



Briefing Note: Meeting with SPANZ Executive

To:	Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Associate Minister of Education		
Date:	11 November 2022	Priority:	Medium
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Purpose of Paper

This paper provides background information and talking points to support your meeting with the Secondary Principals' Association of New Zealand (SPANZ).

Summary

- You are meeting with SPANZ from 12.30-1.00pm on Thursday 17 November.
- SPANZ has provided six agenda items they would like to discuss:
 - Kāhui Ako reform
 - Visa processing times for international students
 - Recruiting quality staff
 - Discontinuing PISA
 - RoVE update
 - Alternative Education contracts.

Proactive Release

Agree that the Ministry of Education will release this briefing in full once it has been considered by you.

☒ Agree ☐ Disagree

Ben O'Meara

Ben O'Meara
Group Manager
Te Puna Kaupapahere – Policy
11/11/2022

Hon Chris Hipkins
Minister of Education
11/11/2022

Jan Tinetti

Hon Jan Tinetti
Associate Minister of Education
11/11/2022

Background

1. There will be 11 SPANZ attendees in the 17 November meeting including:
 - Vaughan Couillault, President and Principal of Papatoetoe High School
 - Scott Haines, Vice President and President of SPANZ Union, Principal of Waimea College
 - Jeff Smith, Vice President and Principal of Papanui High School
 - Mike Newell, Vice President of SPANZ Union and Principal of James Hargest College
 - Louise Anaru, Executive and Principal of Kaitaia College
 - Vicki Barrie, Executive and Principal of Northcote College
 - Elizabeth Forgie, Executive and Principal of Kerikeri High School
 - Greg Thornton, Executive and Principal of Cambridge High School
 - Deidre Shea, Immediate Past President and Principal of Onehunga High School
 - Suzy Acar-Reynolds, Executive Manager
 - Jaime Te Hira, Executive Assistant.
2. SPANZ has asked to meet with you to discuss the following proposed agenda items:
 - a. “Can you inform us of your thinking around Kāhui Ako reform? We believe that there is some interest in removing the Within-School Teacher role? Can we get an idea of where you believe Kāhui Ako is heading?”
 - b. “Many of us have started travelling overseas to help promote international education. One key message that many are telling us from a range of countries and districts is that VISAS to enter NZ are far too slow compared with other nations and potential and existing markets are finding other easier options.”
 - c. “Recruiting quality staff is still challenging - what progress has been made at the strategic and operational level to address staffing?”
 - d. “Many of us are still not convinced that PISA is providing the data you are wanting - let's talk about discontinuing this now that the 2022 cycle is over.”
 - e. “The ROVE process is obviously still ongoing, but as Te Pūkenga gets a foothold in the education sector we are aware that the change process has been somewhat problematic. Could we get an update from the Ministers' perspective?”
 - f. “Those of us with Alternative Education contracts are still waiting to receive anything for 2023 and beyond. Many of our staff are necessarily starting to seek employment elsewhere. Help please, we need these yesterday to serve the most vulnerable of our young people!”
3. We have provided background information on each of these agenda items below, along with some suggested talking points.

Kāhui Ako reform

4. Since 2019, SPANZ have been working with the Accord (the Ministry, NZEI and PPTA) to collaboratively identify if any changes are needed to the Kāhui Ako model to make it more flexible and better fit for purpose.
5. Topics that SPANZ and the Accord have recently engaged the sector on include:
 - a. The requirement for Kāhui Ako to form around a learner pathway;
 - b. The teacher and leadership roles;

- c. The ongoing role of the New Appointments National Panel;
 - d. Achievement challenges;
 - e. Kāhui Ako in Māori medium and kaupapa Māori contexts; and
 - f. Improvements that could be made for early learning providers.
6. A joint report with recommendations that all members have agreed to will be sent to Ministers soon. Many of the recommendations are seeking your approval to do further work with the sector before providing final recommendations (likely sometime next year).
 7. There has been recent public interest and concern about the ongoing funding of Within-School Teacher roles. This issue has arisen because Budget 22 only provided additional funding for a shortfall until the end of June 2023 and there was a possibility this shortfall could be alleviated by reducing the number of Within-School Teacher roles.
 8. No changes have been made to the number of Within School Teacher roles for the 2023 school year. Staffing entitlements are set annually by Order in Council and the Staffing Order for the next school year has already been made. There has been no change to the formula for the number of Kāhui Ako roles for 2023.
 9. 9(2)(f)(iv) [REDACTED]

