

Information Update: Update on the evaluation of the Community Liaison Trial

To:	Hon Erica Stanford, Minister of Education		
Cc:	Meghan White, General Manager, TPOM Workforce Experience and Delivery		
Date:	26 February 2025	Priority:	High
Security Level:		METIS No:	1342602
Drafter:	Barbara Mavor	DDI:	
Key Contact and Hautū Deputy Secretary:	Anna Welanyk	DDI:	
Seen by the Communications Team:	Yes	Round Robin:	No

Request The Minister requested information about the evaluation of the Community Liaison Trial, currently being conducted in secondary schools.

Alignment with Government priorities The Community Liaison Trial aligns with government priority to drive improvement in student achievement.

Information

1. “The purpose of the [Community Liaison] role is to support the achievement, wellbeing and retention of Māori and Pacific students in secondary schools, by supporting community and family involvement and cultural engagement; provide opportunities for teachers to develop their cultural leadership skills within the wider school community.” (Secondary Teachers Collective Agreement. Terms of Settlement # 7).
2. The trial runs from Term 2 2024 to January 2026. Funding for the roles ceases at that time. 9(2)(j)
3. There are 66 schools involved in the trial from five regions¹ across the motu. A total of 177 teachers have been awarded community liaison allowances. Each allowance provides 0.04 FTTE (1 hour a week) release time and a remuneration of \$1000 per annum. Each school decided how many of the school’s allowances a teacher received. Schools are allocated allowances from 3 to 17 based on the proportion of Māori and Pasifika students in their school. A higher number of roles were allocated to schools in Tai Rawhiti Gisborne to compare the impact on outcomes, including attendance and achievement, of two different levels of allocation.
4. The community liaison role enables participating schools how to utilise resource to address their specific needs. The uses include supporting:
 - students’ pastoral care

¹ Tai Tokerau, Wellington, Otago/Southland, Waikato and Tairāwhiti (Gisborne)

- students' learning
- other teachers to make their curriculum culturally inclusive
- parental involvement
- community involvement/partnership
- school and cultural events.

Research² shows that enhancing any of these aspects contributes to positive outcomes for student wellbeing, attendance and achievement.

5. Success of the trial will be evident if improvements are identified in:
 - schools engaging authentically with their communities
 - community relationships and involvement
 - teachers' classroom practice being culturally sensitive
 - Māori and Pasifika students' sense of belonging to the school
 - wellbeing, attendance and achievement outcomes for students.
6. The Ministry followed an RFP process to engage an experienced and respected independent evaluator. Allen+Clarke was the successful provider with demonstrated expertise in evaluations and particularly those with a Māori and Pasifika cultural focus.
7. Data is being captured at regular intervals throughout the trial through a variety of methods. This includes:
 - student attendance and achievement data
 - qualitative information from surveys
 - experience diaries
 - sample interviews with principals, kaiako, students and whānau/community
 - principals' self-reporting against a comprehensive Engagement Framework. The Ministry and PPTA codesigned the framework including testing with the sector.
8. Allen+Clarke will provide an interim report in May 2025. This will provide insights and an opportunity to refocus investigative questions if there are aspects meriting deeper exploration.

Their final report which is due in July 2026, will:

- summarise the trial
 - discuss its effectiveness in achieving the desired outcomes and impact
 - note what differences the trial made, for whom and in what context
 - provide insights to inform whether there are benefits of continuing the Community Liaison role
9. Given the varying priorities set by schools the Most Significant Change³ stories gathered will inform the evaluation and be a part of the reporting.

² Alton-Lee, A. (2003). [*Quality teaching for diverse students in schooling: Best evidence synthesis*](#). Wellington: Ministry of Education

Biddulph, F, Biddulph, J and Biddulph, C (2003). [*The complexity of community and family influences on children's achievement in New Zealand: Best evidence synthesis*](#). Wellington: Ministry of Education

Berryman, M (2014). [*A commentary on engaging whānau and communities*](#). Wellington: ERO

Education Review Office (2023). [*Attendance: getting back to school*](#). Wellington: ERO

Education Review Office (2017) [*Māori succeeding as Māori*](#). (Video) Wellington: ERO

³ These are stories collected around a specific focus. Additional data is used to triangulate and validate the stories gathered. Stories are then analysed to identify trends and differences for different groups and individuals. These provide information about outcomes – both intended and unintended – which are then reported.

10. The evaluation will take into account changes from each school's baseline data, what difficulties were experienced by those in the community liaison roles and what ways the trial has contributed to positive effects for students and school communities.

