



Document 1

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Variation to Professional  
Support for Teaching  
Foundational Phonics Based  
Literacy Agreement  
(MOE11214)

Variation 4

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Ministry of Education

University of Canterbury

Date: 19 October 2023

## PARTIES

Ministry of Education (the *Ministry*)

University of Canterbury (the *Supplier*)

## BACKGROUND

- A The Ministry and Supplier are parties to an agreement titled Professional Support for Teaching Foundational Phonics Based Literacy, reference MOE11214, dated 1 July 2021 (the Agreement).
- B The supplier delivers professional training and support to enhance literacy leadership and transform the way children learn to read. They create a sustained training capability within the education sector in a phonic based approach to teaching reading.
- C The key objective is to provide teachers and literacy specialists with professional support for early literacy for New Entrants and Years 1 to 3. The supplier provides national training, support materials and on-going assistance for literacy specialists and kaiako to apply the approach and provide authentic **engagement with whānau. The supplier provides research reports identifying the main data trends at a national level relating to children's literacy progress** in response to the Better Start Literacy Approach as well as research findings **related to teachers' growth in their professional learning and development.**
- D In October 2021, Parties agreed to extend the Agreement End Date to 31 December 2023 (Variation 1).
- E In September 2022, Parties agreed to extend the scope of services to include Year 2 teachers and increase delivery volumes (Variation 2).
- F In May 2023, the parties agreed to extend the Agreement End Date to 30 June 2024 and extend the scope of services to include cohort 6 (that is, training for an additional 600 teachers and 80 literacy specialists) (Variation 3). Cohort 6 began in July 2023 and will be completed in December 2023 with online support and data analysis continuing in 2024.
- G The parties wish to vary the Agreement upon the terms and conditions as detailed in this variation.

THE PARTIES AGREE as follows:

## 1 INTERPRETATION

### 1.1 Defined terms

In this variation, unless the context requires otherwise, words and expressions defined, and references construed, in the Agreement and not otherwise defined or construed in this variation will, where used in this variation, have the same meanings and constructions as those given to them in the Agreement.

### 1.2 Construction

*Clauses:* a reference to a clause is to a clause of this variation;

*Documents:* a reference to any document, including this variation, includes a reference to that document as amended or replaced from time to time;

*Headings:* headings appear as a matter of convenience and do not affect the construction of this variation;

*Parties:* a reference to a party to this variation or any other document includes **that party's personal representatives/successors and permitted assigns;**

*Singular, Plural and Gender:* the singular includes the plural and vice versa, and words importing one gender *include* the other genders.

## 2 CONFIRMATION

Except as expressly varied by this variation, all terms of the Agreement continue in full force and effect and are acknowledged and confirmed by each of the parties.

## 3 VARIATION

With effect from 18 October 2023, the Agreement is varied as follows:

### 3.1 By the deletion of clause 2.1 and its replacement as follows:

This Statement of Work will commence on 1 July 2021 (SoW Start Date) and, unless otherwise terminated in accordance with the provisions of the Master Agreement will end on 31 March 2026.

### 3.2 By the deletion of clause 3.1 (a) and its replacement as follows:

(a) Professional support for 750 literacy specialists and 4500 teachers:

(i) the Supplier will research and deliver in-depth professional support in Better Start Literacy Approach to literacy specialists supporting

teachers from nominated schools. This will involve the specialists enrolling in the University of Canterbury BSLA micro-credentials and accessing benefits of the micro-credential framework;

- (ii) the Supplier will research and deliver professional support in Better Start Literacy Approach to nominated teachers associated with the Literacy Specialists. The professional support will comprise a University of Canterbury online micro-credential with the benefits of the BSLA micro-credential framework;
- (iii) the Ministry will prioritise the regions, schools and associated literacy specialists to receive professional support. UC will be invited to provide input into this process;
- (iv) the ongoing development of professional support and delivery model will be co-designed with the Ministry and include users of the professional support in the co-design process.