Talking points

10. Some points you might like to make to SPANZ are:
 - a. I am aware you've been working jointly with the Accord Group to prepare a report to us on the future of Kāhui Ako.
 - b. I'm looking forward to receiving that report and considering its recommendations. I will consider the report and your joint views before making any decisions on future changes to Kāhui Ako.
 - c. Kāhui Ako are a significant investment in across school collaboration. And I know they have become a key feature in the education system.
 - d. I'm keen to consider how Kāhui Ako might support the Government's priorities, including growing teaching and leadership capability, supporting improvements to literacy and numeracy, and supporting attendance and engagement.
 - e. I'm not currently considering changes to the Within-School teacher roles, but am looking forward to receiving the Accord's advice on these roles. I will need to consider how they are funded in the future in the context of the Accord's advice.
 - f. The Teacher education work programme that I have recently agreed to includes a review of expert teacher roles. I am looking forward to considering the outcomes of that work including how it relates to Kāhui Ako roles in the system.

Visas for international students

11. Most international student visa applications are decided within 30 weekdays (almost 90%). This compares well with existing markets like Canada, whose application processing time for offshore study permits is 13 weeks (65 weekdays) and Australia, who in August 2022 finalised 75 per cent of offshore Higher Education visa applications in 62 days.

12. There has been heightened interest regarding the arrival of international students, and consequently the timeframes for processing international student visas, since New Zealand reopened to international travel on 1 August 2022.
13. The government regularly monitors visa processing information specific to international learners to identify processing trends and respond if necessary. This includes capturing information on students' progress through the visa application process and the time from visa application through to decision by sub-sector. The sector also receives up to date visa processing information to help with planning and advice for learners.
14. Between 1 August 2022 and 31 October 2022:
 - a. A total of 11,301 offshore and onshore visa applications have been submitted. 7,081 visa applications have been decided, of these, 6,541 have been approved, 474 have been declined and 66 have been withdrawn. 3,931 visa applications are in progress, of these, 1,524 have been allocated to an Immigration Officer and 2,407 are unallocated to an Immigration Officer.
 - b. The number of onshore and offshore visa applications received continues to increase with roughly 3,000 submitted each month.
 - c. The median age of offshore visa applications in progress is 11 weekdays. The median age of onshore visa applications in progress is 16 weekdays. The median age of all offshore and onshore applications completed is 16 days.

Talking points

15. Some points you might like to make are:
 - a. The number of onshore and offshore visa applications received continues to increase with roughly 3,000 submitted each month. This has had impact on the processing time for international student visas.
 - b. Immigration New Zealand is working hard to ensure that all visa applications are processed as soon as possible to provide clarity to the requester. How long it takes for an application to be processed depends on the complexity of the situation.
 - c. Almost 90% of international student visa applications are decided within 30 weekdays. This compares well with existing markets like Canada, who's application processing time for offshore study permits is 13 weeks (65 weekdays) and Australia, who in August 2022 finalised 75 per cent of offshore Higher Education visa applications in 62 days.
 - d. The government regularly monitors visa processing information specific to international learners to identify processing trends and respond if necessary.

Recruiting quality staff

16. Cabinet recently approved \$23.626 million over three years to help boost Aotearoa's teacher supply by up to 1000 teachers (CAB22-MIN-0375), building on successful initiatives already in place.
17. Our focus is on increasing domestic supply – we have:
 - a. Continued the BeTTER Scheme¹, to connect beginning and returning teachers to long-term positions.