11. 9(2)(j)

[Redacted content]

Released under the Official Information Act 1982



Information Update: Freeman's Bay School

To:	Hon Erica Stanford, Minister of Education		
Date:	17 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1343701
Drafter:	Shaun Hawthorne	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Tara Taylor Jorgensen	DDI:	+6444638885
Seen by the Communications Team:	No	Round Robin:	No

Request

This Information Update provides information about Freeman's Bay School's engagement with maths resources and structured literacy and maths PLD. Specifically, we were asked to answer the following questions:

- What maths resources they chose?
- Have they signed up to do the maths PLD?
- Do they do structured literacy?
- If so, who did they do the PLD and who was the provider?

Math resources

- Freeman's Bay School has selected Numicon resources for all phases of learning

Maths PLD

- Freeman's Bay School have applied to engage with maths PLD as part of their Kāhui Ako.
- Their first day is scheduled for 14 March 2025.
- They have not yet had a Day 2 scheduled.

Structured literacy PLD

- Freeman's Bay School is currently engaging with structured literacy PLD.
- They enrolled all 17 Year 0-3 teachers in their school into Cohort 2 of structured literacy PLD which began in Term 4, 2024. This PLD will conclude at the end of Term 2, 2025.
- The provider they selected was Massey University.
- Prior to this PLD, they indicated in their response to the April 2024 survey that some Year 0-2 teachers had engaged with BSLA but that at that point they had not yet put in a coherent plan around implementing structured literacy approaches across the school.





Information Update: Student suspension and exclusion (primary)

To:	Hon Erica Stanford, Minister of Education		
Cc:			
Date:	17 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1343059
Drafter:	Renee Chapman	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Lynda Pura-Watson Sean Teddy	DDI:	9(2)(a) 9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

Can I please have some information about student suspension and exclusion (primary)

1. *What happens when a suspension meeting takes place (involving OT/school/MoE)?*
2. *What is the role of the Ministry at a suspension meeting like this?*
3. *If a child is excluded from a primary school, what support/follow-up/interventions are provided to the school/child?*
4. *How is it determined when/how the child returns to school?*
5. *How is the child's return to school managed and monitored by the Ministry?*

Alignment with Government priorities

This information aligns with Government priorities to lift student attendance and achievement as suspensions and exclusions from school often cause prolonged absences and impact on student engagement, attendance and achievement.

Information

What happens when a suspension meeting takes place (involving OT/school/MoE)?

- Following the decision by a principal to suspend a student the school board must meet within seven school days to decide the outcome at a suspension meeting.
- At the suspension meeting the role of the principal is separate to the board. The board decides the appropriate outcome for the suspended student, and the principal must provide a full report to the board and to the student and parents at least 48 hours before the suspension meeting.
- The student, parents and their representatives are entitled to attend and speak at the meeting, and have their views considered by the board before it makes its decision.
 - If Oranga Tamariki are supporting the student and their family, they may attend the meeting with the student/parent.



- During the board's deliberation they may ask for the student, parents and representatives to leave the meeting.
- If the parents are asked to leave, the principal must also leave. If the principal is asked to stay, then the parents must stay.
- The decisions available to the board are:
 - Lift the suspension (either with or without conditions)
 - Extend the suspension for a reasonable period with reasonable conditions aimed at facilitating the return of the student to school
 - Exclude if under 16 years of age or expel if over 16 years of age.

What is the role of the Ministry at a suspension meeting like this?

- To enable the board to make an independent decision it is inappropriate for Ministry staff to attend a suspension meeting as a representative for the student or their parents.
- The Ministry does not have a specific statutory entitlement to attend suspension meetings however they may be asked to provide information to support the board to make their decision.
- To avoid the appearance of specific advocacy, a written report by the Ministry may be provided to the board and parents 48 hours¹ before the meeting. The Ministry may be able to provide information about:
 - the student, their strengths and their needs
 - available supports and services
 - possible strategies to support the student to return to school.

If a child is excluded from a primary school, what support/follow-up/interventions are provided to the school/child?

- Following the decision by the school board to exclude a student the principal is responsible for arranging a new enrolment at a reasonably convenient school.
- If the principal is unable to support a new enrolment within 10 days, they must notify the Ministry so that the Ministry can facilitate a new enrolment.
- If the matter is referred to the Ministry, the Ministry must do one of the following:
 - if satisfied that it is appropriate for the student to return to the school, lift the exclusion;
 - arrange for, and if necessary direct the board of another school to enrol the student; or
 - direct the parent to enrol the student with Te Aho o te Kura Pounamu (The Correspondence School).

¹ Rule 15(2)(2) in the Education (Stand down, Suspensions, Exclusion and Expulsion) Rules 1999 states that the student and student's parents must be provided with any material about the suspension that will be presented by the principal or the board at the meeting.

How is it determined when/how the child returns to school?

