



Briefing Note: Meeting with your NCEA Professional Advisory Group

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| To: | Hon Jan Tinetti, Associate Minister of Education (School Operations) | | |
| Cc: | Hon Chris Hipkins, Minister of Education | | |
| Date: | 29 July 2022 | Priority: | Medium |
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| Drafter: | James Gavey | DDI: | 9(2)(a) [REDACTED] |
| Key Contact: | Rob Mill | DDI: | 9(2)(a) [REDACTED] |
| Messaging seen by Communications team: | No | Round Robin: | No |

Purpose of Report

The purpose of this paper is to provide you with background ahead of your first meeting with the NCEA Professional Advisory Group, as per your Office's request.

- **Agree** that this Briefing will be proactively released.

Agree / Disagree

Summary

- The NCEA Professional Advisory Group (NCEA PAG) was formed by Min Hipkins in September 2018 to provide advice on the NCEA Review and has been advising the Ministry and Minister on a regular basis since then.
- With the change in Ministerial delegations, the NCEA PAG now has a key role in advising you on NCEA Change Programme.
- You are meeting with the PAG on 3 August, so we have provided background information on the group and key topics which may be of interest to them.



Rob Mill
Group Manager | Secondary Tertiary
Te Poutāhū | Curriculum Centre



Hon Jan Tinetti
Associate Minister of Education

29/07/2022

31/07/2022

Background to the NCEA Professional Advisory Group

Establishment and Purpose

1. The NCEA Professional Advisory Group was established by the Minister of Education in September 2018 following a strong sector response to the release of a 'Big Ideas' consultation document as part of the NCEA Review. The NCEA PAG worked alongside the Ministry and the now dis-established NCEA Ministerial Advisory Group (NCEA MAG) to identify changes to NCEA which would strengthen the qualifications and respond to the significant feedback we had received on how well the qualifications worked. The NCEA PAG provided advice to the Minister of Education, alongside that of the Ministry and NCEA MAG, which informed the final NCEA Change Package agreed by Cabinet.
2. The group comprises current and former school leaders and teachers. Their membership and role are designed to bring a strong sector understanding and technical expertise to NCEA, to ensure that the changes and their implementation are effective in achieving the intended outcomes. Membership was agreed by the Minister following Ministry proposal, with nominations for members sought from Ngā Kura ā Iwi o Aotearoa, Te Rūnanga nui o ngā Kura Kaupapa Māori o Aotearoa, the Secondary Principals' Association of New Zealand, the Post Primary Teachers' Association, and the Secondary Principals' Council.
3. The NCEA PAG was appointed by Minister Hipkins, via the Appointments and Honours Committee, and the Terms of Reference and membership were last updated in October 2021. Current membership and Terms of Reference are attached at Annex 1 and 2 respectively).

Work of the NCEA PAG

4. Alongside supporting the establishment of the NCEA Change Programme, the NCEA PAG have provided critical advice to the Ministry and Minister of Education on a range of important areas of the programme, including how we work with the sector to develop subjects and the subject lists to offer at each level of NCEA.
5. They have also had a key role in the NCEA COVID-19 responses since 2020, working closely with the Ministry and NZQA to develop and support the measures put in place to support continued assessment and qualification attainment in 2020 and 2021. That role in continuing in 2022, and they have informed advice we have prepared for you on this topic.

NCEA PAG meetings

6. The Ministry arranges regular NCEA PAG meetings, with the agenda confirmed between the Ministry and the Chair. You are attending the 3 August meeting, and we are able to facilitate your attendance at any future meetings on request. We also meet with the NCEA PAG to discuss urgent matters, and we will arrange meetings with the PAG to receive advice at your request.

Topics of interest to the NCEA PAG

7. As a representative group from the secondary schooling sector, your NCEA PAG will likely be interested in engaging you on a range of topics related to the NCEA Change Programme, NCEA more generally, and the wider education programme.

Responses to COVID-19

8. We have engaged your NCEA PAG twice in the past month on NCEA responses to COVID-19. They expressed comfort with the proposed package of qualification responses that we are recommending to you in a separate Education Report [METIS 1292328 refers]. However, they may still be interested in discussing this with you given the concerns recently expressed by school leaders, along with responses to disruption to learning and impacts of COVID-19 that are out of scope of the NCEA response e.g. impacts on the teaching workforce. They will have engaged the Ministry's policy group on support for disrupted learning earlier in the morning and may wish to continue some of those conversations with you.

