



## Briefing Note: Meeting with SPANZ Executive

<b>To:</b>	Hon Jan Tinetti, Minister of Education		
<b>Date:</b>	10 February 2023	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1302560
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Paper

This paper provides background information and talking points to support your meeting with the Secondary Principals Association of New Zealand (SPANZ), on Thursday 16 February 2023.

### Summary

1. You are meeting with SPANZ on Thursday 16 February.
2. SPANZ wishes to discuss the following items:
  - a. Teacher supply;
  - b. The allocation of LSC (Learning Support Coordinators);
  - c. Regional approaches to Alternative Education (AE) and Attendance/Engagement.
3. In addition to talking points for the topics provided by SPANZ, we've also provided back pocket information on the Reform of Vocational Education (RoVE) and the Programme for International Student Assessment (PISA), as requested by your office, and an update on collective bargaining for the Secondary Principals Collective Agreement.

### Proactive Release

**Agree** that the Ministry of Education release this briefing once it has been considered by you, with necessary redactions to reflect sensitive information.

**Agree / Disagree**

  
Ben O'Meara  
Group Manager  
Te Pou Kaupapahere  
10/02/2023

  
Hon Jan Tinetti  
Minister of Education  
11/02/2023

## Background

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1. The SPANZ executive is made up of:
  - Vaughan Couillault, President and Principal at Papatoetoe High School
  - Scott Haines, Vice President and Principal at Waimea College
  - Jeff Smith, Vice President and Principal at Papanui High School
  - Louise Anaru, Māori Executive representative and Principal at Kaitia College
  - Vicki Barrie, Executive and Principal at Northcote College
  - Elizabeth Forgie, Executive and Principal at Kerikeri High School
  - Mike Newell, Executive and Principal at James Hargest College
  - Greg Thornton, Executive and Principal at Cambridge High School
  - Deidre Shea, Immediate Past President and Principal at Onehunga High School.
2. Suzy Acar-Reynolds is the Executive Manager of SPANZ, and Jaime Te Hira is the Executive Assistant.
3. You most recently met with SPANZ on 17 November 2022 (METIS 1299186).

## Notes for SPANZ agenda items

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### Teacher supply

*SPANZ comment: Teacher supply remains an issue still causing significant tension in the sector. What action does your team plan to take, to help encourage local students into ITE?*

### General - talking points

4. You may wish to say:
  - a. Encouraging local students into ITE is a priority and the Ministry will continue to build on the activity, including the Become a Teacher Campaign, undertaken last year.
  - b. A work programme to support more people to become teachers is currently being developed by the Ministry. This will build on the results achieved over the past year.
  - c. Marketing activity has focused on supporting both the domestic and international teacher supply pipeline by developing campaigns that address the short-term need, while also working on a longer-term strategy that will help strengthen the perception of teaching as a profession.

### Become a Teacher campaign

5. The objective of the Become a Teacher campaign was to promote teaching as a profession. The aim was to inspire graduates and school leavers to consider becoming a teacher and to provide them information on the next steps to doing so.
6. The campaign launched in October 2022 and ran until early December. This timeframe was chosen to coincide with students completing their exams and to align with when ITE providers applications were open.
7. Real students were interviewed for the campaign. They were asked to talk about teachers who inspired them and helped them achieve their dreams. These videos were

published online across multiple channels and drove interested people to a dedicated web page that provided further information on teaching.

8. During the campaign there were over 96,000 unique visits to the website. The campaign has been expanded to promote the latest round of scholarships.
9. This was the first phase, and the Ministry is working to build on its positive results and to strengthen the perception of teaching with potential teachers/Kaiako.
10. The Ministry will shortly be working on another round of marketing activity before the next ITE application window.

#### *Talking points*

11. You may wish to say:
  - a. The Campaign has set a strong foundation for future activity and the Ministry has a good selection of positive stories on the impacts teachers have on students.
  - b. As part of the next phase, the Ministry is planning to develop support resources for schools that can be used to talk to students about teaching as a profession.
  - c. All Education Ministers supported the campaign by sharing their stories of teachers who had influenced their lives, and these were shared through the website.
  - d. While testing the campaign, the Ministry spoke to principals, and they were all supportive of the approach and what the campaign was trying to achieve.

#### **Scholarships campaign**

12. As part of the Become a Teacher campaign, a specific scholarships campaign is focused on attracting more students into teaching in particular within Māori medium. It uses the same concept as the first Become a Teacher advertising, but has recorded more students talking about their teachers in Te Reo.
13. Since the campaign launched on 17 January, just under 18,500 unique visits have been made to the website for more information. Scholarship applications close on 17 February 2023.