- If a suspension is lifted with or without conditions, the student must immediately return to school.
- If a suspension is extended with conditions, the student must return to school immediately following the extension date, or sooner if the conditions have been met.
- If a student is excluded from school and a school principal is unable to arrange a new enrolment, the Ministry will open an 'exclusion case' and support the student to enrol in a new school as soon as possible.
- An exclusion case can only be resolved when the student is enrolled in a new school, is exempted from the requirement to enrol, or is no longer of the compulsory schooling age.

How is the child's return to school managed and monitored by the Ministry?

- Education is a legal right, and the Ministry works with students, their parents and others involved to return excluded students to school as soon as possible. Once notified of an exclusion, the Ministry aims to return students to school within 40 days.
- If the principal has not been able to arrange enrolment at another school, the Ministry must, if satisfied that it is appropriate for the student to return to the school, either lift the exclusion; arrange for, and if necessary direct the board of another school to enrol the student; or direct the parent to enrol the student with Te Kura.
- Before making a direction, the Ministry must first have made all reasonable attempts to consult:
 - the student
 - their parents or caregivers
 - the board
 - any other person or organisation that may be interested in, or able to advise on or help with, the education or welfare of the student.
- The board must comply with a direction from the Ministry to enrol a student. A direction overrides the provisions of any enrolment scheme the school may have.
- The Ministry can work with the student, their parents, family and whānau, school and support professionals (e.g., Resource Teachers: Learning & Behaviour, social workers) and facilitate a reengagement plan. The plan may focus on:
 - providing the right support for learning, emotional wellbeing, and engagement
 - preventing future disengagement
 - ensuring realistic, flexible, and culturally responsive strategies are in place
 - assigning a key school staff member to monitor and support the student's reintegration.
- When there is a need for a more targeted or tailored approach to meeting learning support needs, schools have a number of supports available to them. In-school roles such as Learning Support Co-ordinators (LSC) or Special Education Needs Co-ordinators (SENCo) bring with them a wealth of knowledge and experience to support teachers to plan for the unique needs of students.

- Schools can also access specialist support from the Ministry and the Resource Teacher Learning and Behaviour (RTLB) service. Both these services have highly trained practitioners who can support schools and teachers to embed supports into everyday teaching and learning.

Released under the Official Information Act 1982



Information Update – School Visit: Waimauku School

To:	Hon Erica Stanford, Minister of Education		
Cc:	Isabel Evans		
Date:	18 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1342509
Drafter:	Kiva Jackson	DDI:	096382819
Key Contact and Hautū Deputy Secretary:	Isabel Evans	DDI:	096329333
Seen by the Communications Team:	No	Invitation Reference	

Waimauku School

Contact Name: 9(2)(a) [REDACTED]
 (At institution) 9(2)(a) [REDACTED]

Address: 2 Muriwai Road
 Waimauku
 Auckland 0812

Key People

Principal 9(2)(a) [REDACTED]
 9(2)(a) [REDACTED]

Ministry Officials: Tanya Harvey
 Director of Education
 Tāmaki Herenga Tāngata | North and West
 9(2)(a) [REDACTED]

Profile Information

Authority	State
School Type	Full Primary (Year 1-8)
School Gender	Co-Ed
Education Medium	English
Equity Index Rating	404
Electorate	Kaipara ki Mahurangi
Te Mahau Region	Tāmaki Herenga Waka North and West

The 2025 breakdown of roll information by ethnicity is shown below:

January 2025	Number	Percentage (%)
Māori	101	15.2
Pacific	24	3.6
Asian	40	6
Other ethnicity	17	2.6
European/Pākehā	615	92.5
International	0	0
Total	665*	100%

*Some students identify as multiple ethnicities.

Waimauku School Context

1. Waimauku School is a semi-rural school with a roll of 665 pupils. Waimauku school is situated 10 Kilometres from Muriwai beach, on the corner of state highway 16 and Muriwai Road, northwest of Auckland City.
 - a. The school principal, Gary Pasfield has been a long serving leader since 2004. Historically, the school has celebrated Agriculture Day, a tradition dating back to 1960. This event reflects the strong agricultural heritage and the community's connection to farming. On the 2 July 2021, the school celebrated their Centenary.
 - b. The school's vision "We belong, We grow, We contribute" reflects its commitment to fostering a sense of community, personal development and active participation.
 - c. The children/students are taught to value Respect, Responsibility, and Integrity. The school has defined how these values apply to each age group and their expectations Years 1-2, 3-4, and 5-8.
 - d. The school has had success with their anti-bullying programme KIVA and a recent student survey showed improvement in student well-being.

