Briefing Note: Speech notes for Post Primary Teachers Association / Te Wehengarua bi-annual Education Conference 17 April 2023

To:	Hon Jan Tinetti, Minister of Education		
Date:	13 April 2023	**Priority:**	High
Security Level:	Industrial relations and budget sensitive	**METIS No:**	1308259
Drafter:	Heki Tauli	**DDI:**	9(2)(a)
Key Contact:	Helen Walter	**DDI:**	9(2)(a)
Messaging seen by Communications team:	Yes	**Round Robin:**	No

Purpose of Paper

The purpose of this paper is to support you as the keynote speaker at the opening ceremony for the upcoming Education Conference with the Post Primary Teachers' Association / Te Wehengarua (PPTA) on 17 April 2023.
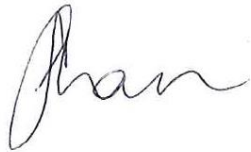
Summary

1. You are the opening keynote speaker for the Post Primary Teachers Association / Te Wehengarua (PPTA) bi-annual Education Conference on Monday, 17 April 2023 at the Aotea Centre in Auckland.

2. Your speech notes are attached separately as Annex 1 and cover the following topics:

   a. Acknowledgement of teachers and the important work they do;
   b. The Government's education transformation and changes delivered so far;
   c. The impact of COVID-19 on schools and learners, and how the Government has responded;
   d. The NCEA change programme and the Curriculum Refresh including the Common Practice Model; and
   e. The Attendance Strategy.

3. Your speech is intended to be 5 – 7 minutes long, with time for a Q&A from the audience afterwards. Notes to support you during the Q&A are attached at Annex 2.

Proactive Release

Agree that the Ministry of Education release this briefing once it has been considered by you, with the information provided under the key risks and benefits section withheld due to it being industrial relations and budget sensitive.

Agree / Disagree

Alanna Sullivan-Vaughan
(Acting) General Manager
Schools Policy
Te Pou Kaupapahere
13/04/2023

Hon Jan Tinetti
Minister of Education
14/04/2023

Background

Education conference details

1. The Post Primary Teachers Association / Te Wehengarua (PPTA) is holding their bi-annual Education Conference on 17 and 18 April 2023 at the Aotea Centre in Auckland.

2. The purpose of the conference is to discuss *contemporary issues and challenges facing Aotearoa's secondary education sector professionals*. The event will see a range of speakers, workshop presentations, and round table discussions, offering Kaiako (300 invited attendees) a range of opportunities to connect, collaborate and problem-solve with fellow educators, thought leaders, and innovators.

You are the keynote speaker during the opening ceremony

3. The opening ceremony will begin with a pōwhiri between 10.00-10.40am. You will then be introduced by the acting PPTA President (Chris Abercrombie) or the MC (Jackie Clarke). Your speech is scheduled for 10.45 to 11.15, inclusive of a question-and-answer session. The convenor will make videos of all the keynote speeches available on their website post-conference.

4. Your speech notes are attached separately as Annex 1 and include the following topics:

    a. Acknowledgement of teachers and the important work they do;

    b. The Government's education transformation and changes delivered so far;

    c. The impact of COVID on schools and learners, and how the Government has responded;

    d. The NCEA change programme and the Curriculum Refresh including the Common Practice Model; and

    e. The Attendance strategy.

9(2)(a), 9(2)(f)(iv)

9(2)(a), 9(2)(f)(iv)

Annexes

Annex 1: Speech notes *(attached separately)*

Annex 2: Q&A notes

Annex 2: Q&A notes

COVID recovery

What is the Government doing to support learning catch up for students impacted by COVID-19?

The Government has put several initiatives in place to provide targeted support for students whose learning has been disrupted by COVID-19, including:

- Supporting community-led programmes across the country with a focus on Māori and Pacific NCEA students;

- expanding the cap on Te Kura's Dual Tuition Summer School over the 2022/23 summer for students in Years 11–12 who need a small number of credits to attain NCEA; and

- additional teaching and tutoring support for students in years 7-13 who most need opportunities to catch-up on lost learning. Schools are able to either put their own additional tutoring and teaching in place, or use a national panel of tutoring providers established by the Ministry.

Why did the Government choose to invest in these initiatives?

School closures, staff and student illness, isolation periods, and other factors have combined over the last 3 years to disrupt learning. As a result, it is widely acknowledged that many children and young people have not made the learning progress that they would normally make.

