

Primary Teachers Collective Agreement

Claims for Negotiation 2025

Your negotiating team met during the term break to write your claim for bargaining, based on all the feedback from the in-school discussions. There was strong agreement in many areas and other areas where feedback revealed a spread across a wide range of perspectives. Your negotiating team has developed claims to incorporate as much feedback as possible and to design a claim that will deliver for all members and address key, shared issues. The team had to make some tough decisions about what to prioritise, as we know it will be challenging to achieve any wins in this round of negotiations.

Our context: Other important points to raise

You were clear that while you want changes to your collective agreements, you also want the Government to invest in education. Specifically, you want support to help every ākonga achieve their fullest potential. Your bargaining team will take the opportunity in negotiations to share with the Ministry of Education that you need a comprehensive investment plan for education, delivered through new funding, as well as in collective agreement provisions. In particular, the bargaining team will be raising these points:

- The urgent need to introduce new staffing provisions for schools to employ more teacher aides in permanent jobs (as recommended in the Pūaotanga Report (p60)).
- Teacher aides are needed in class for more hours and in secure roles to support ākonga. This will make a significant difference.
- Implement the recommendations of the Kia Mahi Kotahi: Working Together report, which sets out the investment needed for a truly inclusive education system (this includes the investment in teacher aides as above).
- The need for a stepped-out plan to improve teacher staffing, as set out in the Pūaotanga report.

Uaratanga/Value

Guiding Pou: Whakamana, kaitiakitanga, whanaungatanga

Claim	Comment from your negotiating team
Pay Seek increases to all steps of the base pay scale that meet these criteria:	Members have very different views about what you should claim. The strongest theme was that you want to be valued for your work and that

<ul style="list-style-type: none"> • Match, or provide better increases than, the consumer price index (CPI). • Maintain parity with other teacher collective agreements (see below). <p><i>Note: Your bargaining team will discuss the term for the settlement as part of the negotiations and determine what length to go for, depending on what is included in a settlement.</i></p>	<p>means pay increases for everyone that match, or are better than, the CPI.</p> <p>Most members say pay is an important claim and one that unites teachers, principals and support staff. Members linked pay with supporting recruitment and retention across all roles.</p> <p>Some members want to know a figure that will be claimed. The important figure is what is in any offer made by the Secretary for Education, and it will be up to members to decide – by voting – whether the figure is acceptable or not.</p>
<p>Pay Parity</p> <p>Reinstate pay parity with other school teachers</p> <ul style="list-style-type: none"> • Renew the clause (3.1.2) that maintains a unified base scale (pay parity on the salary steps). • Reinstate the provisions that include unit value and payments across the board in the mechanism for maintaining pay parity, so that teachers across all schools have the same unit values. 	<p>Feedback was unanimous that pay parity is essential for primary teachers.</p> <p>Members noted the ongoing disparity of unit value and unit allocation and the importance of retaining parity of the base pay scale.</p>
<p>Increase to other allowances</p> <p>Increase all allowances (such as the camp allowance) in the collective agreement by the same percentage agreed for steps on the base scale.</p> <p>Introduce a mechanism to increase these annually in line with movements in the CPI.</p>	<p>Feedback was mixed. Some members are concerned that focusing on allowances may distract from other issues and claims, while others are concerned that there has not been changes to some allowances for many years.</p> <p>The negotiating team decided to seek a boost this year and a mechanism to automatically increase the allowances each year.</p>
<p>Special Duties Increment Allowance (3.18)</p> <p>Change the allowance to be paid as the value of a unit and not linked to steps on the pay scale.</p>	<p>For teachers who qualify for the allowance and who are on their maximum salary step, the dollar value has not been changed for many years. That has affected relativity with teachers on other steps.</p> <p>By making this change, the allowance will be more consistent for all teachers, no matter their step on the pay scale, and will change as unit value changes.</p>

<p>Union Only Benefits</p> <p>Delay the pass-on of increases to base salary, units and allowances, so that union members receive them six months before non-members.</p> <p>Restrict access to the additional sabbaticals so only NZEI Te Riu Roa members are eligible.</p>	<p>Members want to see a point of difference to recognise the work that you all do to achieve collective agreement settlements.</p>
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Whakaute/Respect