Education Review Office

2. Waimauku School was last visited by the Education Review Office (ERO) in 2024 where ERO recommended that the school:
 - a. Continue to evaluate the professional capacity of leaders and teachers to increase the use of Te reo Māori and tikanga Māori throughout the school day.
 - b. Evaluate and report to the board on attendance rates and the impact of teaching and learning in literacy and mathematics on learner outcomes to support ongoing strategic decision making.
3. Actions taken against these next steps are expected to result in:
 - a. Sustained high levels of attendance

- b. Further improved levels of achievement in literacy and mathematics across learning areas
- c. Established practices based on the school's Māori strategy that support all learners, particularly Māori learners, language, culture and identity.

Key Educational Priorities

4. Attendance

9(2)(a)



5. Curriculum

- a. The school is using the refreshed curriculum documents to embed Structured Literacy and Mathematics approaches including the PR1ME Maths resources.
- b. In October 2024, the Board reported that the results from the BSLA programme noted excellent movement in small group support. The school will continue with the BSLA programme in 2025.

Kāhui Ako | Communities of Learning

- 6. The school belongs to Kahui Ako o Kaipara.

Learning Support

- 7. The school is part of the Kahui Ako o Kaipara cluster, which has been allocated six Learning Support Coordinators (LSC).
- 8. There is one LSC based at the school and one LSC is shared across three schools within the cluster due to the small sizes of the schools.

Participation in existing government programmes

School Donations Scheme

- 9. The school is ineligible for the scheme.

Ka Ora, Ka Ako | Healthy School Lunch Programme

- 10. The school is ineligible for the programme due to their Equity Index rating.

Manaakitia te whare tangata Period products in schools initiative Ikura

11. The school has opted-in to the programme.

Property

12. Overview

- a. Waimauku School's property is in excellent condition and is extremely well maintained, with the principal and Board proactive in terms of property projects
- b. The school has 32 teaching spaces: one teaching space in surplus for the July 2024 roll return of 705 students (including 57 out of zone).
- c. The Ministry is currently monitoring the school's in-zone roll growth.

13. New classroom block

- a. A new, two-storey eight teaching space classroom block opened for student use at the school in mid-2024. This block replaced four end-of-life classrooms and provides four additional classrooms to meet the school's roll growth. The school are extremely happy with their new spaces.
- b. The classroom block was a bespoke build, at a total cost of approximately \$12M, which included demolition of the four end-of-life classrooms, and design and build of the new block on the same footprint. The project was undertaken before the Ministry established updated value for money parameters.
- c. Note- there was a performance issue with the main contractor for the build, that resulted in project delays, and deductions were made from contractual payments. This was followed by an adjudication process in 2024. The Ministry of Education were successful in this process, with the deductions remaining in place and the contractor paying the Ministry's legal fees.

14. Additional property projects

- a. Future property upgrades are planned across the school for roofing, carpet replacement, bathroom upgrade as well as installing new sliding doors and a new bell/PA/security and fire system.

Other known risks or issues

15. There are no known risks

Annexes

The following are annexed to this paper:

Annex 1: Run Sheet

Annex 1: Run Sheet

Time	Activity	Other Details
9:25am	Welcome, meet and greet	
9:30am	Welcome onto the school grounds	
9:35am	Thomas – Welcome in Māori (kapahaka, waiata) Gary Pasfield – Welcome guests and thank people involved in the build. (Kapahaka, waiata) Minister Stanford to address the school (Kapahaka, waiata)	
10:00am	Minister Stanford to unveil a plaque	
10:02am	School dismisses back to classes	
10:05am	Minister Stanford to cut the ribbon and walk through the teaching space	
10:20am	Light refreshments in the staff room	

Released under the Official Information Act 1982



Information Update: Breakdown of students who live unlawfully in New Zealand

To:	Hon Erica Stanford, Minister of Education		
Date:	19 February 2025	Priority:	Medium
Security Level:	Confidential	METIS No:	1343010
Drafter:	Himali Kanji	DDI:	04 463 0960
Key Contact:	Grant Pollard	DDI:	04 463 7639
Hautū Deputy Secretary:	Sean Teddy	DDI:	04 463 8140
Seen by the Communications Team:	No	Round Robin:	No

Request

Following IU 1342494, the Minister has requested a breakdown of the number of students who are living unlawfully in New Zealand. Specifically, and separately, the regions the students are located and the ethnicity/country these students come from.

Information

Table 1: Number of students living unlawfully in New Zealand (as of 14 February 2025) by region of school enrolled.

Education Region	Student Count
Tāmaki Herenga Waka	164
Tāmaki Herenga Manawa	71
Tāmaki Herenga Tāngata	36
Canterbury/Chatham Islands	10
Waikato	10
Wellington	7
Bay of Plenty/Waiariki	<5
Hawke's Bay/Tairāwhiti	<5
Nelson/Marlborough/West Coast	<5
Otago/Southland	<5
Total	306



Table 2: Number of students living unlawfully in New Zealand (as of 14 February 2025) by total response ethnicity

Ethnicity (Total Response)	Student Count
Pacific	275
Asian	23
European	10
MELAA	5
Māori	<5
Other	<5
Total	306

The Ministry is providing this information for the purpose of the Education Portfolio only.

