



## SECONDARY PRINCIPALS' ASSOCIATION OF NEW ZEALAND INC

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### **President's Comment 4**

#### **Resourcing the Non-Contact Provisions**

The Government has conceded that . . ."During the negotiation of the non-contact provisions of the Secondary Teachers' Collective Agreement with the Post Primary Teachers' Association in 2001, it was agreed that the resourcing of non-contact time was to come from the resources available to a school and that no additional staffing would be provided to schools to implement the agreed non-contact provisions. This agreement was primarily based on the fact that the first provisions for non-contact time being enshrined in the Agreement were those that were already being provided by secondary schools to their staff. It was also advantageous that the government was already implementing extra staffing provisions as recommended by the Staffing Review Group".

It is disappointing to me that a resource generated from the Staffing Review Group was captured in such a specified way. The fact remains however that even after taking into account the additional staffing phased-in as a consequence of the Staffing Review Group's recommendations, the non-contact provisions have never been fully resourced.

The government's agents, School Trustees and the Post Primary Teachers' Association, reached agreement with this knowledge and intent. A consequence of all of this is that the current review of school funding has some inherent pressures beyond operational funding and the significance of locally raised funds (including school fee donations). Peter Gall is your representative on this review and I will use this column to update progress of the review in the near future.

So, how have schools and principals in particular, managed the implementation of the non-contact provisions? Approximately 20% of the membership responded to my most recent survey on this topic. The following is their response. . . .

#### ***Your school has resourced the non-contact provisions of the Teachers'***

##### ***Collective by:***

<i>Increasing class size</i>	64%
<i>Enforcing a minimal class size</i>	71%
<i>Decreasing curricular options</i>	50%
<i>Reducing the length of the school day</i>	28%
<i>Offering unsupervised study periods for some subjects</i>	31%

NB: Some responses also offered a variety of other comments around this topic.

#### **On Teacher Supply: -**

*Staffing the School in 2006 was*

<i>Easier</i>	20%
<i>Same</i>	50%
<i>Harder</i>	30%

Technology and Mathematics, followed by the Sciences, are still, seemingly, the hardest curriculum areas to staff.

**Graham Young**  
**President**