3.3 By the deletion of clause 4 and its replacement as follows:

#### SERVICE LEVELS

The Supplier will meet or exceed the following Service Levels:

- (a) Professional development for 750 literacy specialists by 31 December 2025;
- (b) Support for literacy specialists - group sessions and individual support sessions;
- (c) Professional development for 4500 teachers by 31 December 2025;

3.4 The deletion of clause 5 and its replacement as follows:

Specified Personnel	Role Description
9(2)(a)	Project Lead
	Co-Lead
	Leadership Team
	Micro-Credential Programme Co-ordinator
	Project manager
	Lead Specialist Mentor Canterbury
	Cultural advice
	ESOL
	Sub-contractor; Institute of Education, Massey University Leadership Team
	Data Manager
	Lead Specialist Mentor Auckland
	Lead Specialist Mentor Auckland
	Lead Specialist Mentor Auckland
	Lead Specialist Mentor Wellington



- 3.5 By the deletion of clause 6.2 Reporting requirements and its replacement as follows:

Report Details	Description	Frequency/Date
Monitoring Reports	<p>Reporting for each period will Include:</p> <ul style="list-style-type: none"> <li>(a) number of literacy specialists participating in professional support;</li> <li>(b) number of teachers participating in professional support;</li> <li>(c) where attendees are based</li> <li>(d) attendees' feedback;</li> <li>(e) details of attendees support content;</li> <li>(f) adaptation of professional support package;</li> <li>(g) number of schools/teachers received BSLA professional support to date;</li> <li>(h) number of learners benefitting from BSLA;</li> <li>(i) assessed learner progress at 10 weeks and 20 weeks;</li> <li>(j) proposed changes to delivery</li> </ul>	Quarterly i.e. March June September December
Final Report	Amalgamated summary of quarterly reports.	19 December 2025

- 3.6 By the deletion of clause 7 and its replacement as follows:

#### CHARGES

The Supplier is to invoice the Charges:

This is a fixed price contract for \$19,246,986.85 (ex. GST).

- 3.7 By the deletion of invoices #10 #11 and #12 its replacement as follows:

#	Milestone	Payment (ex. GST)	Date
10	<ul style="list-style-type: none"> <li>(a) Cohort Six (on-going)</li> <li>(b) Monitoring Report 9</li> <li>(c) Cohort Seven (preparation)</li> </ul>	9(2)(b)(ii)	15 December 2023
11	<ul style="list-style-type: none"> <li>(a) Cohort Seven (ongoing)</li> <li>(b) Monitoring Report 10</li> </ul>		15 March 2024
12	<ul style="list-style-type: none"> <li>(a) Cohort Seven (ongoing)</li> <li>(b) Monitoring Report 11</li> </ul>		17 June 2024

13	(a) Cohort Seven (on-going) (b) Monitoring Report 12 (c) Cohort Eight (preparation)	9(2)(b)(ii)	20 September 2024
14	(a) Cohort Seven (on-going) (b) Monitoring Report 13 (c) Cohort Eight (preparation)		13 December 2024
15	(a) Cohort Eight (on-going) (b) Monitoring Report 14		14 March 2025
16	(a) Cohort Eight (on-going) (b) Monitoring Report 15		20 June 2025
15	(a) Cohort Eight (on-going) (b) Monitoring Report 16		19 September 2025
16	(a) Preliminary report		28 November 2025
17	(a) Cohort Eight (final) (b) Conclusive report		19 December 2025

#### 4 GENERAL

##### 4.1 Counterparts


This variation may be signed in two or more counterparts all of which, when taken together, will constitute one and the same instrument. A party to this variation may enter into it by executing any such counterpart.

##### 4.1 Further assurances

Each party will do all things and execute all documents reasonably necessary to give effect to the terms of this variation.