This data uses total response ethnicity, meaning students can identify with up to three ethnicities. Students are counted in every ethnicity they have identified with.

Regions and ethnicities with less than 5 students have been masked to prevent risk of identification.

Unlawful means the child does not have the lawful authority to be in New Zealand. For example, they are not a New Zealand citizen or resident and do not hold a current visa of any type. If the child has been living here for over six months a parent or guardian can apply to the Ministry for them to go to a state or state-integrated school as a domestic student.

Further information on enrolment of unlawful students can be found on the Ministry website linked here:

<https://www.education.govt.nz/education-professionals/schools-year-0-13/managing-students/enrolling-students-who-live-unlawfully-new-zealand>



Information Update: Co-requisite Support Update

To:	Hon Erica Stanford, Minister of Education		
Date:	17 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1342447
Drafter:	Shannon Andrews	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Jocelyn Mikaere	DDI:	9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

To provide an update on planning to provide further co-requisite support for Year 12 students at risk of not gaining their NCEA.

Alignment with Government priorities

This information is being provided before the planned support package goes live. You may wish to discuss this package of support with officials.

Background

Evaluation Associates (EA) are currently working with 172 schools (144 English-medium and 28 Māori-medium rumaki) to provide targeted literacy and numeracy, te reo matatini and pāngarau support. This is inclusive of the “top 20 schools” with greatest need that you have asked us to identify¹. This service is delivered in two main ways:

- Targeted In-Person Support: EA provides tailored training (virtual and face-to-face) to build school capability and deliver targeted small group support for students.
- Online Professional Learning and Development (PLD) Resources: EA is developing online PLD resources (both self-directed and guided) that are available to all schools.

This support is aimed at Year 9-11 students at risk of not achieving the NCEA Co-requisite requirements. EA has now agreed to extend this support to Year 12 students yet to attain the co-requisite.

2024 NCEA Results Break Down

In 2024, there were 70,250 Year 11 students. 45,038 of these students engaged in a full NCEA Level 1 programme. Of the 45,038 Year 11 students engaged in a full NCEA Level 1 programme, 31,542 achieved the qualification. 13,496 students did not achieve NCEA L1. Table 1 below provides a more detailed break-down.

25,212 year 11 students did not engage in a full NCEA L1 programme. The reasons for this include:

¹ These schools receive stronger focus and monitoring from EA



- Schools did not participate in NCEA L1
- Students elected to take less than 60 Level 1 credits plus the co-requisite credits.

We know that 12,229 of the students who did not participate in a full NCEA L1 programme were still able to gain the co-requisite. We believe the majority of these students will be enrolled in NCEA L2 this year and may have attended schools that developed their own Year 11 programme. This will be discussed as our regional staff visit schools.

The 12,983 students who did not gain the co-requisite or enrol in 60 NCEA L1 credits require further follow up. We expect some of these students will be enrolled in L2, some will be enrolled in L1, some require learning support and some have left school. Further analysis is required, but discussions with schools will include these students.

Table 1

NCEA Results 2024		
Students	# Students	Percent
Total Number of Year 11 Students 2024	70,250	100%
Engaged in a NCEA L1 Programme	45,038	64%
• Engaged in NCEA L1 who Achieved NCEA L1	31,542	70%
• Engaged in NCEA L1 who did not achieve NCEA L1	13,496	30%
○ Engaged in NCEA L1 who achieved co-requisite but did not achieve 60 credits.	4,892	36%
○ Engaged in NCEA L1 who did not achieve co-requisite and did not achieve 60 credits	8,604	64%
Not Engaged in a full NCEA L1 Programme	25,212	36%
• Not Engaged in NCEA L1 who achieved the co-requisite	12,229	49%
• Not Engaged in NCEA L1 who did not achieve the co-requisite	12,983	51%

Planned Year 12 Support

Our planned support will target all Year 12 students who are aiming to achieve an NCEA qualification and are yet to gain the co-requisite. Support from EA will include PLD as outlined above. Our regional response will include visits to schools to discuss their student data and provide support and information that will assist their planning for these students to achieve a qualification.

Components of the regional response:

- **Data pack:** This pack enables schools to identify Year 12 students who have not gained the co-requisite. They can determine the necessary support and services, and capture and monitor student progress. Schools will receive data including names and NSNs of each student who did not achieve NCEA Level 1. This will also include which aspect (literacy and numeracy) of the co-requisite they didn't meet and the total number of credits they gained in 2024.
- **Action Plan Template:** Regions provide schools a template that will identify required student support, record student status, monitor progress, and outline next steps.
- **Useful Resources:** A resource list to support teachers has been completed for English-medium schools. This includes a list with links to specific resources. A Māori-medium version is under construction.
- **Communication Resources:** School Bulletin update, key messages, and FAQs have been developed.