#### *Scholarship - talking points*

14. You may wish to say:
  - a. Scholarships are one of the main ways to support people who want to become teachers, because they remove barriers by offering financial assistance.
  - b. There are currently three scholarships open for applications:
    - **Te Huarau** – all school sectors and subjects
    - **Te Tipu Whakarito** – Māori medium and Te Reo Māori all sectors
    - **Kupe** - Māori and Pacific high achievers – all sectors all subjects.
  - c. All scholarships pay the person's fees and a living allowance while the person is studying.

- d. Anyone can apply; however the Ministry is prioritising students aiming to teach in bilingual or full immersion language environments, wanting to teach STEM at secondary school level, or Early Childhood Education.

### **International campaign**

- 15. Internationally, the 'Come Teach us' campaign was launched in October 2022 to support the extension of the Overseas Relocation Grant (ORG).
- 16. The campaign targeted four countries – UK, Ireland, Canada and Singapore and was aimed at experienced teachers who were already looking at overseas teaching opportunities. The objective was to target people who could potentially move quickly.
- 17. The campaign was predominantly digital and attracted over 70,000 unique website visitors to the website during the campaign period.

### **TeachNZ website**

#### *Talking points*

- 18. You may wish to say:
  - a. The Ministry is currently looking to redevelop the TeachNZ website. This new site will provide a user centric resource for both domestic and international teachers, other education professionals and people considering becoming teachers.
  - b. This site will become a central resource and point of reference for anyone wanting more information on teaching as a profession.

### **Auckland Embedded ITE Programme**

- 19. The Auckland Embedded ITE programme consists of two cohorts in the Auckland Region. It is a new take on the Postgraduate Diploma in Teaching. In this programme, the content is delivered online and in seminars while the trainees shadow experienced teachers.
- 20. The University of Waikato scheme is based on Auckland's North Shore. The University of Auckland programme was originally based in South Auckland, but expanded to include schools in Whangārei this year. In 2023, a total of 94 students across 36 schools are participating in these programmes.
- 21. Northcote College is part of the University of Waikato programme, and has 2 students taking part this year. Vickie Barrie is the principal at Northcote.

#### *Talking Points*

- 22. You may wish to say:
  - a. A key objective of the Government's involvement was to expand the diversity of the training pool.
  - b. The Ministry of Education is providing funding which covers tuition, a stipend and administrative fees.
  - c. A total of 94 trainees across 36 schools are participating in the programme.

## BeTTER Jobs Programme

23. The BeTTER Jobs Programme started as the Beginning Teacher Vacancy Support (BTVS) Scheme in December 2021 in response to the vaccine mandate. The name was changed to BeTTER to recognize that it was for beginning teachers and those who completed the Teacher Education Refresh (TER).
24. It provides brokering between schools that are having issues with recruitment and beginning teachers. Schools were nominated via Te Mahau regional offices
25. Historically, less than 30% of beginning teachers receive permanent positions coming out of Initial Teacher Education (ITE). In the first year, 56% of those placed were in permanent positions. Now in the second year, nearly 80% of those placed are in permanent positions.
26. Of the 44 teachers who were placed in the original BTVS, only two have self-reported that they do not plan to return to teaching in 2023. Four more did not have their one-year agreement extended, but they are continuing to seek employment.

### Talking Points

27. You may wish to say:
  - a. The second year of BeTTER has placed over 55 teachers since October. We will continue making matches through the end of Term 1 working towards the goal of 130.
  - b. About 80% of those for this year are self-reporting to be on contracts longer than 12 months.
  - c. Of the reported jobs, 28 of the 55 are in secondary schools.
  - d. Not all teachers have reported subjects they will be teaching, but 13 of the 28 secondary jobs have been in Maths or Sciences.
  - e. Te Mahau nominated over 300 schools across the regions, including 69 Secondary schools. One third are rural schools.

## Learning Support Coordinators (LSC)

*SPANZ comment: The issue of equitable allocation of LSC still remains unaddressed. What plans are there to resolve this matter?*

28. In 2020 the first tranche of 623 LSCs was allocated to 124 clusters, covering 1052 schools and kura, including 25 kura (level 1 and 2 Māori Language Immersion), and covering 300,000 ākonga. Allocation was prioritised to clusters and Kāhui Ako that were further ahead in implementing the Learning Support Delivery Model and was based primarily on the size of school rolls, with some additional allocation for other factors such as geographic isolation.
29. The first tranche of LSCs have been evaluated in three phases through interviews with whānau, Ministry service managers and stakeholders alongside surveys of LSCs, schools, kura, teachers and kaiako. The phase 3 evaluation was released on 28 October and included learning and insights from Māori medium settings from a kaupapa Māori perspective.

