



16 July 2025

[REDACTED]
PPTA Secondary Teachers
Bargaining Team Advocates

cc [REDACTED], NZSBA

Tēnā koutou katoa

Offer for renewal of the Secondary Teachers Collective Agreement

1. From the outset of our discussions, the Commissioner and the Ministry recognised the important role the PPTA Te Wehengarua plays in supporting our workforce of dedicated and passionate teachers in schools and wharekura across the country.
2. The Commissioner listened carefully to your concerns with the environment your members work in, and the professionalism which they apply to their calling. The Commissioner spoke about his expectations, one of which was to ensure pay is affordable across the public sector and in line with the very challenging economic environment we are in. He also noted that whilst Education is a valued profession, it does not exist in a vacuum or stand apart from the rest of the public sector. As a part of sharing his thinking regarding bargaining, four guiding priorities were discussed:
 - attracting and retaining great teachers and school leaders
 - building better leadership development pathways
 - improving how new teachers are supported
 - and creating more time for teaching in the classroom.
3. Our bargaining has met our shared goals of efficient bargaining, engaging well ahead of the expiry date of the Secondary Teachers' Collective Agreement and focusing on getting an offer for ratification as quickly as possible, recognising that the workforce settings require us to avoid backdating any components of adjustments to pay and conditions.
4. Further, the Employer Team ensured no unnecessary delays by consulting early with the Commissioner and seeking advanced approval to make this offer.
5. This bargaining has been remarkable in the professionalism demonstrated at the table and the scope for common ground even where we hold different views on how to get there, and I acknowledge your team for this.

Supporting the Profession beyond bargaining

6. Our offer aims for fiscally sustainable outcomes that deliver effective and responsive education services.
7. Beyond the bargaining table, the Government has made significant investments to support secondary teachers and improve working conditions, such as:
 - Costs of registration and certification fees removed for the next three years
 - Streamlined pathways for experienced overseas teachers to move to NZ
 - Investments in recruitment, learning support coordinators, and curriculum advisors.
8. Budget 2025 boosted education by investing in over 1,600 new teaching and support roles by 2028, expanding teacher training, and strengthening school leadership. This investment has been committed to despite tightening of Government spending in other areas.

Competitive and sustainable remuneration

9. We value our educators and the vital role they play. Currently:
 - Secondary teachers are well remunerated, and new teachers now start on 27% more than in 2019 (\$48,410 in 2019 compared to \$61,239 in 2025)
 - The average starting pay for a new secondary teacher in 2024 was \$78,300
 - The average salary for secondary teachers is around \$101,000, with annual step-based increases \$2,528 – \$7,029
 - 60% of teachers receive additional allowances, including:
 - \$5,000 for responsibility units, with teachers able to hold multiple units at a time
 - \$10,000 for Specialist/Advanced Classroom Teacher roles.
10. In the 2019 and 2023 bargaining, teachers received substantial increases as well as annual incremental pay increases of between of \$2,528 – \$7,029 and can progress to the top of the scale according to their qualification. This represents a competitive salary by international standards, especially when we consider the additional benefits they receive.
11. Unlike nurses and police who work shifts, teachers have a structured year — 40 weeks of teaching, with time set aside for planning, professional development, and well-earned leave to support great teaching.

Key Features of the offer

12. Salary Increases to the base scale for trained teachers:
 - 1% from 23 July 2025
 - 1% from 22 July 2026
 - 1% from 21 July 2027

(Equivalent to \$613–\$1,030 per teacher annually on top of automatic tenure-based pay progression and any allowances).
13. The proposed 1% annual increases to each step are complemented by built-in salary progression that delivers increases well above forecast inflation, which is expected to average

under 2% annually. For example, a trained teacher progressing from Step 4 to Step 7 over three years would see their salary rise from \$70,779 to \$88,733—a 25% increase.

14. Salary Increases to the base scale for untrained teachers:

- 1% from 23 July 2025
- 1% from 22 July 2026
- 1% from 21 July 2027

(Equivalent to \$532–\$889 per untrained teacher annually on top of automatic tenure-based pay progression and any allowances).