Timing of External Assessment

9. Your PAG will have a discussion on the timing of external assessment earlier in the morning that may come up in your discussions. This item is about the proposed external assessments that are being piloted at NCEA Level 1 outside the end of year examination period. The original intent of these assessments was to reduce the impact of the end of year examination period on students, however schools have expressed concerns about the impacts of these assessments on school timetabling and the scheduling of extracurricular activities. We are working with your PAG to understand how this pilot feedback can inform future external assessment development and timing.

Literacy and Numeracy | Te Reo Matatini me te Pangarau

10. The PAG will have a session on the Literacy and Numeracy co-requisite in the afternoon. Your PAG may be interested in raising a range of issues related to the co-requisite.
11. The session will cover:
 - a. Our readiness strategy for the co-requisite and how we support the sector
 - b. Simplifying the transition process for the co-requisite
12. Our readiness strategy includes supporting the sector through the Literacy and Numeracy Tactical Plan. The work underway as part of the Tactical Plan foreshadows work to implement the Literacy & Communication and Maths Strategy you released in March this year.
13. Recently Cabinet made the decision to defer making the co-requisite mandatory by a year to the sector more time to prepare. The co-requisite will now be mandatory from 2024.
14. The co-requisite is being piloted this year in over 200 schools, kura and tertiary providers with over 50,000 entries across two assessment events. The first recent assessment was at the end of June 2022 and results will be public by the first quarter of 2023.
15. Note that there have been recent reports in the media about the results of the 2021 mini-pilot. Your PAG is aware of the context of the mini-pilot and understand what those results mean for readiness.

Alignment between the NCEA Change Programme and the Refresh of the National Curriculum

16. Alignment between the Change Programme and Curriculum Refresh is top of mind for many sector leaders. Your PAG will have an agenda item on the alignment earlier in the morning to discuss.
17. We have provided you previously with a briefing on the work underway to ensure alignment between these two programmes [METIS 1287225 refers]. Your PAG is aware of the work we are doing and has previously been engaged on the alignment by officials.

Vocational Entrance Award

18. Although the Vocational Entrance Award (name provisional) is not on the agenda, some members of your PAG have previously engaged with this work and may wish to engage you on the design. Policy and design work is currently underway, and you will be receiving advice on this shortly.

Proactive Release

19. We recommend that this Briefing 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.

Annexes

- Annex 1: Current NCEA PAG Membership
Annex 2: Current NCEA PAG Terms of Reference

Deidre Shea (Chair)

Deidre Shea is the Principal of Onehunga High School and was a member of the NCEA Review Reference Group. Onehunga High School's NCEA Level 3 attainment exceeds the average for decile 3 schools, particularly for Māori. Deidre was awarded sabbaticals in 2012 and 2016 to investigate models of mentoring, and effective teaching and learning environments, respectively. Deidre is the immediate past President of the Secondary Principals' Association of New Zealand (SPANZ). In 2022 she was made a Member of the New Zealand Order of Merit for services to Education.

Louise Anaru

Louise Anaru is the Principal of Kaitia College. She was former principal at Flaxmere College - Te Kareti o Paharakeke and the lead principal of her local Community of Learning - Te Waka o Māramatanga Kāhui Ako. She affiliates to Ngāpuhi and Te Rarawa, and was awarded the Sir Peter Blake Leadership Award in 2013. Under her leadership, Flaxmere College saw significant increases in NCEA Level 2 and 3 attainment between 2014 and 2016, including an increase in Māori NCEA Level 3 attainment from 13.2 per cent to 38.3 per cent. In 2018, Flaxmere College won the Supreme Award at the Prime Minister's Education Excellence Awards. Louise has been actively involved in the National Aspiring Principals Programme and First-Time Principals Programme, and is currently a beginning principal mentor.

Melanie Webber

Melanie Webber is a teacher at Western Springs College - Ngā Puna o Waiōrea and the current president of the Post Primary Teachers' Association (PPTA). Melanie has been in teaching for 13 years, before which she worked in the media industry. Melanie was a member of the Secondary Qualifications Advisory Group and the NCEA Review Reference Group.