EXECUTED AS A VARIATION

Signed for and on behalf of  
Ministry of Education by:

  
\_\_\_\_\_  
Signature

Ellen MacGregor-Reid, Hautū, Te Poutāhū  
Name

Signed for and on behalf of  
University of Canterbury by:  
9(2)(a)

  
\_\_\_\_\_  
Signature

9(2)(a), acting DVC-R  
Name

Released under the Official Information Act 1982



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

# Memo

**To:** Iona Holsted, Te Tumu Whakarae mō te Mātauranga | Secretary for Education  
Ellen MacGregor-Reid, Hautū, Te Poutāhū

**From:** Julia Novak, General Manager – New Zealand Curriculum and Te Whāriki, Te Poutāhū

**Cc:** Aditi Cook, Chief Procurement Officer, Te Pou Rangatōpū; Kirsty Farquharson, Senior Manager, Te Poutāhū

**Date:** 16 October 2023

**Subject:** Better Start Literacy Approach – Request for Contract Variation

## Purpose

1. This memo seeks your approval of the attached Request for Contract Variation, which seeks to extend the contract for delivery of Better Start Literacy Approach (BSLA) with the University of Canterbury until December 2025 at a cost of \$6,156,818.91. The total value of the contract is \$19,246,986.85, so financial delegation for approval is with the Secretary of Education.
2. The contract variation (Appendix 1) with the University of Canterbury will provide BSLA training for an additional, seventh cohort of up to 500 teachers and 90 literacy specialists. It also includes ongoing support for the previous six cohorts of BSLA.
3. We want to make sure that the additional opportunity for Cohort 7 can be offered as soon as possible, and therefore seek your approval to delegate authority for Hautū – Te Poutāhū to sign the contract. This is on the understanding that there are no substantial changes to the contract.

## Recommendation

I recommend that you:

**Approve** the attached contract variation request (Appendix 1) to extend Professional Support for Teaching Foundational Phonics Based Literacy Contract (MOE11214).

**Approve** delegating contract signing authority on behalf of the Ministry to Hautū – Te Poutāhū.

Approved / Not approved

Approved / Not approved

Iona Holsted  
Te Tumu Whakarae mō te Mātauranga  
Secretary for Education

18/10/2023

Ellen MacGregor-Reid  
Hautū – Te Poutāhū  
Deputy Secretary – Curriculum Centre  
16/10/2023

## Background

1. The Ministry of Education has funded Better Start Literacy Approach (BSLA) professional support since February 2021. We are seeking approval to extend the BSLA contract to meet the continued demand from the sector that we anticipate over the next two years.
2. The University of Canterbury (UC) delivers professional training and support in BSLA to enhance literacy leadership and positively transform the way children learn to read. UC creates sustained training capability within the education sector in a phonics-based approach to teaching reading.
3. BSLA provides teachers and literacy specialists with professional support for early literacy teaching of learners in Years 0–2. UC provide national training, support materials and ongoing assistance for literacy specialists and teachers to apply the approach and provide authentic engagement with whānau.
4. BSLA professional support was extended from 2022 to include Year 2 teachers, providing additional support where ākonga literacy learning has been affected by COVID-19 disruptions. As part of the contract variation request, we intend to continue offering BSLA to Year 2 teachers.

## Overview of BSLA 2021–2023

5. To date, 3,950 teachers and 393 literacy specialists have been trained through BSLA in a structured approach to literacy. As the model is scalable, we have been able to include all the applicants who have applied for BSLA training and met the criteria.
6. Evidence shows that students demonstrate strong growth in foundational phonic and phonological awareness skills during the first 10 weeks of BSLA teaching, which then translates into growth in reading and spelling across the next 20 weeks of BSLA teaching.
7. Evidence also shows the positive impact BSLA has on priority groups of learners. Growth relative to baseline skills at school entry is particularly high for ākonga Māori and Pacific learners – approximately double that of NZ European learners.
8. Evidence suggests that BSLA is beneficial for all students, including those learning English as a second language and those requiring additional support (Tier 2) to master foundational oral language and phonic- and word-decoding skills.
9. Teachers completing the BSLA online micro-credential training show significant improvements to their knowledge and their confidence after completing the training.