15. An untrained teacher moving from Step U1 to U5 would receive a 24% increase over the three-year period. These step movements on both the trained and untrained teacher scales, combined with service credit provisions and qualification-based transitions, ensure meaningful and sustained salary growth.

16. Opening the role of Learning Support Coordinator to part time staff, creating opportunity for greater flexibility and job share.

17. Greater recognition of untrained teacher service.

18. Changes that will support a stronger teaching profession through better use of study support and sabbaticals, and more time for school organised PLD in term breaks.

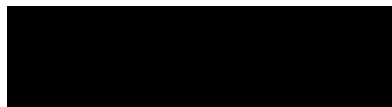
19. Recognition of the role of Principal's Nominee by creating a new allowance, for the duration of this collective agreement, worth \$2,500 per annum.

20. Our offer seeks to strike a balance between fiscal constraint, government objectives and members interests. To that end our offer contains elements of claims from both sides and the in our discussions at the table, at a high level, there is some obvious mutuality in our interests.

21. This offer balances fiscal responsibility with meaningful improvements to pay and conditions. It reflects shared priorities and a continued commitment to strengthening the teaching profession.

22. The full terms of settlement and a marked change draft collective are attached. We encourage you to take this offer to members for ratification. The Ministry will publish this offer and the terms of settlement in 10 working days.

Ngā mihi nui



Advocate for the Public Service Commissioner

Terms of Settlement

This section sets out the offer for the renewal of the *Secondary Teachers' Collective Agreement (2025 - 2028)* and is to be read in conjunction with the letter of offer and the marked up collective agreement.

This offer is made by Te Kawa Maataho | Public Service Commission to PPTA Te Wehengarua. It will be subject to ratification by PPTA Te Wehengarua members pursuant to section 51 of the Employment Relations Act 2000.

The terms outlined in this document and the letter of offer will be published by the Ministry of Education on 26 July 2025.

1. Term of agreement

Amend clause 1.6 as follows: This collective agreement is effective from *4 July 2025 and expires on 3 July 2028*, except as provided for in s53 of the Employment Relations Act 2000.

2. Remuneration

The base salary scale for Trained Teachers as set out in 4.1.1 will increase by **1%** effective from 23 July 2025, **1%** from 22 July 2026 and **1%** from 21 July 2027.

Base Salary Scale for Trained Teachers:

Step	Qualification Groups	Rates effective 2 December 2024	Rates effective 23 July 2025	Rates effective 22 July 2026	Rates effective 21 July 2027
1	G3E	\$61,329	\$61,942	\$62,562	\$63,187
2	G3+E	\$64,083	\$64,724	\$65,371	\$66,025
3	G4E	\$66,586	\$67,252	\$67,924	\$68,604
4	G5E	\$70,779	\$71,487	\$72,202	\$72,924
5		\$75,340	\$76,093	\$76,854	\$77,623
6		\$80,224	\$81,026	\$81,837	\$82,655
7		\$86,123	\$86,984	\$87,854	\$88,733
8		\$90,960	\$91,870	\$92,788	\$93,716

9	G3M	\$97,920	\$98,899	\$99,888	\$100,887
10	G3+M, G4M, G5M	\$103,086	\$104,117	\$105,158	\$106,210

The Base Scale - Untrained Teachers salary scale as set out in 4.1.3 will increase by **1%** effective from 23 July 2025, **1%** from 22 July 2026 and **1%** from 21 July 2027.

Base Scale - Untrained Teachers

Step	Qualification Groups	Rates effective 2 December 2024	Rates effective 23 July 2025	Rates effective 22 July 2026	Rates effective 21 July 2027
U1	G1, G2, G3E	\$53,155	\$53,687	\$54,223	\$54,766
U2		\$55,316	\$55,869	\$56,428	\$56,992
U3	G4E	\$60,327	\$60,930	\$61,540	\$62,155
U4	G5E	\$61,954	\$62,574	\$63,199	\$63,831
U5		\$64,457	\$65,102	\$65,753	\$66,410
U6		\$68,213	\$68,895	\$69,584	\$70,280
U7	G1M	\$73,594	\$74,330	\$75,073	\$75,824
U8	G2M	\$78,976	\$79,766	\$80,563	\$81,369
U9		\$85,735	\$86,592	\$87,458	\$88,333
U10	G3, G4, G5M	\$88,864	\$89,753	\$90,650	\$91,557