30. Key findings from the phase 3 evaluation included:

- a. Many schools and kura consider that the first tranche allocation could have taken a more learning support needs-based approach. The evaluation recommended that any future tranches consider the allocation formula to respond to the concerns about needs-based allocation and the relative advantage of large and mostly urban schools and kura.
- b. Sharing of LSCs across Māori medium and Kura Kaupapa Māori settings does not always work well because of different world views, recruitment of LSCs competent in te reo Māori me ona tikanga, and lack of opportunities for Māori to have autonomy over the design and set-up of the role. The evaluation recommended that the Ministry explore ways to use future resource to support Tino Rangatiratanga by enabling Māori medium settings to have autonomy over their resource allocation, including the operational settings for the role.

*Talking points*

31. You may wish to say:

- a. The Government is taking a phased approach to rolling out LSCs, and subsequent LSC tranches will be subject to future Budget decisions.
- b. Any further LSC allocation is likely to take account of a range of factors, including the LSC evaluation findings including insights from Māori-medium settings from a kaupapa Māori perspective.

### **Regional approaches to AE and attendance/engagement**

*SPANZ comment: regional approaches to matters such as AE and Attendance/Engagement sounds sensible, as local solutions help, but we have had very patchy regional service historically (and mostly the personnel are still the same despite a name change) and with only some attendance services being changed to local solutions rather than the existing contract holders. How can you provide reassurance that this time the formula is right?*

*Attendance and engagement*

32. A Regional Response Fund (RRF) of \$40 million over four years was established through Budget 2022 to meet local education needs, with a strong initial focus on ensuring ākonga are going to school and are engaged in their learning. The funding is being allocated at a local level and can support school and whānau-led responses to break the cycle of disengagement or to broker services with other agencies to ensure ākonga have the level of support they need to stay in school. In many instances, the RRF is used to build on existing initiatives that are having a positive impact on attendance and engagement.

*Talking points:*

33. You may wish to say:

- a. I announced the \$40 million Regional Response Fund in May last year which was established through Budget 2022 to meet local education needs.
- b. The Regional Response Fund has a strong focus on ensuring ākonga are going to school and are engaged in their learning.

- c. As I intended, the funding is being allocated at a local level and can support school and whānau-led responses to break the cycle of disengagement or to broker services with other agencies to ensure ākonga have the level of support they need to stay in school.
- d. From the examples I have seen, I am encouraged with how the regional response fund is being used to build on existing initiatives that are having a positive impact on attendance and engagement.

*Attendance Service and alternative education*

- 34. Recontracting in 2022 for alternative education and the Attendance Service (AS) provided an opportunity for Te Mahau takiwā to identify where improvements could be made to service delivery, including bringing services closer to schools and within communities where possible.
- 35. Some feedback from the sector during the recontracting process indicated dissatisfaction with the equity of provision across communities and timeliness of response to the needs of whānau and ākonga.
- 36. The localised nature of AS services allows for:
  - a. Faster responses to referrals being made by schools and a more direct line of sight between schools and service providers.
  - b. Better connection and contextual understanding of the issues and barriers for whānau and their tamariki.
  - c. A more joined up response.
  - d. The possibility of a more comprehensive wraparound service for students and young people.

*Talking points:*

- 37. You may wish to say:
  - a. I am pleased with the recontracting of the alternative education and the Attendance Service (AS) as this provided Te Mahau takiwā an opportunity to identify where improvements could be made to service delivery, including bringing services closer to schools and within communities where possible.
  - b. I see many potential benefits from the localised nature of the attendance service. For example:
    - Referrals are responded to faster with within their service area cluster, and responses are more joined up.
    - There is better connection and contextual understanding of the issues and barriers for whānau and their tamariki.
    - There is greater potential to provide a more comprehensive wraparound service for students and young people.
- 38. I am looking forward to the Ministry continuing to assist with the ongoing implementation of AS and attendance related initiatives through regular support, guidance and monitoring.

## Other Relevant Information

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39. Back-pocket information on the Reform of Vocational Education (ROVE) and the Programme for International Student Assessment (PISA) is provided below, along with a brief update on collective bargaining for the Secondary Principals Collective Agreement.