## Previous contract and variations

10. The Ministry and UC are parties to an agreement titled Professional Support for Teaching Foundational Phonics Based Literacy (MOE11214) dated 1 July 2021, which covered cohort 1 of BSLA.
11. In October 2021, the parties agreed to extend the Agreement End Date to 31 December 2023. Variation 1 was to ensure teachers in the further cohorts 2, 3, 4 and 5 could be accommodated.
12. In September 2022, the parties agreed to extend the scope of services to include Year 2 teachers and increase delivery volumes in cohort 5 onwards (Variation 2). Cohort 5 ran from January 2023 to June 2023.
13. In May 2023, the parties agreed to extend the Agreement End Date to 30 June 2024 and extend the scope of services to include cohort 6 (that is, training for an additional 600 teachers and 80 literacy



specialists) (Variation 3). Cohort 6 began in July 2023 and will be completed in December 2023 with online support and data analysis continuing in 2024.

## **BSLA Ongoing Large-scale Implementation in Years 0–2**

14. The fourth variation proposed will cover cohort 7 and 8 in 2024 and 2025 respectively.
15. BSLA uses an evidence-based approach to support literacy teaching that follows the science of reading. BSLA cohorts continue to be filled quickly, showing there is ongoing demand from the sector.
16. Because BSLA is evidence-based, in demand, and has the support of the sector, we asked UC to propose cost-effective and efficient options to meet the ongoing need of schools and learners. UC provided three options for the ongoing large-scale implementation of BSLA in Years 0–2.
17. The Ministry prefers the first of UC's three options, option A. This is the same model as the previous variation and will include places for 500 teachers and 90 BSLA facilitators annually, with one intake per year covering 2024 and 2025 calendar years.
18. The other two options are:
  - Option B: Includes all of option A as well as two live-streamed BSLA PLD workshops and a verification process for teachers and facilitators (requiring them to attend a 1-day symposium annually to stay current in BSLA practices) to maintain access to all BSLA teaching and assessment resources.
  - Option C: Includes all of option A and B as well as short course PLD opportunities for leaders/teachers/facilitators to develop areas of specific expertise or leadership of BSLA. The short courses are the BSLA Leadership Micro-credential, the BSLA Tier 3 Micro-credential, the BSLA Advanced Data Analysis Micro-credential, and Advancing Culturally Responsive Teaching Micro-credential.
19. All three options have merits, with option A offering the best value for money (given current financial constraints) and the opportunity to scale up to Option B or C if budget is available in the future.
20. This contract variation (Variation 4) is for 2 years. This will allow us to continue to provide phonics-based literacy support to the sector while curriculum changes are implemented. This will also allow time to determine the literacy supports needed beyond 2025.
21. Note – Variation 4 takes the BSLA contract to the end of its additional terms as stipulated in the original procurement plan. In 2025 a tender process will need to take place (alongside Programmes for Students for the full suite of literacy supports for students in Years 0–10).
22. We are continuing to work across Te Poutāhū to explore further options to enhance the use of diagnostic tools and data collection to derive greater insights from the work. This includes exploring additional funding within the group (potentially from the PLD budget) that may be reprioritised for this purpose. This may result in a variation to this contract.

## **Costing**

23. The table on the following page sets out the cost of each of the options for 2024 and 2025 calendar years.

Options	FY23/24	FY24/25	FY25/26	Total
A	9(2)(b)(ii)			\$6,156,818.91
B				\$6,480,818.20
C				\$6,999,724.44

24. Financial years 23/24 and 25/26 are smaller amounts due to funding half of a school year each. The figure for financial year 24/25 is larger as it covers half of 2024 and half of 2025.

### Budget

25. The whole of life cost of the programme, including this contract, is \$19,246,986.85.
26. The value of this contract is \$6,156,818.91.
27. We have confirmed that there is budget available from the Programmes for Students non-departmental budget.