- *Community-led programmes for Māori and Pacific students* - Research from the past two decades tells us that Māori and Pacific learners thrive when learning environments are responsive to their cultures and contexts. Supporting community-based programmes creates spaces where Māori and Pacific learners feel they belong and are able to engage

- *Expanding the cap on enrolments in Te Kura* - Expanding Te Kura summer school enrolments over the 2022-23 summer session supported students who needed to achieve a small number of credits to achieve NCEA. This gateway is normally limited to 1000 students per year and was expanded to 1500. Students in Years 11 – 12 were able to register for a maximum of 12 credits at any one time through this gateway.

- *Additional teaching and tutoring* - Evidence shows that tutoring can be effective, when done right. Tutoring has been used internationally as a targeted intervention to support students who have experienced disrupted learning.

Is the Government planning to offer more support?

- The Lost Learning initiatives are a short-term intervention to support students whose learning was disrupted by COVID-19 and other winter illnesses in 2022. The impact of this intervention is currently being evaluated, and that will inform any decisions on future supports.

How has the Ministry supported schools, teachers, learners and whānau through disruptions from COVID-19 and extreme weather events?

Distance and hybrid learning COVID response

- Learner access to digital devices is a critical component of effective distance learning. As part of the response to COVID, the Ministry has distributed over 48,000 fit-for-education devices to learners and connected over 40,000 households to the internet – prioritising learners in lower-decile schools and kura.

- A range of resources have been available over 2020–2023 to support schools and kura with distance and hybrid learning. These include:

    o Advice, guidance and resources for school leaders and teachers to support hybrid learning to ensure continuous quality learning for every student;

    o Learning packs to support remote learners and ensure quality learning programmes are available for students who do not have access to a device/internet while learning from home;

    o A wide range of resources for schools, and parents/whānau on the [Learning from Home website](#) and Ki te Ao Mārama website on Kauwhata Reo, including spotlights on best practice;

    o 25 hours of PLD for hybrid learning has been available to every school that applied through regionally allocated PLD;

    o Curriculum Leads based in the regions who have assisted schools with hybrid learning; and

    o Through the Virtual Learning Network Community, schools and kura are supported to access online learning resources through digital technologies including sharing teaching networks and curriculum support.

- The Ministry has also introduced a range of targeted initiatives to provide targeted supports and additional learning opportunities to address disruptions to learning due to COVID-19 and other illnesses. These include:

    o Additional tutoring supports for students in years 7–13 who most need opportunities to catch up on lost learning; and

    o Community-led programmes across the country to support Māori and Pacific NCEA students.

North Island weather events response

- Te Poutāhū | Curriculum Centre is working alongside the wider Ministry to respond to, and support recovery from, the recent North Island weather events. To date, we have sent out over 4,300 learning packs to impacted regions, prioritising those areas most affected (Hawke's Bay and Gisborne). 71% of packs covered Years 1–10, and NCEA packs have been refreshed and are available for schools and regions to order.

Curriculum refresh and the NCEA change programme

What is the Ministry doing to support the sector with the pace of changes and teacher workload?

- The Government has invested in an extensive work plan to develop a quality, evidenced based curriculum and NCEA qualification framework. We know you are supportive of the Government's change programme and we acknowledge the hard mahi that is going on around the country to help us implement these transformational changes.

Why is there a disconnection between the curriculum refresh and the NCEA change programme?

- Alignment with the curriculum changes is important. The Ministry of Education is aware of this and is seeking ways to ensure the curriculum drive teaching programmes, not assessment.

School Attendance

What is the new attendance officer role, and how many will there be?

- This $37.5m funding will support the creation of up to 82 attendance officer roles. It is intended that these roles will support clusters of schools and kura across the country.

- Their role will focus on students with moderate absences as opposed to those who are chronically absent (missing on average more than three days a fortnight), support schools on updating and improving their attendance processes and policies, and work with the attendance service providers in their area.

- The role is about supporting schools to understand and respond to non-attendance where students have emerging and worrying patterns of absence - getting in early to turn this around before absence becomes frequent, persistent and entrenched. This includes supporting schools to improve systems, processes and practices that allow them to:

  o identify poor attendance early;

  o work with students and whānau to understanding what is behind the frequent absences and prevent it from continuing or becoming chronic; and

  o share knowledge about what is working and good local practice.

How will this investment help schools to make better use of data?

