



Education Report: Curriculum and NCEA Teacher-Only Days for 2023 and 2024

To:	Hon Jan Tinetti, Associate Minister of Education		
CC:	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education – Māori Education		
Date:	29 November 2022	Priority:	High
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is for you to:

- **Note** that the Ministry of Education has received requests from the teaching sector for additional Teacher-Only Days in 2023 and 2024 due to the size and complexity of the changes required by the NCEA Change Programme, the Curriculum Refresh, and the Redesign of Te Marautanga o Aotearoa
- **Agree** to two Teacher-Only Days in 2023 and two in 2024 to support implementation of the Curriculum and NCEA Change Programmes.
- **Note** that we will work with a sector advisory group to manage delivery of these days. This will require a different composition of sector representatives to advise on Teacher-Only Days delivery beyond 2022.

Summary

- 1 The Ministry of Education has received numerous requests from the sector for additional Teacher-Only Days to support the NCEA Change Programme, the Curriculum Refresh (including the common practice model for literacy and communication and maths) and the Redesign of Te Marautanga o Aotearoa.
- 2 Teacher-Only Days provide schools and teachers protected time for self-directed and guided implementation activities with the support of the Ministry's national office and regional implementation support staff. Teacher-Only Days also best support regional collaboration between schools and kahui ako.

- 3 Teacher-Only Days do have some economic and wellbeing impacts mostly borne by employers, parents and caregivers. These impacts are largest where schools have students aged under 14 years due to requirements to provide childcare.
- 4 Based on previous experience and sector feedback we recommend you agree to two Teacher-Only Days in 2023 and two in 2024.
- 5 As these additional Teacher Only Days are not forming part of collective bargaining settlements, they will not be governed by the Education Accord between the Ministry and the principal and teacher unions. To support delivery of Teacher-Only Days we will engage with sector representatives who can provide advice on the timing and content for individual days and create buy-in from the sector for implementation. We will set this group up as soon as practical, ideally by the start of Term 1 2023, so they are ready to support implementation planning in the New Year.
- 6 If you support these additional Teacher Only Days, we will use the final School Bulletin for 2022 and online Gazette notice as the priority channels to notify schools and kura. A series of direct emails to our panels and advisory groups will reinforce the confirmed details.
- 7 Pending your support to this paper, we will work with your office to communicate these changes to the sector by the end of the school year to support planning for schools early next year.

Recommended Actions

The Ministry of Education recommends you:

- a. **Note** that the Ministry has received requests from the sector for additional Teacher-Only Days to support change programme implementation

Noted

- b. **Note** our advice on granting additional Teacher-Only Days to support change programme implementation

Noted

- c. **Agree** to providing two additional Teacher-Only Days in 2023 and two in 2024 for all schools

Agree Disagree

- d. **Note** the Ministry will set up a sector and stakeholder advisory group to sponsor, support and provide advice on the delivery of implementation Teacher-Only Days

Noted

- e. **Agree** to the Ministry publishing the attached draft notice in the Education Gazette to inform the sector of additional Teacher-Only Days in 2023 and 2024

Agree Disagree

f. **Agree** to the Ministry announcing a Teacher-Only Day window in Term 2 2023 this year ahead of the end of the 2022 school year

☒ Agree ☐ Disagree

g. **Note** advice from MSD on the impact of Teacher-Only Days on childcare assistance

☒ Noted

h. **Agree** to proactively release this report

☒ Agree ☐ Disagree



Ellen MacGregor-Reid
Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

29/11/2022



Jan Tinetti
Associate Minister of Education

30/11/2022

Background

1. We have received requests from a range of sector stakeholders for additional Teacher-Only Days beyond 2022 to support the Curriculum and NCEA Change Programmes, these include your NCEA Professional Advisory Group (NCEA PAG), Accord Governance Group, Regional Ministry Offices, Peak Bodies, and schools [METIS 1297175 refers].
2. The basis of these requests is that the size and complexity of changes required to local curriculum, course approach, approach to teaching learning, aromatawai and assessment mean that teachers and schools would value additional time to prepare for the implementation of the New Zealand Curriculum refresh (including the common practice model for literacy & communication and maths), the redesign of Te Marautanga o Aotearoa and the NCEA Change Programme.