### Risks

Risk	Level	Mitigation
If BSLA cohort 7 does not go ahead, there is a significant risk that the Ministry will have a gap in universal phonics-based literacy support provisions.	High	We can mitigate this risk by approving and signing the variation so UC can set up cohort 7 and ensure that it goes ahead as early as possible in Term 1 2024.
BSLA may be seen as the only phonics approach that the MoE supports, to the exclusion of other phonics programmes that schools might wish to use.	High	In 2022 the Ministry procured three providers to trial structured approaches to literacy interventions for year 3 to 8. This indicates that there are other providers in the market ready to provide structured approaches to literacy. Schools can choose whatever curriculum supports meet their requirements, in line with the curriculum changes.
In view of the publicity surrounding this approach, the support from the Minister, and the recent announcement about compulsory teaching requirements, which BSLA will support, there is a reputational risk if support stops at the end of the current cohort 6 with no replacement.	High	We can mitigate this risk by approving and signing the variation so UC can set up cohort 7 and ensure that it goes ahead as early as possible in Term 1 2024.

### Appendices

Appendix 1: Contract Variation Request – Better Start Literacy Approach – University of Canterbury



## Request for Contract Variation

This template is for all Ministry staff to use to provide Procurement with necessary information to capture a Contract Variation. For variation to a current contract where no Optional Extensions have been granted previously, or the Variation exceeds the terms of the Optional Extension.

Email to [MoE.Procurement@education.govt.nz](mailto:MoE.Procurement@education.govt.nz)

CONTRACT DETAILS	
Contract title	<p>MOE11214 - Professional Support for Teaching Foundational Phonics Based Literacy</p> <p><b>Better Start Literacy Approach (BSLA)</b></p>
Supplier name	University of Canterbury
Description of goods/services/works	<p>The University of Canterbury (UC) delivers professional training and support in BSLA to enhance literacy leadership and positively transform the way children learn to read. UC creates sustained training capability within the education sector in a phonics-based approach to teaching reading.</p> <p>BSLA provides teachers and literacy specialists with professional support for early literacy teaching of new entrants and learners in Years 1 and 2. UC provide national training, support materials and ongoing assistance for literacy specialists and teachers to apply the BSLA approach and provide authentic engagement with whānau.</p> <p>BSLA is currently being implemented in 833 primary schools nationwide (46% of government funded primary schools). This provision has now reached over 4,000 teachers and over 500 literacy specialists.</p> <p>Service costings include:</p> <ul style="list-style-type: none"> <li>• Micro-credential course fees</li> <li>• Ongoing support for the teachers who have completed the micro-credentials</li> <li>• Website maintenance and support</li> <li>• BSLA staff travel expenses (to provide in-class demonstrations and support school communities)</li> <li>• Release time for teachers and facilitators</li> <li>• Advisory board and external consultants</li> <li>• Salary costs for BSLA staff members</li> <li>• Physical kete of resources for teachers and facilitators to use with their ākonga.</li> </ul>



	<p><b>Service Levels</b></p> <ul style="list-style-type: none"><li>• UC delivers services to 100% of the teachers whose applications are approved.</li><li>• Quarterly reports show a positive change for learners over time.</li></ul> <p>The Original Procurement Plan approved \$12,887,353.00 for five cohorts from 1 July 2021 to 15 December 2023. However, the subsequent Statement of Work (SoW) was issued for a term from 1 July 2021 to 30 June 2023 with a fixed price of \$10,636,409.</p> <p>Variation 1 dated 18 October 2021 extended the term until 31 December 2023.</p> <p>Variation 2 dated 17 September 2022 was put in place to include Year 2 teachers who were not initially included in the Agreement. This was absorbed into the original costings. It is important to note the value of the work applies to the cohort rather than year. The average cost of the first five cohorts is about \$2.1M each.</p> <p>Variation 3 (for cohort 6) was for \$2.45M. The increased cost reflects the scope extension agreed to in Variation 2 and the need for additional ongoing support. Variation 3 increased the funding so that a sixth cohort of teachers could undertake the BSLA programme. This included training for an additional 600 teacher and 80 literacy specialists.</p> <p>This current request for contract variation (Variation 4) looks to extend delivery to the end of 2025 and provide BSLA to 500 teachers of Years 0–2 per year for the next two years (2024 and 2025). The full suite of information about this variation can be found in the variation description section below.</p> <p><b>Note</b> – Variation 4 takes the BSLA contract to the end of its additional terms as stipulated in the Original Procurement Plan. In 2025 a tender process will need to take place (alongside Programmes for Students) for the full suite of literacy supports for teachers of students in Years 0–10.</p>		
Start date of original contract	1 July 2021	Current end date	30 June 2024
Business Lead	Isobel Mills-Williams, Senior Advisor, Curriculum Design Aho, Te Poutāhū		
Business Owner	Kirsty Farquharson, Senior Manager, Curriculum Design Aho, Te Poutāhū		
PROPOSED VARIATION			
Variation start date	1 December 2023		
Description	<p>The proposed variation for BSLA seeks to take delivery to the end of 2025 and increase the value of the contract to reflect this change.</p> <p>The variation allows for:</p> <ul style="list-style-type: none"><li>• 500 teachers across Years 0–2 yearly to enrol in the BSLA Teacher Micro-credential.</li></ul>		