Guiding Pou: whakamana

Claim	Comment from your negotiating team
<p>Toitu te Tiriti</p> <p>Introduce provisions that set out a joint obligation between the Ministry of Education and the profession to honour and give effect to te Tiriti o Waitangi: (click here to view potential wording).</p> <ul style="list-style-type: none"> Embed Ngā Pou, the value system built by Miro Māori NZEI Te Riu Roa members, in the collective agreement to guide the Ministry-kaiako relationship. Require the Ministry to support employers to hold the capability and capacity to uphold te Tiriti. Import the Education Act obligation for boards to develop plans, policy and local curriculum that reflects local tikanga, mātauranga and te ao Māori. 	<p>Feedback was consistent: You want to ensure the education sector honours te Tiriti and supports the aspirations of tamariki and kaimahi Māori.</p> <p>Right now, the Government is proposing amendments to the Education Act to remove te Tiriti obligations, and you can use your collective agreement to improve commitments regardless of any changes in the law.</p>
<p>Cultural Leadership Allowance</p> <p>Introduce an additional 2,000 cultural leadership allowances available to kaiako working in primary schools and update the criteria.</p>	<p>In the last bargaining round, you won 1,200 of these allowances to recognise cultural leadership, but you always knew that wouldn't be enough because there are way more kaiako that provide cultural leadership.</p> <p>It was a good start, but you knew you would need to build on that win by claiming more. The number of applications for the allowance outstripped the number of allowances available, giving you evidence that we need more.</p>

<p>Māori Immersion Teaching Allowance (MITA) and Pasifika Bilingual Immersion Teaching Allowance (PBITA)</p> <p>Increase the value of all steps, for all levels for the MITA and PBITA by \$1000 per annum.</p>	<p>In 2023, you won the first increase to the MITA in years and the creation of the PBITA.</p> <p>Increasing their value is critical to maintain an appropriate recognition of the incredible Māori and Pasifika language journeys that teachers are providing for our tamariki.</p>
<p>Professional Learning and Development for te reo Māori</p> <p>Reinstate and improve funding to provide professional learning and development (PLD) in te reo Māori for all staff working in schools/kura.</p>	<p>When Ministry funding was cut for Te Ahu o te Reo Māori, it was a blow to the profession's aspirations to spread te reo and protect this taonga for our tamariki.</p> <p>Gaining an entitlement to te Reo Māori PLD will help protect this taonga.</p>
<p>Charter School Consultation Resourcing</p> <p>Introduce new entitlements for staff in state and state-integrated schools that start the process of converting to a charter school. When the school completes an initial expression of interest form, staff are entitled to:</p> <ul style="list-style-type: none"> • Two paid union meetings, during contact time to allow for proper consultation with staff. (These are in addition to current entitlements in the Employment Relations Act.) • Access to an employment assistance programme (EAP) and other professional support as needed, funded by the Ministry of Education. • One day of release (can be split over multiple days) per teacher to allow time to access support and guidance related to the conversion process. • Access to removal expenses for teachers who secure another permanent or long-term relieving job in another state school regardless of whether it meets current criteria. 	<p>Right now, there is no support available for kaiako employed in state or state-integrated schools that convert to charter schools. This claim will introduce resourcing and entitlements to provide support for staff as they go through the charter school conversion processes.</p>
<p>Charter School Service Recognition</p> <p>Introduce provisions to recognise service as continuous, for leave and salary progression purposes, for teachers who return to working in a state or state-integrated school after working</p>	<p>Without this clause, teachers who work in state or state-integrated schools that convert to charter schools will be disadvantaged compared to teachers who are able to remain working in state or state-integrated schools.</p>

in state or state-integrated schools that convert to charter schools.	
Teaching Council Registration and Certification Fees Claim that the Ministry of Education covers the cost of Teaching Council registration and certification fees.	On 28 April the Minister of Education announced that from 1 July the cost of teacher registrations and practising certificates would be met by Government. The negotiation team will be seeking to have this codified in the collective agreement.