We will use the twice yearly (16 June and 17 November) NZQA results for the Common Assessment Activity (CAA) to monitor student progress. Schools will have this reporting also.

Timeline: We plan to launch this initiative 20 February with schools.

Time (2025)	Milestone
14 February	Year 12 Co-req pack released to Directors of Education (and regions)
18-20 February	Training of takiwā staff.
20 February	Regions start engaging with schools
20 to 31 May	CAA Assessment 1
16 June	Monitoring and progress 9(2)(f)(iv)
9 to 20 September	CAA Assessment 2
17 November	Monitoring and progress 9(2)(f)(iv)

Released under the Official Information Act 1982

Information Update: Hawke's Bay Primary Principals' Association Seminar Day

To:	Hon Erica Stanford, Minister of Education		
Date:	19 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1342907
Drafter:	Daniel Murfitt, Director of Education for Hawkes Bay Tairāwhiti, Te Mahau, Te Tai Whenua	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Jocelyn Mikaere Hautū Te Tai Whenua	DDI:	07 571 7508
Seen by the Communications Team:	No	Invitation Reference	

Request

You have been invited to be the keynote speaker, providing an opening address, at the Hawke's Bay Primary Principals' Association seminar day, Friday 21 February 2025, 9:15am to 10:30am, at the Napier War Memorial Conference Centre.

This Information Update provides background on this event.

Information

1. The Symposium has always been well supported across the region, and therefore an opportunity to engage with a large number of principals.
2. The Hawke's Bay Primary Principals Association includes primary school principals in Central Hawke's Bay, Hastings, Napier, and Wairoa.
3. Hawke's Bay Primary Principals have been positive in their engagement and management of the implementation of the refreshed curriculum.
4. You are requested to be the keynote speaker, providing an opening address focused on the current education work plan followed by a Q&A session.
5. Questions for the Q&A portion of the meeting will be collated and condensed at the beginning of the meeting. Q&A will then be facilitated through Aaron O'Neill.
6. Nick Pole, ERO Chief Executive / Chief Review Officer is also speaking at this event.
7. A list of Hawke's Bay Primary Principals' Association members is included as an annex 2.

Achievements

8. Ōmāhu and Kotemaori School rebuilds are complete, with both schools open in time for Term 1, 2025. Nuhaka School also required a complete rebuild and has had their first OMB buildings land on site this week. These schools were severely impacted by Cyclone Gabrielle.
9. Otane, Tiaho, and Omakere Schools have full school rebuilds in construction. Estimated completion for Otane is June 2025, and Tiaho and Omakere have an estimated completion of October 2025. These three schools are a part of the Portable Modular Classroom (PMC) Programme and utilise the OMB delivery framework.

Risks

10. There will likely be Principals from Wairoa in attendance. The recapitation of Wairoa schools may be raised.
11. Principals of three Wairoa schools; Tiaho Primary School, Wairoa Primary School, and Frasertown School, have requested to recapitate from Year 1-6 contributing primary schools to Year 1-8 full primary schools, and may raise this with you.

School Transport impact in Hawke's Bay

12. Some Hawke's Bay schools have been impacted by the Ministry's operational work of reviewing its funded bus routes.
13. Eligibility for school transport assistance is based on longstanding eligibility criteria, which are consistently applied across the country.
14. A number of bus routes have been reviewed in Hawke's Bay, and changes are progressively being implemented. The area-wide review is nearing completion, and the remaining schools involved in the review have been contacted and visited.
15. Ministry is working closely with Hawke's Bay Regional Council on potential timing and route changes to public transport services that would better suit students and schools.

Annex 1: Significant personnel

Who	Position	Contact phone number
Aaron O'Neill, principal@stjos.school.nz	President of Hawkes Bay Primary Principals' Association Principal of St Joseph's School Hastings	9(2)(a)
Daniel Murfitt daniel.murfitt@education.govt.nz	Director of Education for Hawkes Bay Tairāwhiti, Te Mahau, Te Tai Whenua	9(2)(a)
Carol Bevis carol.bevis@education.govt.nz	Leadership Advisor, Te Mahau, Te Tai Whenua	9(2)(a)