- 90 literacy specialists to enrol in the BSLA Facilitator micro-credential each year and attend a two-day face-to-face workshop in Christchurch each year.
- Continued provision of the Teacher Kete as part of the delivery of BSLA to participants. These Kete are widely used by the participants who comment on the usefulness of them.

This means an increase in budget by 9(2)(b)(ii) to cover the further cohorts of teachers and an amendment to the end date to 31 December 2025.

**Note** – UC have provided three options for their ongoing delivery of BSLA to the end of 2025. These options are detailed in [Appendix 1](#). This current request for variation proposes option A.

All three options have merits, but we have invested a lot in early literacy (i.e., BSLA) over the past two years. BSLA is funded from the Programmes for Students (PFS) budget. We need to ensure that the PFS budget supports both literacy and maths along the schooling pathway from Years 0–10, because this is the purpose of the PFS appropriation. Therefore, we suggest Option A with options to scale up to Option B or C if budget is available.

Data indicates that the implementation of BSLA across New Zealand has been very successful. The data collected by the University of Canterbury and provided to the Ministry consistently demonstrates that, with appropriate supports in place, junior school teachers are implementing BSLA in a way that is significantly accelerating children's foundational literacy skills. The Ministry has publicly commented that BSLA significantly accelerates progress in students' foundational literacy skills compared to children of the same age who have not received BSLA. This is especially evident for ākonga Māori and Pacific students in Years 0–2 where the relative change in foundational skills is approximately 1.2 to 2.2 times greater compared to NZ European learners.

The modelling below has been provided by UC to show expected number of teachers trained in BSLA by year:

**Projections for BSLA Teacher Enrolments 2024 through 2026**

		2023	2024	2025	2026
	<b>Total Year 0-2 Teachers</b>	<b>10582</b>	<b>10764</b>	<b>10946</b>	<b>11128</b>
Total in profession	Retained		10212	10387	10563
Total in profession	New		552	559	565
School-specific churn	New to Year 0-2 (internal shift)		592	592	592
School to school shift	Shift from non-BSLA		423	431	438
	<b>Total new teachers year 0- 2</b>		<b>1567</b>	<b>1582</b>	<b>1595</b>
Estimate 50% uptake from new teachers	New teachers requiring BSLA training		784	791	798

This final variation will take the contract out to the end of 2025. Based on evidence gathered through the implementation of curriculum changes, the Ministry will look at all its offerings to teachers, such as BSLA and Programmes for Students. This will likely result in a competitive tender process in 2025, for these services to be offered from 2026