Tautoko/Support

Guiding Pou: wairuatanga and manaakitanga

Claim	Comment from your negotiating team
Learning Support Co-ordinators Increase the staffing provision of Learning Support Coordinators (LSC) or Special Education Needs Co-ordinators (SENCO) by: <ul style="list-style-type: none"> Completing the two remaining tranches of the LSC role so that all schools have access to an LSC. Allow schools to choose whether to use the staffing to employ an LSC or release a SENCO. 	Members generally supported expanding the number of schools that have access to a learning support coordinator and allowing more schools to collaborate in learning support. A counter theme came from members who wished to improve the time available to their school SENCO to undertake this work without using the school staffing entitlement. This claim proposes to complete the rollout of the learning support coordinator role, so all schools have access to staff members funded above the staffing entitlement who would be responsible for learning support coordination. However, it would allow schools to opt out of across-school collaboration and use their portion of the additional staffing entitlement as funded release for their SENCO.
Additional Units Introduce 10,000 additional permanent units (including release time entitlements) to the primary sector for the purpose of recognising and supporting kaiako with responsibility for working with children with additional learning needs. Develop a formula for allocating units so that no kura receives less than two units from this tranche of units (including U1 schools).	Your negotiating team developed this claim after considering feedback about the idea of creating a fund to support teachers of children with additional needs. While there was a lot of support for the intent of this claim, there was concern with how it fitted with other funds and existing processes. The claim would get the number of units available to primary teachers closer to the amount available to other teachers. This approach would also mean that small schools get access to units.

<p>Sabbaticals</p> <p>Increase the number of PTCA sabbaticals available to primary teachers from 50 to 200.</p>	<p>There is an imbalance in PTCA sabbaticals allocation between primary teachers and other teachers.</p> <p>This means that primary teachers have less access to career development and it also limits research supporting the interests of primary aged tamariki.</p>
<p>Professional Support Fund for NZEI Te Riu Roa Members</p> <p>Introduce a \$10,000,000 per annum fund to cover costs (including course costs, release time, fees) for things like professional learning and development, coaching, mentoring and/or supervision to support professional practice. All teachers covered by the PTCA, including relievers, would be eligible to apply for funding.</p>	<p>Members generally supported a claim for a contestable fund for teachers to apply for funding to pay for course and release costs for professional development. This professional development could be wide-ranging, such as exploring pedagogy, diverse learning needs or leadership development, and would be designed to address needs and interests identified by teachers, in addition to any nationally mandated PLD.</p>
<p>Change Management Process</p> <p>Introduce a clear process and resourcing to support nationally mandated change, such as the implementation of new or significantly revised curricula, assessment or National Policy Statements on Education. It should include the following elements identified in work undertaken with the Ministry of Education in 2019.</p> <ul style="list-style-type: none"> • A process for genuine consultation and sector engagement to develop a shared vision and plan for change. • A process for planning the change implementation, including timelines, support, resources and time available to teachers to engage in the change process and to access support and PLD as necessary. • A process to ensure change is consistent with te Tiriti o Waitangi obligations. • A process for monitoring and evaluation, with input from teachers 	<p>Your collective agreement provides clear rights and entitlements when a restructure or change process occurs at your school. There is however no agreement in place between the profession and the Ministry of Education about the minimum standards of development, implementation and consultation required when the Government is seeking to implement significantly different curriculum, assessment or policy.</p> <p>While teachers are professionals and will always provide the best education for tamariki under any policy setting, a clear change management process would enhance teachers' ability to prepare and adapt to changes.</p> <p>For changes to be successful, the government must work to meaningfully consult the profession, set a realistic timeframe for implementing change, centrally fund the professional development required to shift teaching styles and ensure their plans meet the obligations agreed to under te Tiriti.</p>

