



Briefing Note: Education Accord Report (September 2021)

To:	Hon Chris Hipkins, Minister of Education		
Date:	21 September 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1271880
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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** the attached report from the Education Accord Governance Group.
- **Agree** that this Briefing will be proactively released.

Noted

Agree Disagree

Summary

- The Education Accord, signed 11 October 2019, states that the Accord Governance Group (consisting of the Ministry of Education, PPTA Te Wehengarua and NZEI Te Riu Roa), will provide you with an update every three months.
- The attached Education Accord Report provides a 6 month overview of progress made to date of key Accord 'issues'.
- The Education Accord Report has been approved by Accord Partners the Ministry of Education, PPTA Te Wehengarua and NZEI Te Riu Roa.



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement



Hon Chris Hipkins
Minister of Education

21/09/2021

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Education Accord Report

September 2021

Purpose

1. This report provides an update on the progress by the Education Accord Governance Group since your last report (December 2020).

Overview

2. The Governance Group has met three times (in February, April, and May 2021) since the last report in December 2020.
3. The Accord partners continue to discuss work as outlined in the original document.
4. Melanie Webber began her term as the PPTA Te Wehengarua President in January 2021 replacing Jack Boyle.

Accord Work Programme

Future workforce

Teacher Aide Funding

5. Further to the last update we provided to you on 1 April 2021 [METIS 1253880 refers], the Sector Reference Group (SRG), chaired by the Hon Tracey Martin, has now met three times so far including its training on Interest-Based Problem Solving.
6. We anticipate briefing you on progress in more detail, including the SRG's preferred possible change options and its proposed sector consultation and engagement approach, before the end of this year.

Teacher Aide Career Pathways

7. The work of the Teacher Aides Careers Pathway Accord Subgroup is now concluded with a proposal for further work to be done in order to provide schools and kura, and their teacher aide employees, with best practice practical guidance for developing teacher aides in their career.
8. A draft report has been progressed by the three parties, NZEI, PPTA, and the Ministry of Education, which recommends how this work should proceed. The report has not yet been finalised and has areas of outstanding agreement between the parties that are unlikely to be resolved before the report comes before the Accord Governance Group for discussion at its next meeting. (TBC)
9. The outstanding areas of difference between the parties are:
 - I. *The time required to adequately develop the career pathway framework.*
 - II. *If the career pathway will be reviewed and re-issued in term 3 of each year, from 2022 onwards.*
10. Work is currently underway to prepare an operational plan for implementing the agreement reached in the Accord. The Ministry are presently preparing a plan to develop materials for Grades A-C by December, with Grade D planned for early 2022 but will adjust this in light of the decision reached in the Accord Governance Group.

Te Mahau

11. The Secretary for Education has provided updates to Accord members on the work to establish Te Mahau within a redesigned Te Tāhuhu o te Mātauranga. Ahead of the current COVID lockdowns, initial stakeholder engagement was getting underway on how the sector wants to work with Te Mahau, and the supports and services that may be developed over time. The Accord members are included in this through the Schooling Peak Bodies forum. The COVID situation means we have agreed to pause this engagement until sector representatives have the capacity to reengage on this.

Kāhui Ako

12. An Accord Sub-Group that also includes the Secondary Principal's Association of New Zealand (SPANZ) has developed a plan to engage with key stakeholders about possible areas for improvement in the Kāhui Ako model that the group has identified.
13. The engagement will be focused on increasing flexibility in the current model and will be clear that any changes will need to be met within the current fiscal envelope i.e., something may have to be given up to introduce something new.
14. The timeframe for engagement is still being confirmed. It is anticipated that engagement will be targeted and utilise online mediums for people to be able to provide their feedback where possible. This will be contingent on being able to get to a place where all parties can come to agreement. Once engagement has been undertaken and analysed, the Accord sub-group will present some options to the Accord about increasing flexibility to the Kāhui Ako model.
15. The options may require changes to the collective agreements, but this is still to be considered/confirmed. Final recommendations could go to the Minister late November early December

Principal appointment criteria

16. The Ministry is working with the Teaching Council following its initial decision that it would not be prepared to assume a delegated role in issuing the eligibility criteria.
17. The Ministry will update the Accord once roles and responsibilities for this piece of work are established.

Workload

18. The progress of key workload issues identified in the Accord have been reviewed by the Accord members. This includes the complexity of the challenges facing the sector and whether the existing work programme addresses the issue of teacher workload.

The Accord partners agreed to identify the main issues impacting workload and for the unions to test them with a wider audience. They include:

- chronic dysfunctional behaviour
- intensification of assessment time (1:1)
- localisation of curriculum
- multiple, competing goals and priorities
- modern learning environments
- increase in community engagement
- growth in 'social work' beyond the classroom.

The unions tested this list with their members to assess accuracy and get a sense of priority areas for work. Union members confirmed the accuracy of the list.

19. The Ministry have asked for input from Stuart McNaughton (Ministry of Education Chief Education Scientific Advisor) about the management of assessment during student learning. Findings will be provided back to the Accord.
20. There was agreement that a picture of what resourcing exists in the education system outside of teachers and principals is of use to all parties. The Ministry are in the process of gathering this information.

Accord Teacher Only Days

21. Dates for Secondary Accord Teacher Only Days during 2022 have been agreed:

Term	Dates
Term 2: 2 May – 8 July 2022	9-13 May 16-20 May Run TOD 5 across these two weeks as per 2021
Term 3: 25 July – 30 September 2022	15-19 August 2022 22-26 August 2022 – preferred dates, running TOD 6 across all regions in this week 5-9 September 2022
Term 4: 17 October – 20 December 2022	(Last week of November suggested) 21 – 25 November 2022 28 November – 2 December 2022 Run TOD 7 and TOD 8 together i.e., two consecutive days

Workload involved in responding to children with complex needs

22. The Massey University research paper of children with complex needs (*Children with Additional Needs*) and the impact on workload for teachers has been finalised.

Community relationships

23. The Governance group discussed the Ministry view that community relationships are essential to many of the key areas of workload. They noted that some schools are doing community engagement effectively and were interested in where this was happening and why. They were also interested in the impact of this engagement on workload.
24. The Ministry presented several draft case studies of community relationships from across the sector. The Accord have asked for some additional work from the Ministry to pull out themes from these case studies.

Wellbeing

25. Technical issues relating to the Ministry's ICT security testing has postponed the launch of the 'Wellbeing Hub'. Several options on how the Wellbeing Accord Sub-Group might manage these issues are currently being considered by the Accord Sub-Group.

26. Following the Sub-Group's decision on how to proceed to implementing the hub, we will report to you.
27. Due to the lack of uptake of the Employment Assistance Programme (EAP) over the first three months of it being offered, the Ministry proposed to work alongside the Wellbeing Accord Sub-Group to co-design and implement PLD in trauma-informed practice for New Zealand educators. The timing was that support for managing behaviour sooner would reduce teacher stress.
28. The Accord Sub-Group canvassed the views of sector groups and identified that school staff were more likely to be interested in using the remaining wellbeing funding for direct supports for their wellbeing rather than trauma-informed practice PLD. The sector representatives felt that although some teachers appreciate this, it was likely to put more pressure on most of them. The sub-group have recommended the set-up of a contestable 'Urgent Response Fund' that would allow leaders in schools/kura and early learning centres, who know their context well, to apply for the money to support staff wellbeing. The Ministry (SE&S) will develop advice for the sub-group regarding how this might work.

Change management

29. A prototype roadmap about curriculum changes has been presented to the Accord by the Ministry. The final version has been shared with Accord members for feedback and comments.