Circumstances of/rationale for the variation



BUDGET		
Explanation of any overspend	N/A	
Value of the proposed variation	<p>Original contract value: \$10,636,409.00.</p> <p>Value of Variation 1: no change.</p> <p>Value of Variation 2: no change.</p> <p>Value of Variation 3: \$2,453,758.95.</p> <p>Value of Variation 4: \$6,156,818.90.</p> <p>New whole of life value of the contract \$19,246,986.85 (ex GST)</p> <p>A detailed breakdown of the cost for Variation 4 can be found in Appendix 1.</p> <p><b>Note</b> – the Ministry may at its discretion choose to add services described in Options B and C if budget becomes available (the Options are described in Appendix 1 below). In addition, if the demand exceeds the 500 teachers that this budget allows for, the Ministry may at its discretion, and should budget be available, increase the value of this agreement to include these additional teachers.</p>	
CONFLICT OF INTEREST		
<p>By submitting / endorsing / approving this Contract Variation, those Representatives, Leads, Reviewers and Sponsors (detailed in this document and below, relating to the project; Procurement Owner Pru Popple, and Business Owner Kirsty Farquharson, Senior Manager confirm / agree / acknowledge that for this procurement activity:</p> <ul style="list-style-type: none"><li>• The blanket or project-specific Conflict of Interest Declaration and Confidentiality Agreement applies</li><li>• They have no conflicts of interest to declare or that they have submitted a further Conflict of Interest declaration to declare any conflict of interest</li><li>• They will immediately submit a further Conflict of Interest declaration should a conflict arise during the procurement activity.</li></ul> <p>Further information available on Te Tāhuhu, <a href="#">here</a>.</p>		
RISKS		
<p>Overall, this procurement is deemed high risk and high value.</p> <p>Key risks to be managed:</p>		
Risk	Mitigation Action	
If BSLA is not delivered in 2024/25 there will be a significant gap in the literacy support that the Ministry funds for teachers of students in Years 0–2. This could reflect poorly on the Ministry.	Continue funding the BSLA programme and re-tender the services in 2025. In 2024 this will need to be communicated to the University of Canterbury and the Ministry’s Legal team will need to be involved to ascertain the IP rights that the Ministry has for BSLA.	

If the Ministry chooses not to further fund BSLA through this variation, then there is a reputational risk given the publicity surrounding the approach, the support from the Minister, and the recent announcement about core teaching requirements.	Fund the current proposed period until the end of 2025. Ensure that expectations are clear with the Minister of Education about the future of BSLA.	
<b>ONGOING SUITABILITY</b>		
The contractor has been made aware of their ongoing responsibilities for security.		<input checked="" type="checkbox"/>
Any contractor with a national security clearance understands their responsibilities.		<input checked="" type="checkbox"/>
The contractor's compliance is monitored with the role and security expectations.		<input checked="" type="checkbox"/>
All pre-employment checks and/or ongoing suitability checks are completed before moving a contractor or extending their contract.		<input checked="" type="checkbox"/>

<b>CONTRACT VARIATION APPROVAL</b>		<b>DATE OF APPROVAL</b>	<b>Signature</b>
Procurement Endorser	Pru Popple, Manager Procurement Services, Te Pou Rangatōpū	11 September 2023	
Procurement Approver	Aditi Cook, Chief Procurement Officer, Te Pou Rangatōpū	12 September 2023	
Business Endorser 1	Kirsty Farquharson, Senior Manager, Te Poutāhū	14 September 2023	
Business Endorser 2	Julia Novak, General Manager, Te Poutāhū	4 October 2023	
Business Endorser 3	Ellen MacGregor-Reid, Deputy Secretary – Hautū, Te Poutāhū		

Business Approver	Iona Holsted, Secretary for Education – Te Tumu Whakarae mō te Mātauranga		
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## Appendix 1: Cost breakdown for variation 4

Options	FY23/24	FY24/25	FY25/26	Total
A	9(2)(b)(ii)			\$6,156,818.90
B				\$6,480,818.19
C				\$6,999,724.44

The University of Canterbury have provided these 3 options for the delivery of BSLA to the end of 2025. The costs are based on modelling that 50% of junior teachers who are not currently involved in BSLA would take up the offer. University of Canterbury project a demand of close to 800 teachers for BSLA training each year (between 780–800 yearly).

**Option A (the Ministry's preferred option)** provides for 500 teachers across Years 0–2 yearly to enrol in the BSLA Teacher Micro-credential. In addition, the model allows for 90 literacy specialists to enrol in the BSLA Facilitator micro credential. This model will allow for one intake of BSLA Teachers and Facilitators each year.

