In part this could be achieved through reallocating the funding currently used for the Principal Recruitment Allowance (6.2.5).
e. Support for the Chatham Islands	
The 'win' outcome we want	The claim we will put on the table to do this
Principals are supported to work on the Chatham Islands.	Changes to the existing collective agreement provisions that apply only to the Chatham Islands have been developed by principals covered by them and will be included in these negotiations.
f. Support for ITE	

⁶ [Puaotanga: A pathway forward recommendations 4.3-p68, 5.1-pg70](#)

The 'win' outcome we want	The claim we will put on the table to do this
Principals will be acknowledged for the work involved in support of student teachers.	Principals will have access to the recognition allowance of \$5,000 for taking on the responsibility of supporting student teachers in their school.