3. Extend provision for service credit

Amend the commencing salary provisions to better recognise the prior work experience of untrained teachers who, upon gaining their teaching qualification, transition to the trained teacher salary scale. Amended wording is as follows:

4.2.2 Commencing Salary

- (a) *The starting salaries of teachers who have Teaching Council of Aotearoa New Zealand registration and who also have a qualification defined by a 'G' notation are noted alongside the Base Salary Scale – Trained Teachers.*
- (b) *The starting salaries of teachers who do not have Teaching Council of Aotearoa New Zealand registration but have a qualification defined by a 'G' notation are noted alongside the Base Scale – Untrained Teachers.*
- (c) *Teachers who do not have a subject/specialist qualification defined by a 'G' notation and who do not have Teaching Council of Aotearoa New Zealand registration commence on step one of the Base Scale – Untrained Teachers.*
- (d) *Untrained teachers who are subsequently granted a practicing certificate from the Teaching Council of Aotearoa New Zealand, will:*
 - (i) *subject to (ii and iii) below, translate to the entry step for their qualification group on base salary scale for trained teachers. If the teacher's salary is already at or above the applicable entry step for their qualification group on the base salary scale for trained teachers, they will translate to the step that is the next highest rate on the scale. The date of this change will become their new anniversary date for salary progression purposes.*
 - (ii) *Where the teacher has service as an untrained teacher in a state or state integrated school that has not contributed to progression on the base scale - untrained teachers, they will have this service included in their assessment under Appendix A.*
 - (iii) *Where the teacher had relevant work experience and/or other teaching service already counted in the teacher's first salary assessment, provided their employment as an untrained teacher occurred while they were undertaking their initial teacher education programme (recognised by the Teaching Council of Aotearoa New Zealand), they will have this work and/or service included in their assessment under Appendix A.*
- (e) *In exceptional circumstances the Secretary for Education may exercise discretion in the placement or progression of a teacher within the salary scale, having regard to a teacher's previous service and professional, technical, practical or other suitable experience, subject to the provisions of Appendix A.*

4. Learning Support Coordinators

Amend the provisions for the appointment of Learning Support Coordinators to give greater flexibility. Clause wording is replaced as follows:

4.27.4 Coordinators can be employed full-time or part-time, including job share arrangements as agreed by the employer.

5. Study Leave

Amend criteria for study awards. To be eligible for a study award under clause 6.6.6, a teacher needs to be completing a Level 7 qualification or higher OR producing a published research output that aligns with Government priorities.

6. Sabbatical Leave

Strengthen the expectations for recipients of sabbatical leave under clause 6.6.7. Recipients will be required to either:

- Submit their findings to at least one peer-reviewed publication, or
- Produce a research-led equivalent output, or
- Complete a recognised further education related qualification.

7. Recognition of service for employees transferred to converted (charter) schools who return to state and state-integrated schools

Amend clauses to recognise previous service in a Converted School for employees who were transferred to a charter school under clause 119 of Schedule 1 of the Education and Training Act (2020), provided the employee's service is continuous.

Clause 1.8 Definitions will also be amended to include definitions for "Converted School" and "Transferred Employee":

(m) "Converted School" has the same meaning as in clause 114 of Schedule 1 of the Education and Training Act 2020.

(n) "Transferred Employee" means any employee who was transferred from employment in a state or state integrated school to employment in a charter school under clause 119 of Schedule 1 of the Education and Training Act 2020.

Complete wording is available in the tracked change collective agreement.