¹ formerly known as the Beginning Teacher Vacancy Scheme (BTVS)

- b. Extended two successful school embedded ITE schemes in the Auckland region.
 - c. Increased the number of Te Huawhiti | Career Changer Scholarships to support career changers to enter teaching.
 - d. Increased the number of Te Waka Whakareki | Career Changer scholarships for Māori Medium.
 - e. Promoted teaching as a career to graduates and school leavers.
 - f. Continued the fees-free Teacher Education Refresh Programme until mid-2023
18. Overseas teachers are helpful to address acute shortages – to attract overseas teachers we have:
- a. Reactivated the Overseas Finder's Fee (OFF) and Overseas Relocation Grant (ORG) to support the recruitment of overseas teachers.
 - b. Launched a campaign promoting the ORG to targeted overseas markets.
 - c. Funded roles in New Zealand Qualifications Authority (NZQA), the Teaching Council, and Education Payroll Limited to reduce assessment processing times.
 - d. Waived the International Qualifications Assessment fee for eligible overseas teachers.
 - e. Provided 1:1 support to employers and overseas teachers to navigate overseas teacher recruitment.
 - f. Supported the arrival of 97 secondary teachers under the Border Exception Programme.
19. The Ministry is working with the sector to understand the challenges experienced by the teacher workforce and to identify future actions to attract and retain quality teachers.
20. The Ministry has discussed the approved Teacher | Kaiako Education work programme (ref METIS 1289966) with SPANZ earlier this year. The Ministry is engaging with SPANZ on the priority workstreams – Entry, training and deployment of new teachers' and 'Ongoing teacher development'.

Talking points

21. Some points you might want to make are:
- a. We are committed to ensuring we have enough quality teachers in Aotearoa – this is reflected in our recent investment of \$23 million to boost Aotearoa's teacher supply by another 1000 teachers.
 - b. This builds on successful initiatives already in place, helps employers to kick-start recruitment, and will promote and attract people into the teaching profession.
 - c. It increases the number of career changer scholarships, as well as supporting beginning and returning teachers into the workforce, and school-embedded Initial Teacher Education schemes.
 - d. It supports the recruitment of overseas teachers by offsetting recruitment and relocation costs for employers and overseas teachers, as well as reducing upfront sunk costs and application processing times.
 - e. Principals have let us know what a difference it makes having 1:1 support from our 'navigators' when undertaking overseas teacher recruitment.

- f. We welcome working with you to further understand the challenges experienced by the teacher workforce and actions to attract and retain quality teachers.

PISA

22. SPANZ and others have become hesitant towards PISA as they find it difficult to reconcile the NCEA results, which shows improving proportions achieving NCEA, with the outcomes of PISA, which reports fewer learners achieving acceptable results.
23. Additionally, some have queried whether PISA aligns with our cultural context and whether it is appropriate to do something that doesn't reflect NZ and particularly Māori contexts and world views.
24. PISA operates within a portfolio of large studies (PIRLS, TIMSS, TALIS and NMSSA), each providing distinct information to give a holistic understanding of how the education system is performing.
25. PISA uniquely provides the government with representative system-level evidence on the mathematics, reading and science literacy of students who are near the end of compulsory schooling (15-year-olds). Unlike NCEA, PISA also surveys students giving insight into how their performance relates to their well-being, school experiences, beliefs, and attitudes.
26. There are two primary benefits from PISA that no other study can do on its own: a system-level health check of students at the end of compulsory schooling and comparisons of this across time and between systems.
27. PISA is a primary way the government monitors how well the educational system has supported our learners and is the only large-scale study that tests and surveys a representative sample of students at the end of their compulsory schooling.
28. International rankings are of limited use but having measures in New Zealand that are comparable to other countries allows us to see if we are improving or declining over time, and if similar countries are heading in the same direction. The international comparison enables us to tease out which global societal shifts, which are not unique to New Zealand, may have similar or different levels of impact on learners (e.g., how big an impact will COVID-19 have on our learners in relation to other countries?).
29. The between system comparisons gives us an understanding of our system strengths and how to build on these such as critical literacy in English secondary classrooms and collaborative problem solving. In the same way, we have identified problematic dimensions such as the use of ability grouping and streaming.
30. Statistics NZ has closely scrutinized the methodological rigor underpinning PISA which is why Cabinet approved it as a Tier 1 statistic. That means PISA meets high expectations of impartiality and statistical quality, has long-term continuity, and provides international comparability. As a Tier 1 statistic, it is the responsibility of the Government Statistician Mark Snowden to protect and be assured of PISA's integrity, and the responsibility of the Ministry of Education to implement and fund the programme.
31. Evidence from PISA plays an important role in supporting educational policy and practice. Most recently, PISA evidence on the decline of maths and reading achievement (alongside other evidence) helped prompt the need for, and provided input into, the development of the Literacy & Communications and Maths strategy, and PISA 2022 will provide a needed baseline before full implementation. It is also intended for PISA and

other studies (NMSSA, PIRLS and others) to provide evidence for the system level impact of the New Zealand Curriculum Refresh.