Natalie Faitala

Natalie Faitala is the Head of the English department at Wesley College. Natalie published her master's research in 2013, which focused on the impact of English literacy requirements on Pasifika students making choices about subjects and tertiary study. Natalie is a PPTA Komiti Pasifika representative and was a PPTA Executive member. She was also a STEM Taupulega for NZQA. She was on the panel redeveloping the NZC English Learning Area essence statement and is a current member of the English Subject Expert Group.

Sophie Tukukino

Sophie Tukukino is a descendant of Ngāti Tamaterā, Rongomaiwahine and Ngāti Kahungunu. She is Kaiwhanake at Ngā Kura ā Iwi o Aotearoa (NKAI) and was Tumuaki of Te Kura Māori o Porirua since its establishment in 2001 up to 2021. She has mentored new and aspiring tumuaki, and has designed and implemented successful bilingual and immersion programmes in wānanga, kura ā iwi and general stream schools. Sophie is a full-time member of NKAI and has served on a number of boards and committees, including Te Akatea (New Zealand Māori Principals' Association), the New Zealand Educational Institute (NZEI Te Riu Roa) and Ngā Manu Kōrero regional and national committees.

Cathy Ewing

Cathy Ewing is the principal of Nelson College for Girls - a role she has held for 10 years - and represents the Top of South Island region on the NZ Secondary Principals' Council. Prior to this she has held the principal role at Mount Hutt College for three years and deputy principal at Christchurch Girls' High School for eight years. Cathy was appointed the inaugural assessment coordinator role at Christchurch Girls' High School and was awarded a Woolf Fisher Fellowship for her work in leading assessment practice change. She is a member of Whakatū kāhui ako and has been a member of their stewardship group since 2015.

Roger Moses

Roger Moses retired recently from the position of principal of Wellington College, a post which he held for nearly 23 years. During his time as principal, he was a member of the Greater Wellington Secondary Schools Principals' Association, on the executive of SPANZ and, for nine years, chairperson of the Association of Boys' Schools of New Zealand. In 2001, Roger was awarded a Woolf Fisher Scholarship which enabled him to travel and research schools in the United States and England. In 2009, he was awarded an Officer of the New Zealand Order of Merit (ONZM) for services to education. In 2015, he was chosen as Wellingtonian of the Year (in education), and in 2018 he was given an Absolutely Positively Wellington award by the Wellington City Council for services to the city. He was made a Companion of the New Zealand Order of Merit in 2020. He was chair of the NCEA Professional Advisory Group from 2018 to 2021 when was appointed to the board of the New Zealand Qualifications Authority.

Campbell Dewes

Campbell Dewes is a foundation parent, teacher and now tumuaki of Te Kura Kaupapa Māori o Kawakawa mai Tawhiti, having worked there since 2002. Te Kura Kaupapa Māori o Kawakawa mai Tawhiti has NCEA Level 2 and 3 attainment rates which significantly exceed the average for decile 1 and Gisborne schools. Campbell is of Ngāti Porou and Te Arawa descent. He has been a principal since 2006 and is a strong advocate for Kura Kaupapa Māori Te Aho Matua.

Vaughan Couillault

Vaughan Couillault is the principal of Papatoetoe High School and the current president of the Secondary Principals' Association of New Zealand (SPANZ). Previously he has been a teacher (Commerce), Dean, Head of Department (Commerce), Deputy Principal and Associate Principal in a range of schools in Auckland. Vaughan has been involved in external marking panels, held materials development contracts for NCEA implementation, written external exams and resources for CETA, authored study guides, and led PLD workshops in assessment in the accounting learning area. Vaughan holds a Postgraduate Diploma in School Management and a Master's degree in Education Leadership.

Phil Truesdale

Phil Truesdale is the current head of Pangarau me te Tauanga at Papanui High School, Ōtautahi. Phil has been a secondary teacher for the past 16 years and has held many leadership positions in this time, including lead facilitator of Kia Eke Panuku within Papanui High School. He is currently the co-president of the Canterbury Mathematical Association

and an executive member of the New Zealand Mathematics Teachers Association. He is also an executive member of the New Zealand Mathematics Olympiad Committee and is part of the Curriculum Voices Group for the New Zealand Curriculum Refresh.

Steven Hargreaves

Steven Hargreaves is the principal of Macleans College, a high-decile Auckland school, since 2018. Prior to this he was the principal of Wesley College from 2015-2017. He has significant experience in teaching, having taught maths and economics at Macleans College for 13 years prior to taking up a position in school management. Macleans College is known for offering Cambridge International Examinations as well as NCEA, and caters to a large international student market. In 2020, Steven was appointed president of the Auckland Secondary School Principals' Association.