8. Coverage

Amend the coverage clause as follows:

- (a)*
- *Specialist secondary teachers of technology of classes at Years 7 and 8 in technology host schools or at schools or centres where the specialist secondary teacher is employed to predominantly teach technology classes at Years 7 and 8;*
 - *and*
 - *Teachers in composite (other than area) schools and special schools and units who predominantly teach Year 9 and above.*

(a)

Note 2: For the purposes of these clauses "predominantly" means:

- *70% or more of the teacher's weekly timetabled classroom teaching time for specialist secondary teachers of technology*
- *80% or more of the teacher's weekly timetabled classroom teaching time for teachers who work in composite (other than area) schools and special schools and units.*

9. Definition of Untrained Teacher

Amend the definition of untrained teacher as follows:

1.8 (h)(ii)

Untrained Teacher means a teacher who is employed with a Limited Authority to Teach granted by the Teaching Council of Aotearoa New Zealand or as provided in s93(4) of the Education and Training Act 2020.

10. Disregarded Sick Leave

Amend the clause to reframe and narrow the scope of entitlement to disregarded sick leave to notifiable illnesses and war injuries as follows:

6.2.8 Disregarded sick leave

- a) *Disregarded sick leave not exceeding an overall aggregate of two years will be granted by the Secretary for Education where in the opinion of the Secretary one of the following conditions has been met:*
 - i. *The teacher has contracted a notifiable disease listed in Part 1 of Schedule 1 of the Health Act 1956, and the teacher is either:*
 - *complying with a written request or direction from a Medical Officer of Health under the Health Act 1956 to refrain from attending school for a specified period, or*
 - *is otherwise required by a relevant Public Health Order to refrain from attending school for a specified period; or*
 - ii. *The teacher has contracted hepatitis or tuberculosis, where the period of disregarded sick leave is the time that the teacher's treating registered medical practitioner decides is necessary for the teacher to remain away from school to avoid the risk of transmission; or*
 - iii. *The absence was due to war injury or service.*
- b) *Where sick leave has been deducted for any period granted as disregarded sick leave under clause 6.2.8(a) above, the maximum number of days of sick leave that can be reinstated is the period specified by the Medical Officer of Health or the relevant Public Health Order, if applicable.*

11. Principal's Nominee Allowance

New clause to introduce an allowance for the Principals Nominee, as follows:

4.28 Principal's Nominee

- 4.28.1 *The Board will be able to appoint one teacher as the Principal's Nominee for responsibilities associated with the school's NZQA-accredited Consent to Assess during the school year. The appointed teacher will be entitled to an allowance of \$2,500 per annum, pro-rated if the teacher is part-time.*
- 4.28.2 *This allowance is in addition to any units or other allowances the teacher may receive.*
- 4.28.3 *Clause 4.28 applies until 27 January 2028, following which it will cease to apply and have no effect.*

12. Term Breaks and Other Times When Schools Are Not Open For Instruction

Amend provisions to enable teachers to participate in duties such as administration, professional learning and community events whilst limiting disruption to learning by amending clauses 5.6.2, 5.6.3 and 5.6.4 as follows:

- 5.6.2 *The employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction, provided that:*
 - a) *teachers cannot be required to attend during a closedown period under clause 6.1.3; and*
 - b) *teachers are not required to attend for more than ten days, or equivalent, per school year; and*

- c) *the employer takes account of individual teacher needs; and*
- d) *teachers' own initiatives in undertaking professional development during time when the school is not open for instruction are considered*

5.6.3 *The employer may require teachers to attend school or elsewhere when the school is not open for instruction, provided that:*

- a) *the time is used for all or any of the following purposes – school administration, preparation and coordination, departmental or related activities and community, parent and whānau contact and liaison, including evening activities such as prizegiving, and open evenings; and*
- b) *teachers cannot be required to attend during a closedown period under clause 6.1.3; and*
- c) *teachers are not required to attend for more than ten days, or equivalent, per school year; and*
- d) *the employer endeavours to arrange matters at the school in such a way that any requirement under this clause is not unreasonable; and*
- e) *the employer takes account of teachers' individual needs; and*
- f) *teachers' own initiatives in undertaking work for the above purposes are counted.*

5.6.4 *Where teachers are required to attend school or elsewhere when the school is not open for instruction pursuant to 5.6.2 and 5.6.3 above, they shall be reimbursed for any actual and reasonable costs if over and above what is normally incurred when attending school.*