Relievers

Claim	Comment from your negotiating team
Pay Raise the step 6 cap on relievers' pay.	<p>In the last bargaining round, you won an increase to the reliever pay step cap. Relievers are now 4 steps from the profession's maximum step, rather than 5.</p> <p>Relievers surveyed said that an 80% pay difference would be more appropriate, which would bring the max reliever step to either 7 or 8.</p>
Pay increment notifications to the SUE report Progress automatic salary attestation notifications for relievers.	<p>Classroom teachers' eligibility for step increases, pending demonstrating the code and standards, is automatically notified to schools through the SUE report. Relievers must request schools to find out whether they're eligible for a step increase.</p> <p>This process is unnecessarily burdensome on relievers and should be improved.</p>
Professional Development Expand centrally funded professional development for mandated curriculum changes to relievers. The claim is also that relievers have access to the PLD fund claimed above.	<p>While classroom teachers were released in order to support, understand and implement the new curriculum, the Ministry of Education didn't fund such release for relievers. Relievers' development should be supported so that the curriculum is better implemented during classroom teacher absences.</p>
Centralise funding of reliever sick leave The Ministry of Education directly pay and centrally fund the cost of sick leave for relievers.	<p>During the last bargaining round, you won clarity that relievers are, and always were, entitled to sick leave, when they are sick on a day that they are booked to work.</p> <p>Surveyed relievers are still concerned about applying for sick leave, as they are aware of schools' limited funding. Sick leave is a known cost to the Ministry of Education and shifting the payment location from schools to the Ministry would relieve school funding pressures.</p>
Centralise funding of the transport allowance for relieving employees The Ministry of Education directly pay and centrally fund the transport allowance for relieving employees.	<p>Surveyed relievers are concerned about applying for mileage when they are aware of schools' limited funding.</p> <p>This limits the relievers available to schools, and especially rural schools, given that relievers</p>

	<p>are less likely to seek and accept bookings from schools further afield.</p> <p>Mileage is a known cost to the Ministry of Education and shifting the payment location from schools to the Ministry would increase the potential pool of relievers available to every school and relieve school funding pressures.</p>
<p>Increase the transport allowance for relieving employees</p> <p>Increase the reliever mileage allowance to match classroom teachers' private vehicles expenses entitlement.</p>	<p>The relievers mileage allowance is \$0.37/km should they need to travel further than 10kms, while the mileage rate for classroom teachers using their private vehicles is \$0.83/km. This rate has been unchanged since 2007.</p> <p>It is an unrealistic amount in comparison to the cost of travel in 2025.</p>

Chatham Islands

Claim	Comment from your negotiating team
<p>Update all the provisions set out in Part 7 of the collective agreement to align with claims developed for principals on the Chatham Islands.</p> <p>These claims are designed to address the issues, when working and residing in an isolated location, with weather fluctuations, limitations of commercial flights and shipping, including the exorbitant costs associated with living on the Chatham and Pitt Islands.</p> <ol style="list-style-type: none"> 1. To remove the qualifying period for subsidised leave trips and payment for fares to the mainland for professional development. This will enable employees to access these terms sooner than 12 months after arrival on the island. 2. Increase the number of flights for professional development for the first 3 years of principalship. 3. Increase the amounts for isolation and freight allowances. 	<p>Members on the Chatham Islands work in a unique and isolated environment. Provisions in the teachers' and principals' collective agreements have not been updated for some time and are well out of date. There is an urgent need to make significant changes to support staff on the Chatham and Pitt Islands.</p>

<p>4. Broaden the eligibility criteria for removal expenses to cover employees that retire, or resign.</p> <p>5. All of the terms of Appendix 4 to apply to employees recruited locally from Chatham and Pitt Islands.</p>	
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Kāhui Ako

There have been indications that the Government may seek to make changes to Kāhui Ako. If this is the case, and once their intended changes are clear, you will have an opportunity to discuss how you want to react to this change, including whether we seek to oppose, reshape or accept it. Since the inception of Kāhui Ako (then called *Communities of Schools*), your leaders have taken the position that decisions about how best to use the funding (including the type of roles in Kāhui Ako) are best made by the sector.

Technical Changes

As part of the negotiating process, we will also identify technical changes that need to be made to the text of the collective agreement to keep it up to date. These changes don't change anyone's entitlements. A full list of technical changes will be shared with members ahead of a final settlement being accepted.