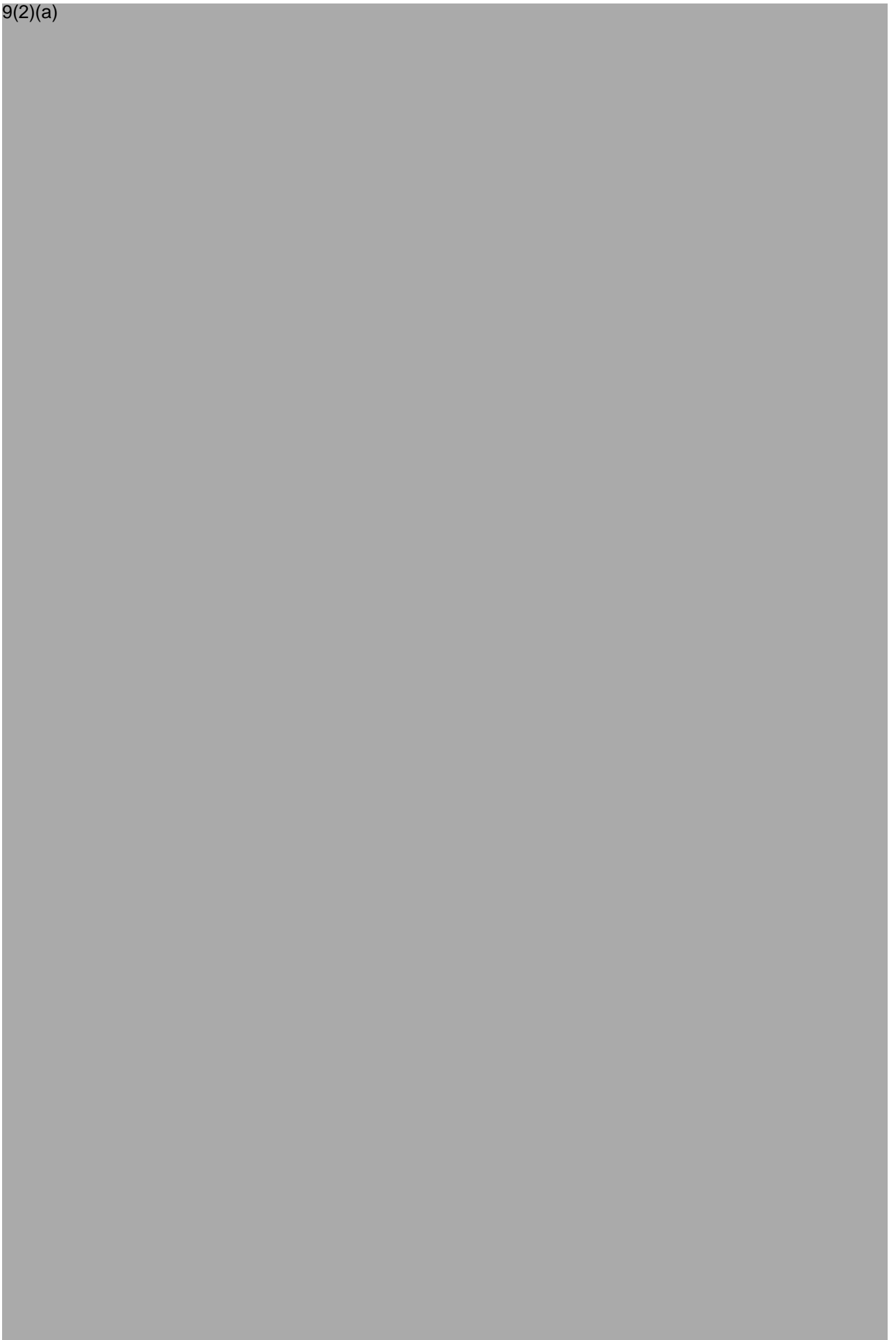
Released under the Official Information Act 1982

Annex 2: Hawke's Bay Primary Principals' Association members

9(2)(a)



9(2)(a)



9(2)(a)



2

R

9(2)(a)



Released under the Official Information Act 1982

Information Update – School visit: Flaxmere Primary School

To:	Hon Erica Stanford, Minister of Education		
Date:	19 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1343049
Drafter:	Douglas Putaranui, Senior Education Advisor, Te Mahau, Te Tai Whenua	DDI:	06 833 6893
Key Contact and Hautū Deputy Secretary:	Jocelyn Mikaere Hautū Te Tai Whenua	DDI:	07 571 7508
Seen by the Communications Team:	No	Invitation Reference	No

Your office has received an invitation from Robyn Isaacson, Tumuaki | Principal, Flaxmere Primary School, to visit Flaxmere Primary School. You have indicated your intention to visit Flaxmere Primary School on Friday 21 February, 11:15am to 12:15pm.