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4. Support will be funded out of existing programme budgets.

Analysis

5. The implementation strategy adopted for the Curriculum and NCEA Change Programmes takes a three-tiered approach to providing support:
 - a. Self-directed support using easy to access resources for most schools and kura
 - b. Guided support for larger groups of schools and teachers with identified needs, often developed and provided at a national or regional level
 - c. Bespoke targeted support for school at a local level, delivered by regionally based Ministry staff.
6. For the self-directed and guided support tiers, TODs are an effective method to give schools and kura the protected time that they need to engage in self-directed implementation activities either as individual schools, or alongside others in their region.
7. Co-ordinated implementation activities enable all schools to engage and have time to integrate the size and complexity of the Curriculum and NCEA Change programmes into their curricula, programmes, and practices.
8. TODS are an effective way for the Ministry to deliver nationwide implementation activities. There are savings for both time and costs involved with teacher release, facilitation costs and venue hire – in comparison to delivering at-scale implementation workshops and seminars. Regional co-ordination of participating schools also allows the Ministry and schools and kura to make best use of limited people resources including Learning Area Leads, Curriculum Leads and NCEA Implementation Facilitators.
9. TODs are also effective for regional co-ordination. Schools can co-ordinate TODs to be held on the same day to engage on change programme implementation together, either independently or through Te Mahau. Schools which are more advanced or engaged in implementation can share insights with other schools and provide peer support. Schools with wide geographic spread and low rolls, including many kura and area schools, and their teachers and kaiako are likely to further benefit if they can work together with kaiako

from other schools and kura in their region. Regional co-ordination can also mitigate impacts on families with children in multiple schools by reducing the level of disruption.

10. TODs meet the expectations from the secondary school sector for implementation days based on historical precedent and recent feedback. The original implementation of NCEA used 'jumbo days' (essentially regionally co-ordinated TODs), the memory of which has influenced the expectations sector representatives have expressed on implementation. More recently, the eight Accord TODs used between 2019 and now have also somewhat created expectations about how implementation of NCEA will run over the next three years. Following a familiar implementation option (for secondary schools) for 2023 and 2024 gives the sector a sense of continuity and familiarity meaning better engagement and support from the sector.
11. Recent discussions during implementation and engagement have made it clear the primary sector sees the benefit of dedicated TODs given the scale and scope of the curriculum refresh, so they can unpack the implications with staff and communities.
12. The downsides of mandating additional TODs are economic, wellbeing and financial impacts borne by employers, and parents and caregivers [METIS 1299026 refers]. These impacts are largest where schools have students aged under 14 years due to requirements to provide childcare. The impact on parents and caregivers are also more likely to be proportionately greater for those with lower incomes and those who do not have annual leave to use in practice (eg, workers on casual or temporary contracts).
13. We have engaged with the Ministry of Social Development (MSD) to understand the impact of additional TODs on Childcare Assistance. OSCAR subsidy is available to eligible families for OSCAR fees on TODs, if they do not exceed the 20 hour per week term-time maximum hours. This means that parents of children who already access 20 hours OSCAR subsidy per week will need to pay the full hourly rate if they attend OSCAR on TODs.
14. MSD officials advise that they are unable to definitively quantify the fiscal impact on Childcare Assistance of additional TODs. They also note the provision of OSCAR and other care services on TODs greatly varies between communities, so there is no guarantee that every family will have access to childcare services. However, feedback from OSCAR providers indicates they are more likely to provide a service on TODs if the TOD dates are uniform across schools within a community.
15. Time out of school may also have impacts on learning and attainment for students. As noted in the Ministry's report *He Whakaaro: What is the relationship between attendance and attainment?* there is a relationship between attendance and attainment, with a stronger relationship for students undertaking NCEA, and little evidence of a 'safe' level of non-attendance. This means that every day of attendance matters. TODs are unlikely to impact attainment by students with high attendance, as teachers adjust teaching and learning planning accordingly. However, as there are fewer opportunities for students to make up lost learning in the year there is likely a stronger impact on students with lower attendance levels. Impacts to teaching and learning this year should be weighed against the benefits to improved teaching, learning and assessment as a result of successful implementation of refreshed and redesigned curriculum and new standards.