- A small number of specialists will work directly with schools and communities to support them to access, understand and use all available data to best inform their management of attendance and engagement. New attendance measures will be designed and implemented so that relevant data is regularly collated, analysed, monitored and made available to those who can use it.

- Working with the sector and their School Management Systems providers, a standardised approach to the attendance dataset will be designed and implemented which improves the data quality and meets the different needs for this data.

Digital learning

How is the Ministry supporting schools and kura to effectively incorporate digital learning into their teaching and learning programmes?

- Te Poutāhū is leading a transformational curriculum and assessment work programme, which includes the refresh of *The New Zealand Curriculum*, redesign of *Te Marautanga o Aotearoa*, and changes to strengthen NCEA.

- This includes drawing attention to digital literacy as part of making literacy progress explicit across all learning areas, as indicated in the Literacy & Communication and Maths Strategy and Hei Raukura Mō te Mokopuna. The Common Practice Model (CPM) for literacy & communication and maths was released last month, and it describes the principles and evidence-informed pedagogical approaches. Work is underway to develop the evidence-informed practices for the CPM, and these will be made available later this year. Resources, guidance and professional learning opportunities will be available from 2024 to enhance the implementation of the CPM.

- As the NZC is being refreshed, the knowledge, skills, attitudes and values needed to be digitally literate are being included within relevant learning areas, either as big ideas, contexts for learning or the practices that bring rigour to learning. Of note is the refresh of the Digital Technologies curriculum content, which will occur when the Technology learning area is refreshed this year.

- The refresh of the NZC also offers opportunities to strengthen support for critical thinking and digital citizenship as part of a future-focused curriculum suited to an environment in which mis- dis- and mal-information continues to proliferate.

- The Ministry already has several professional learning supports and curriculum resources available to the sector, including supports for Digital Technologies and Hangarau Matihiko learning. These supports and resources will be strengthened over time, in alignment with the curriculum refresh.

- Digital fluency is one of the current PLD priorities that underpin regionally allocated PLD. This priority supports teachers and ākonga to confidently and effectively use digital technologies to enhance teaching and learning outcomes. Schools and kura can apply for regionally allocated PLD through the Ministry's online PLD system.

9(2)(a), 9(2)(g)(i)

8

We have also provided the following Q&As for artificial intelligence (AI) given its current relevance for secondary schooling.

Artificial intelligence

What does the government see as the key opportunities and risks of new Artificial Intelligence (AI) technology such as *ChatGPT* for classroom teaching, learning and assessment?

- New technologies have the potential to create both positive and negative impacts for our students and teachers. There are multiple potential uses of AI in education to support teaching, learning and assessment. AI is currently in use or in development in areas such as adaptive assessment, marking and supervision of assessments, intelligent tutoring and personalised learning, and assistive technology.

- Teachers can now draw on AI examples in the classroom to develop students' critical thinking skills, particularly how to discern truth from less truthful responses. For example, because AI can acquire bias, students may not be aware that the answers given by AI apps may be incorrect or inaccurate. The new Literacy & Communications and Maths Strategy recognises that Critical Literacy now includes being literate in a digital space.

- Developments in AI raise some fundamental questions for the future of what we teach, how the curriculum is delivered, and how we assess learning. For example, the ability of AI to write poems, stories, musical lyrics, and essays may require the focus of learning and assessment to shift students to be more *creators* of technology as opposed to only *consuming* technology.

- AI applications such as *ChatGPT*[1] also create some risks that we need to manage. AI applications raise issues of consent, privacy and data sovereignty. Human-centred design will be critical as AI becomes more widely used in teaching and learning. Blocking or banning AI apps such as *ChatGPT* is not necessarily the best approach in the long term and we will need to strike a balance to maximise the benefits AI can offer for teaching and learning.

How will the government support teachers and schools to respond to developments in AI, including *ChatGPT*?

- Education agencies have work underway to respond to future advancements in natural language AI, so that we can identify the supports that may be needed to help educators and learners safely and effectively navigate these new technologies.

- This will include engaging with the teachers and school leaders on the opportunities AI poses for new approaches to assessment, and the risks that AI poses to assessment integrity. The Ministry of Education will be developing further guidance to schools, complimenting the existing *ChatGPT* guidance provided to schools by NZQA.

---

[1] ChatGPT is a natural language processing tool driven by AI technology that allows you to have human-like conversations and much more with the chatbot. The language model can answer questions and assist you with tasks like composing emails, essays, and code.