The Role and Purpose of the Professional Advisory Group

The Minister of Education is reappointing the NCEA Review Professional Advisory Group (PAG) to advise the Ministry and Minister of Education in relation to implementing the NCEA change package. They are a group of current and former secondary principals and teachers, providing sector expertise to the NCEA change package.

The PAG's role in the review is subject to the NCEA Review Terms of Reference which sets the scope of the review and the timeline and milestones.

The PAG will provide advice and guidance to the Ministry of Education on the implementation of the NCEA change package. The PAG will fulfil two functions:

- A source of advice for the Minister of Education;
- A critical friend of and advisor to the Ministry of Education.

Functions of the PAG

Advisors to the Minister of Education

A function of the PAG is to advise the Ministry and Minister of Education on the NCEA change package implementation.

The PAG will provide independent advice to the Minister relating to the NCEA change package, at the Minister's request. This may include:

- Advice on the implementation of the NCEA change package
- Comments on advice provided to the Minister by the Ministry of Education or other agencies on NCEA in regard to implementing the changes
- Advice on other current senior secondary matters as the Minister requests

Advice on the actual NCEA change package is not included in the scope of this work, as this was completed in early 2019.

The Minister of Education may engage directly with the PAG and the Chair may also engage directly with the Minister but, typically, the PAG's advice will be provided through the Ministry of Education as intermediary at the Minister of Education's request.

Advisors to the Ministry of Education

As part of their role advising the Minister of Education, the Minister has asked that the PAG provide support and advice to the Ministry of Education to deliver the implementation of the NCEA change package.

The Ministry of Education, through the Deputy Secretary, Te Poutāhū – Curriculum Centre, may ask the PAG to provide support and advice by:

- Providing advice on implementation of the NCEA change package to meet the needs of our schooling sector
- Testing the Ministry's thinking around design and implementation
- Acting as a critical friend to the Ministry on matters relating to the NCEA change programme and other current NCEA matters as and when needed.

The PAG will work to support the Ministry to understand the perspectives of members of the teaching profession, and will test the Ministry's implementation advice. This will not compromise the PAG's right to provide the Minister with independent advice on NCEA and / or the Ministry's recommendations.

Membership

The members of the PAG will be appointed by the Minister of Education. The Group will comprise up to eleven paid members who are current and past secondary teachers and principals – one of whom will chair the PAG. PAG membership will vary in length as deemed appropriate by the Ministry, in discussion with the members.

Membership of PAG members who are nominated by an organisation to represent their views must retain the confidence and support of their organisation during their term. If the support from the nominating organisation changes, this type of PAG member will be replaced with an appropriate alternative nominee (provided by that organisation). If this occurs, the alternative nominee may sit-in at PAG meetings as an observer to report to their organisation until they are formally appointed, but will not be eligible for fees.

A nominating organisation will advise when their individual's membership is to cease in writing to the Ministry's nominated contact person.

Chair

The Chair will lead meetings of the PAG, unless otherwise directed by the Office of the Minister of Education, or otherwise agreed.

The Chair may also engage directly with the Minister of Education on behalf of the PAG.

Confirmation

Members of the PAG (including the Chair) are approved by the Appointment and Honours Committee. Members of the PAG affirm that they have provided all relevant and / or requested information relevant to the approval process, and that all information disclosed is true and accurate to the best of the knowledge of the PAG members.

Fees

Fees for members of the Group have been assessed in accordance with the Cabinet Fees Framework, according to Cabinet Office Circular (19)1. The Group has been classified as a Group 4, Level 2 body.

Based on this, the chair of the PAG will receive a daily fee of **\$700**. Members of the PAG will receive a daily fee of **\$500**.

In addition, members will be reimbursed for actual and reasonable travel, meal and accommodation costs.

In line with the Fees Framework, members of the PAG who are currently employed by a Board of Trustees, or by any government agency, organisation, or body, or any local authority as defined under section 5(1) of the Local Government Act 2005, must not receive both their ordinary pay and their fees for acting on the PAG if they discharge PAG duties during usual working hours. Where this applies, in the case of current teachers, the member will receive their ordinary salary only, and in addition, funding for teacher release will be paid to their school. In the case of current principals, the member will receive their ordinary salary only.