13. Te Aho o Te Kura Pounamu Hours of Work

Amend Part 11 as follows:

11.2 Hours of Work

11.2.1 *In order to carry out their duties in terms of this agreement it may be necessary for teachers to work for more than 40 hours per week. The normal hours of work for teachers however should, as far as practicable, not exceed 40 hours per week Monday to Friday.*

11.2.2 *Teachers are normally required to be present on the site for at least 35 of their working hours per week. These hours may be worked between 7.00am and 6.00pm daily from Monday to Friday inclusive, with a required core attendance time of 9.00am to 3.00pm. A lunch break of one hour is to be taken generally between the hours of 12.00noon and 2.00pm (unless agreed otherwise) provided that the timing of the lunch break does not interfere with operational activities.*

11.2.3 *Where, with the agreement of the employer, a teacher works flexible hours the teacher may be required to keep a record of attendance.*

11.2.4 *The employer recognises the need for kaiako to have sufficient time to engage with whānau and ākonga to provide personalised learning programmes and pastoral care and therefore, in consultation with employees, they will annually review:*

- *ākonga: subject kaiako ratios*
- *ākonga: kaimanaaki ratios*
- *guidelines for short-term relief; and*

- any other relevant matters.

Teachers have flexibility in how they manage their allocated workload and are responsible for raising any issues with their employer. In this circumstance the teacher should provide supporting information.

Where a teacher raises an issue, the employer and the teacher will consult in relation to managing the teacher's workload. Where this occurs and the employer considers that insufficient supporting information has been provided by the teacher, the employer will provide the teacher with the opportunity to provide further information.

After considering the information provided by the teacher, the employer will advise the teacher of their decision, with reasons, in writing.

Where the employer accepts that there is a workload issue, they will take reasonable steps to manage it.

Where the employer does accept that there is a workload issue, they will:

- a) consider how the workload issues can be addressed directly by providing guidance and support in relation to workflow management strategies, resources or tools, they will advise the teacher of their decision and work together with the teacher to resolve workload issues, or*
- b) consider that the workload issues have arisen because of performance issues or other default by the teacher, the employer will advise them that they are initiating the process outlined in clause 3.3.*

11.2.5 *The employer may request the services of a teacher during term breaks for a total of up to five days in any 12-month period for the following purposes to:*

- a) participate in professional development opportunities and*
- b) for school administration, preparation and coordination and/or departmental or related activities and/or community, parent and whānau contact and liaison.*

The employer will provide the teacher with reasonable notice of a request and wherever possible will take the needs of the individual teacher, and their own initiatives where they can demonstrate they relate to the purpose of the day(s), into account.

14. Removal Expenses

Amend the rental subsidy and Appendix C as follows:

Appendix C 1.2.5

- b) The subsidy will be granted only in respect of a short-term tenancy, where rental accommodation is leased for a duration of six months or less. The amount of the subsidy will be the excess of the rental over one-quarter of the teacher's gross salary. The period of subsidy is limited to three months. In exceptional cases the Secretary for Education may approve an extension to six months.*

15. Discussion group on consolidating allowances

The parties agree to meet over the term of the agreement to discuss how the current hard to staff allowances available to secondary teachers could be improved, by consolidating them into fewer, more meaningful, better targeted, and more purposeful allowances that are more effective in supporting teacher supply. Allowances that could be consolidated include the Isolation Allowance, Staffing Incentive Allowance, and (High) Priority Teacher Supply Allowance(s).

16. Technical changes

The parties agree to technical changes intended to provide clarification and readability. **The tracked change version of the STCA is provided.** The key technical changes are highlighted below:

17. Related Matters

If this offer is ratified by 4 August 2025, Education Payroll Limited (EPL) will implement the pay rates by 30 September 2025.

Signed in Wellington on _____ by:

Advocate for PPTA Te Wehengarua

**Advocate for the Public Service
Commissioner**

Witnessed:

For Te Whakarōputanga Kaitiaki Kura o Aotearoa