32. After hearing of concerns from participating schools and unions in May of this year, the Ministry's Evidence, Data and Knowledge team committed to a debrief of PISA 2022 with SPANZ and other stakeholders, set to be held in early 2023. The Ministry will further address concerns and discuss the role that PISA and other studies play in the New Zealand education system. We recommend 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.

Talking points

33. Some points you might like to make are:
- a. We welcome a discussion on the best ways to gather appropriate data to check the health of the system.
 - b. I understand the Ministry of Education is aware of your concerns including those raised by schools and unions in May of this year. I know the Ministry's Evidence, Data and Knowledge team has committed to a debrief of PISA 2022 with you and other stakeholders, and this is set to be held in early 2023.
 - c. I'm told the Ministry will address your concerns and discuss the role that PISA and other studies play in the New Zealand education system. I encourage you and your members to participate in the debrief and to share what you would want to see from PISA in the future, including how we can best use the 2022 results.

RoVE update

34. All the former Institutes of technology and polytechnics are now formally part of Te Pūkenga, which is a significant milestone.
35. TEC has finished assessing 2023 PTE Strategic Fund applications, and these are currently making their way through the internal TEC approval process. TEC received many great proposals (121 proposals from 90 PTEs), and have now provided all applicants with indicative outcomes as of 7 November. The strategic component provides funding (non volume-based) to support providers to respond to key challenges within the system. Total available funding is \$16.8 million.

Talking points

36. Some points you might want to make are
- a. Te Pūkenga is implementing a large and complex transformation. We have to remember that the polytechnic sector was in crisis, which was projected to get worse in the next few years. It was always expected that there would be a wide range of challenges associated with Te Pūkenga's work programme.
 - b. Like all other providers, it also had to manage the impact of COVID 19, and deliver to its learners during the period since it was set up.
 - c. I have been encouraged by the recent progress being made and the plans being put in place under the new leadership. We are in the final stages of embedding the changes brought by the Reform of Vocational Education (RoVE) as we begin to embrace the new system through keeping learners at the forefront of our thinking.

- d. All former Institutes of technology and polytechnics are now formally part of Te Pūkenga, which is a significant milestone.
- e. All TITO transitions are now complete, where approximately 86% of industry training provision (work-based learning) now sits within Te Pūkenga and the remaining 14% is split across ten Private Training Establishments (PTEs).
- f. All tertiary education organisations (TEOs) will receive their Funding Confirmation Letters from TEC over the next four to six weeks in a staggered approach. This will be the first time that TEOs delivering vocational education and training (VET) will receive their funding allocation using the new approach under the UFS.

Alternative education contracts

- 37. New AE contracts for 2023 will be for a three-year term with a right of renewal for a further two terms of one year each.
- 38. The Ministry's regional teams in Te Mahau takiwā have been utilising the Engagement and Service Delivery Framework (ESDF) to engage in a more open and constructive recontracting process. This has created some apprehension for providers seeking to secure contracts for 2023. Te Mahau takiwā are now in the final stages of this process and expect to have contracts in place by the end of November 2022.
- 39. Schools will continue to hold the contracts for AE in 2023. Some provision will be subcontracted to Iwi, Māori organisations or non-government organisations to provide AE in off-site locations.
- 40. In some areas Iwi and hapū will be involved with the governance of AE. Te Mahau takiwā are working with schools and Iwi to bring Iwi and hapū into the governance arrangements for AE.

Talking points

- 41. Some points you might want to make are:
 - a. We have shifted from a national to a more regional approach for managing AE provision to improve feedback loops and communication.
 - b. Any schools yet to confirm contracts for 2023 should continue to communicate with their regional office.
 - c. All contracts will be confirmed by the end of November.