Options not recommended

16. We have considered two main options to support implementation other than mandated TODs – funding release time for groups of teachers to engage in implementation activities and encouraging schools to use call-back days or use ordinary TODs. We have also considered a scaled option for NCEA only.
17. **Funding release time for groups of teachers:** Under this option the Ministry would fund groups of teachers to engage in large scale implementation activities such as workshops or seminars to support regional collaboration between schools. Compared to support targeted at schools which have greater needs, these would be aimed at reaching a wider range of teachers and schools which have not previously received regionally targeted support, for instance for secondary schools in the Auckland region where region-wide support was not provided under Accord TODs. Workshops and seminars would be run wholly or partially during school hours.
18. The main benefits would be less disruption to students and less impact for parents and employers, and more targeted engagement with those teachers and schools who are reached. However, this is a much more expensive option as the Ministry will have to pay for the costs of teacher release. The costs of developing and running workshops and seminars are likely to be higher than what is required for TODs. Some schools may also find it hard to find relievers to cover released teachers' duties and it will be challenging to reach and release all teachers, and to track participation. We will also lose the benefit of all teachers in a school or kāhui ako receiving supports at the same time and reflecting together.
19. **Encourage schools to use call-back days/use normal school TODs:** Under this option the Ministry would encourage schools to support implementation by using their call-back days during school holidays or normal school TODs. The sector will likely not support this option and engagement will not be consistent across the country, but the impact on parents and students will be lower.
20. Schools use call-back days and TODs to progress their own planning for delivery of their teaching and learning programmes and for capability building activities for locally determined priorities. TODs tend to be used much more frequently than call-back days as call-back days require teachers to work during school holidays and incur additional costs such as childcare and transport for schools compared to TODs. While there is some overlap, and we could support schools to ensure their work on these days is informed by the change context, there is unlikely to be sufficient space to undertake the depth of work need for the change programmes on top of the work schools need to do for themselves.
21. **TODs for NCEA changes only** - the rationale for a scaled option is that secondary school TODs have a much smaller impact on parents and caregivers compared to primary school TODs as only year 9 and 10 students under the age of 14 require will childcare. Furthermore, the secondary sector already has significant experience with engaging in more directed TODs intended to support changes so engaging with delivery partners to implement additional TODs will be easier.
22. It is unlikely that this option would be well received by the primary sector as there may be an expectation of receiving the same support as the secondary sector. Note that composite schools that offer NCEA and have a significant primary section, including many wharekura, may have some difficulties with delivering TODs to only one part of their school, particularly if staff work across both primary and secondary sections of the school.

Number of days and timing

23. Based on previous experience and engagement with your NCEA PAG, we recommend two days in 2023 and two days in 2024. This provides schools with sufficient opportunities to engage with implementation activities without too much disruption to parents and students.
24. We recommend that the date windows are set with the engagement and agreement of the sector advisory groups described above, while specific dates are organised either regionally between regional offices, change programme implementation staff (ie, NCEA Implementation Facilitators and Curriculum Leads), and schools and kura.
25. However, as schools need maximum time to plan for 2023, we recommend that the Ministry announces that the first date window for 2023 NCEA TODs as the first two weeks of term 2 2023 (24 April 2023 – 5 May 2023) when additional TODs are announced. This is consistent with the advice of members of your NCEA PAG expressed at their November meeting.
26. Co-ordination of timing of TODs also supports composite schools, which includes most wharekura, to plan for a single day rather than manage partial school closures. Co-ordination also mitigates childcare impacts as families with both children in both primary and secondary experience fewer TODs overall.
27. Our expectation is that staff of bilingual units would spend their time on the TMOA redesign during their TOD and have the opportunity to work with colleagues in similar units. There is a risk that English medium schools with these units will prioritise NCEA or the NZC content to the exclusion of the TMOA when planning a single day for the entire school staff. We will mitigate this risk through targeted communications around our expectations on how schools use these days.