**Option B (the Ministry may at its discretion choose to add the extra services described in Option B if budget becomes available)** provides for 500 teachers and 90 BSLA Literacy specialists to enrol in BSLA micro-credentials with one intake per year. *In addition, this model allows for two live-streamed BSLA PLD workshops and a verification process<sup>1</sup> for teachers and facilitators to maintain access to all BSLA teaching and assessment resources.*

**Option C (the Ministry may at its discretion choose to add the extra services described in Option B if budget becomes available)** provides for 500 teachers and 90 BSLA Literacy specialists to enrol in BSLA micro-credentials with one intake per year. *In addition, this model allows for an extended PLD opportunity with 2 live-stream PLD workshops plus the opportunity for leaders/teachers/literacy specialist to enrol in BSLA short courses to develop areas of specific expertise or leadership of BSLA. This model also includes a verification process for teachers and facilitators to maintain access to all BSLA teaching and assessment resources.*

The cost for Option A is broken down in more detail on the next page:

<sup>1</sup> To maintain high quality BSLA teaching and assessment quality over time, as well as to maintain privacy of children's assessment data, the University of Canterbury propose a verification model for teachers to maintain access to BSLA assessment and teaching resources. This verification process will be undertaken annually. Teachers will be removed from accessing the resources when they leave a school that is supporting BSLA or leave a BSLA literacy specialist role. Teachers who transfer to a new school where the principal supports BSLA will maintain access, but only be able to access data for their new school. Details of this verification process would be finalised with MoE in consultation with leading BSLA Principals.

Detailed breakdown of Option A:

	Year 1 Jan 24 to Dec24	Year 2 1 Jan 25 to 31 Dec 25	Total
<b>Academic Investigators</b>			
9(2)(b)(i) Lead PI	9(2)(b)(ii)		
– Associate Investigator			
– Programme Co-Ordinator			
– Mentor (Christchurch)			
cultural advice			
ESOL			
<b>Other Staff</b>			
9(2)(a) Mentor (Auckland)			
– Mentor (Auckland)			
– Mentor (Auckland)			
Mentor (Wellington)			
<b>Mentor Support - Marking/Learn/transcriptions/Kete/fidelity/ coveretc</b>			
9(2)(a) Project Manager			
Admin support			
<b>Other Contributors</b>			
9(2)(a) Data Analyst			
IT Contract support/Privacy/Verification			
<b>Salary-related costs</b>			
<b>Overheads</b>			
<b>Project costs</b>			

Facilitator enrolments - micro credential course	9(2)(b)(ii)	
Teacher enrolments - microcredential course		
Teacher release - 30 % of facilitators		
Teacher release for teachers		
Teacher & Facilitator kete		
9(2)(a) - Massey		
Website Maintenance costs		
Azure assessment hosting costs		
Travel/Conference Costs		
Facilitator workshop		
In class demonstrations and support from Mentors		
<b>Total</b>		<b>6,156,818.90</b>
<b>G.S.T. at 15%</b>		<b>923,522.83</b>
<b>GRAND TOTAL</b>		<b>7,080,341.73</b>

#### Notes on the above pricing:

1. This budget does not include staff costs for year 1 Jan 2024 to July 2024 that have already been incorporated in the existing May 2023 contract variation.
2. These figures have been calculated based on the salary that the University of Canterbury pays these staff.
3. The costing model is consistent with the model used for the original BSLA contract, which was competitively tendered and negotiated.
4. Costs have increased from previous cohorts due to increased accommodation, conference, and travel costs. Some of this is market forces due to the increased demand now that people are again travelling globally and contracts with hotels have re-introduced extremely strict cancellation and amendment policies.
5. Budget allows for:
  - a. 2.5% annual course fee increase for micro-credentials.
  - b. 3.5% annual inflation on salaries and teacher release payments (in line with collective agreement).
  - c. 5% annual inflation on all other.