### **Reform of Vocational Education (RoVE):**

40. We anticipate that SPANZ will be most interested in the RoVE programme in relation to Trades Academies and skill standards. Updates on these aspects of RoVE are provided below.

#### *Trades Academies*

41. Many members of SPANZ either partner with Te Pūkenga as the lead provider of a Trades Academy, or are themselves a Trades Academy lead provider.
42. Te Pūkenga is now the lead provider for 11 Secondary-Tertiary Programme (more commonly known as Trades Academies). These programmes were previously led by Te Pūkenga Subsidiaries (Polytechnics) and the Primary Industries Training Organisation.
43. For partner schools across these programmes, there should be little to no change in 2023. Existing regional courses and delivery processes are expected to be unchanged. This will include access to programme places. School representatives will also continue to work with the same regional Te Pūkenga staff.
44. Over time, we expect Te Pūkenga to work with its partner schools around improvements to course quality and offerings across those regions where it leads delivery.
45. There are no planned changes for those programmes led by schools (11 in total, supporting wider delivery across the country) and one Private Training Establishment. Those Lead Providers will continue to work with their school partners and tertiary partners as per existing arrangements.

#### *Skill Standards*

46. NZQA and Workforce Development Councils (WDCs) are working together to develop guidelines for skill standards. Once the guidelines are in place, standard setting bodies (WDCs and NZQA) will start to develop new skill standards and review current unit standards, and will communicate with providers, including schools, where relevant.
47. Skill standards will be the building blocks of vocational qualifications, and will include the specification of skills, the performance in those skills and the learning outcomes associated with those skills. A key difference between skill and assessment (unit and achievement) standards is the inclusion of learning outcomes. Unlike unit standards, skill standards will be mandatory in qualifications unless specified by the standard setting body, but like unit standards, will contribute towards the credit requirements for NCEA.
48. Over time, skill standards will replace unit standards as the core components of vocational qualifications and other credentials, although it may take several years for a significant number to be developed. In the meantime, unit standards will continue to count towards the credit requirements for NCEA at all levels, and unit standards can be included in course planning as they usually would.



## **Programme for International Student Assessment (PISA)**

49. SPANZ and others have expressed concerns about whether PISA aligns with our cultural context and whether it is appropriate to do something that doesn't reflect New Zealand and particularly Māori contexts and world views.
50. After speaking to several schools after the main survey was over, we learned that PISA is often viewed by educators as political, polarising, and that it has been used as a justification for unpopular policies.
51. The Ministry is holding a debrief of PISA 2022 in March with SPANZ and other stakeholders.
52. We have already had several conversations with PISA schools asking them for their reflections on what did and didn't go well in 2022, and how to make PISA more valuable and relevant to the sector. We have shared these insights as part of the debrief invitation.
53. The debrief will build off these engagements, your conversations with SPANZ, and other contact we will be having with stakeholders in February.
54. We recommend that you encourage SPANZ and their members to participate in the debrief and to share what they would want to see from PISA in the future, including how we can best use the 2022 results.

## **Update on collective negotiations for secondary principals**

55. SPANZ represents approximately 60 percent of secondary principals and PPTA approximately 30 percent.
56. On 9 February 2023 it was announced that PPTA members have ratified the offer put to them. We expect to hear the result of the SPANZ members' ratification at 3pm on Friday 10<sup>th</sup> February. Significant elements of the offer now subject to SPANZ ratification are:
  - a. It provides an increase of at least \$7,000 over a twenty-four-month term for all principals, with an increase of \$4,000 from 1 December 2022, and a further increase of 3%, after 12 months.
  - b. It supports wellbeing and leadership development by providing for principals to be able to access an entitlement of up to \$6,000 per annum for professional coaching and support for their leadership role from Term 1, 2023.
  - c. Principals who are employed as at 1 December 2022 and are PPTA or SPANZ members would receive a one-off gross payment of \$750 (pro-rated for part-time principals). A second lump sum payment of \$500 would be made to all principals employed as at 1 December 2023.
  - d. Streamlining of the process for accessing sabbaticals.
  - e. Replacing mandatory performance agreements and appraisal with the new Professional Growth Cycle.
  - f. Enabling provisions for principals taking up secondment opportunities in Te Māhau, Te Tāhuhu o te Mātauranga and other agencies as part of their service to education.
  - g. Inclusion of Māori immersion teacher allowance for teaching principals.