Actions to confirm your decisions

28. As granting additional TODs impacts the number of half-days secondary and composite schools are required to be open in 2023 and 2024 you will need to exercise your powers to reduce the number of half-days schools need to be open for instruction.
29. Under regulation 8(c) of the Education (When State Schools Must Be Open) Regulations 2022 boards by agreeing to the recommendations in this paper schools will be able to be open for fewer half-days in 2023 and 2024 to deliver the days for the purposes of delivery the days you have agreed to only.
30. The draft online notice for the Education Gazette is included below as Appendix One.

Risks

31. Schools need to know your decisions before the end of the school year if they are to plan for a Teacher-Only Day next year. If decisions and announcements are delayed past when schools have closed for the year then there is a reputational risk for the NCEA and curriculum change programmes, with the risk increasing the later announcements are made. Although the last day for schools to close for the year is Tuesday 20 December, some secondary schools may close as early as Thursday 8 December. We have begun preparing communications so that changes can be communicated to the sector as soon as possible should you support the recommendations.

Next Steps

32. If you agree to the recommendations in this report, we will need to communicate to the sector that there will be implementation TODs next year. We will work with your office to communicate this to the sector through the Education Gazette and other channels.
33. If you agree to additional TODs, we will establish a sector and stakeholder advisory group as soon as practical to sponsor, support, and provide advice on the delivery of implementation Teacher-Only Days.
34. The below table outlines possible delivery partners which we may be considered for membership in any group:

<i>Education agency delivery partners</i>	<ul style="list-style-type: none">• Te Poutāhū Curriculum Centre• Regional Te Mahau representation• NZQA
<i>Primary sector delivery partners</i>	<ul style="list-style-type: none">• New Zealand Principal's Federation• NZEI Te Riu Roa
<i>Secondary sector delivery partners</i>	<ul style="list-style-type: none">• Secondary Principals Council• Secondary Principals Association of New Zealand• PPTA Te Wehengarua
<i>Māori-medium sector delivery partners</i>	<ul style="list-style-type: none">• Te Akatea Māori Principals' Association• Te Rūnanga Nui o Ngā Kura Kaupapa Māori• Ngā Kura ā Iwi o Aotearoa• Te Reo Areare (NZEI)• Te Huarahi Māori Motuhake (PPTA)
<i>Other sector delivery partners</i>	<ul style="list-style-type: none">• New Zealand Area School Association• New Zealand School Trustees Association

Proactive Release

35. It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Appendix One

Draft online notice for Education Gazette (300-word maximum)

Decision for implementation-focused Teacher-Only Days 2023 and 2024

Time and support to focus on strengthening NCEA and curriculum change is required by schools and kura in every part of Aotearoa-New Zealand.

Many parts of the sector have requested additional Teacher-Only Days to embed these changes. The Ministry is responding to these requests with the confirmation of two TODs in 2023 and two TODs in 2024 to support change implementation.

The Ministry acknowledges that schools and kura will need time to plan for 2023 Teacher-Only Days. The first implementation-focused Teacher-Only Day in 2023 can be held during a two-week time-period in the first week of Term Two 2023 – between Monday 24 April and Friday 5 May 2023.

The dates for the second TOD in 2023 and TODs in 2024 will be set in collaboration and agreement with a sector advisory group supporting NCEA and curriculum change.

Co-ordinated TODs are a key opportunity for the secondary sector to focus on implementation of curriculum change and practice shifts to strengthen NCEA. The focused days have been a strong feature of implementing NCEA change since 2020. Schools in a region or nearby location can co-ordinate TODs to be on the same day to engage on change programme implementation together.

Dedicated support from the Ministry can also be co-ordinated regionally, including support from subject expert roles across Learning Area Leads, Curriculum Leads, NCEA Implementation Facilitators as well as people providing services for Literacy and Numeracy Support in Schools.

More information online: ncea.education.govt.nz/teacher-only-days