Secretariat

Secretariat services for the PAG will be provided by the Ministry of Education.

Media

The PAG, and PAG members acting in that capacity, will not make media statements without the prior agreement of the Chair or the Minister of Education.

If the PAG are asked to provide comment on any issue relating to education by a third party (i.e., other than the Minister of Education or Ministry of Education), that PAG member will forward the question or request to the Chair, the Office of the Minister of Education, and to the Ministry of Education through the NCEA review mailbox (ncea.review@education.govt.nz).

Meetings

The primary meeting place for the PAG will be online with an option for members to join in Wellington. One or two face-to-face meetings will be scheduled yearly alongside the virtual meetings. The Ministry reserves the right to call further in-person meetings if deemed

necessary. The PAG will meet when requested by the Minister of Education, in consultation with the Chair and the Ministry of Education.

All members are expected to attend the scheduled meetings and will provide good reason for non-attendance (partial attendance does not constitute non-attendance). Only meetings properly scheduled by the Ministry count for the purposes of this non-attendance clause. A scheduled meeting is constituted as an online meeting called 2 weeks in advance, or an in-person meeting called at least 4 weeks in advance of the meeting date. Members' schedules will be considered when formally calling a scheduled meeting. Urgent online meetings may be called with just 24 hours' notice for those able to attend to provide urgent advice (eg, COVID related advice)

A member should provide good reason to justify their non-attendance. It is not possible for members to delegate attendance to others and this is a presumption of all ministerial appointments. The Chair is responsible for managing member attendance matters and will be supported by the Ministry. The Chair may decide whether individual member attendance is satisfactory, considering matters on an individual case-by-case basis, with due regard for consistency across other individuals within the advisory group. If not satisfied, the Chair may recommend to the Ministry that an individual member is suspended pending a reappointment process – the Chair has discretion in this matter. Such suspension takes effect immediately on notice to the member but can be subject to review.

When the Chair is forming a view on non-attendance matters, it is generally to be expected that members may not always be able to attend meetings. However, this should not exceed approximately two meetings in a given year and/or school year. These expectations do not apply to urgent meetings called with less than 2 weeks' notice.

The PAG will aim to achieve a consensus on the issues it considers in meetings but is not required to do so.

The Ministry of Education will support the Chair to prepare meeting agendas where appropriate. The agenda and papers for meetings of the PAG will be circulated to PAG members six working days in advance of each meeting, and draft minutes will be circulated to PAG members no later than five working days after each meeting.

The Ministry has a budget to operate the PAG, including travel costs. The PAG and its members will not have an independent budget.

Contestability of advice

The PAG and the Ministry of Education will provide advice to the Minister of Education on the NCEA change package in good faith and with regards to the interests of the other. Where

appropriate, the PAG and Ministry of Education will provide the other with copies of relevant advice provided to the Minister.

Conflicts of interest

As part of the Appointment and Honours Committee appointment process, the members of the PAG have disclosed conflicts of interest relating to the PAG and the NCEA change package.

Members of the PAG who have a specific, real conflict of interest in relation to an issue or item will disclose the actual, perceived or potential interest at the earliest opportunity and it will be documented in the Register. Where required a member will recuse themselves from consideration on specific matters where a significant conflict has arisen. Members are individually accountable for how they manage their own conflicts; it is not the Ministry of Education's responsibility.

If members of the PAG develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the NCEA review, they will inform the Ministry of Education as soon as is reasonably practicable.

Protection Clause (NZQA)

The PAG is not the appropriate information channel for information about the Ministry to be communicated back to the Board of NZQA. Where there is sensitive information belonging to the Ministry in relation to NZQA, the Ministry may share this with the Chair of the PAG only and not the wider membership. This is in addition to the standard conflict of interest protocols that apply.

Sensitive information in relation to NZQA is defined as information that is inappropriate to be communicated with a member of the NZQA Board outside of the setting of formal communications between the Ministry and NZQA. This clause has been inserted to ensure appropriate protection is in place when there will be a member of the NZQA board on the PAG.

Confidentiality

The work of the PAG is confidential, unless otherwise agreed by either the Minister of Education or Ministry of Education as appropriate. Members of the PAG will maintain this confidence, and will not disclose information about the operations of the PAG to any person without the above agreement.