Flaxmere Primary School [2560]

Contact Name: 9(2)(a)
Flaxmere Primary School

Address: 20 Henderson Road, Flaxmere, Hastings

Key People

Principal: 9(2)(a)
Tumuaki | Principal, Flaxmere Primary School
Past President of Hawke's Bay Primary Principals Association
9(2)(a)
Email: robyn.isaacson@flaxmere.school.nz

Ministry Officials: Daniel Murfitt, Director of Education, Hawke's Bay | Tairāwhiti

Profile Information

Authority	State
School Type	Full Primary (Year 1 to 8)
School Gender	Co-Educational
Education Medium	English

Equity Index Rating	542
Electorate	Tukituki
Te Mahau Region	Te Tai Whenua

The July 2024 breakdown of roll information by ethnicity is shown below:

Roll	Number	Percentage (%)
Māori	290	67.9
Pacific	162	37.9
Asian	6	1.4
Other ethnicity	3	0.7
European/Pākehā	33	7.7
Total	427	100%

School Context

1. Flaxmere Primary School is located in Flaxmere, Hastings and caters for learners in Years 1 to 8.
2. Flaxmere Primary School has a strong working relationship with other schools and services within its community.
3. Flaxmere Primary School Principal, Robyn Isaacson, has a strength in Mathematics teaching practices.
4. Flaxmere Primary School offers four learning pathways; Rumaki (Māori immersion), Reorua (Māori bilingual), Auraki (English medium) and Vasega ole Gagana Sāmoa. The School's Rumaki class began in 2004 and extended to Years 7 and 8 in 2018. The School's Vasega ole Gagana Sāmoa opened in 2022.
5. 9(2)(a) [redacted] emailed you after meeting briefly in Napier in early October 2024 requesting that you visit
6. The email included a request to talk to Associate Minister Seymour regarding Ka Ora, Ka Ako. A proposed visit from Minister Seymour to Flaxmere Primary School on 7 November 2024 did not occur.

Additional information

7. The Flaxmere Primary School Principal, staff, students, whānau, and extended community are grieving following the death of a Year 7 student, hit by a vehicle when riding her bike after school on Thursday 30 January 2025.
8. Te Mahau local office Traumatic Incident team provided support as requested by the principal.

Education Review Office

9. Flaxmere Primary School was last visited by the Education Review Office (ERO) in February 2019 where ERO recommended that the school performance, in achieving valued outcomes for its students, is well placed.

Key Educational Priorities

10. Flaxmere Primary School finished the 2024 school year with 34% regular attendance. This is an improvement on 14% regular attendance at the end of 2023.
11. Flaxmere Primary School is the school from which Ka Ora, Ka Ako was launched.

Kāhui Ako | Communities of Learning

12. The school is a member of the Te Rito o te Harakeke Kāhui Ako.

Learning Support

13. Flaxmere Primary School is part of the Te Rito o te Harakeke cluster, which has been allocated 9 Learning Support Coordinators (LSC).
14. There is one LSC based at the school.
15. Flaxmere Primary School is proactive and innovative in its support for students. The school looks to upskill rather than rely on external support due to the large number of needs within the school. The school has strong systems and processes to ensure additional learning needs are supported and monitored.

Participation in existing government programmes

School Donations Scheme

16. The school opted-in to the School Donations Scheme for 2024 and has opted-in for 2025. The school received \$69,706 in lieu of donations in 2024, and \$74,556 in 2025 based on the previous July roll return.

Ka Ora, Ka Ako | Healthy School Lunch Programme

17. The school has opted-in to the programme.

Manaakitia te whare tangata Period products in schools initiative Ikura

18. The school has opted-in to the programme.

Property

19. Flaxmere Primary School is part of the Ministry of Education Portable Module Classroom (PMC) programme. Planning is currently at the design stage of this replacement. This is a significant Ministry-led development for the school and upon completion of the project, will raise the school's entire property portfolio standard to "very good".
20. The proposed design was originally architecturally designed; however, the current proposal is a mix of repeatable and off-site manufactured building (OMB) designs.

Overall property condition	The school's property condition is good and is well maintained. The exception being the PMC buildings which will be replaced through the PMC programme.
Known property issues	PMC buildings.
Risks	9(2)(b)(ii) [Redacted]
Mitigation	The school have been kept informed and are actively working with MoE on the masterplan.
Good news stories	The flexibility of repeatable designs and classrooms built off site will be showcased in the PMC replacement works at the school. The school have been very engaged in the design process to ensure the interior layouts reflect their teaching pedagogy. While the repeatable building is the same externally, the internal layouts differ slightly to suit.
Projects at the school (MoE led only)	
Project scope	PMC Replacement Buildings – Replacement of 12 x teaching spaces, partial administration, resource and library with mixture of repeatable designs and offsite manufactured solutions.
Current Status and Milestone timeframes	Currently in master planning with the prelim design due March 2025. Construction dates are not yet known and are funding dependant.
Delivery solution	Repeatable design and offsite manufactured buildings (OMB).

Released under the Official Information Act 2002



Information Update – School Visit: Onekawa School

To:	Hon Erica Stanford, Minister of Education		
Date:	19 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1342963
Drafter:	Natasha Kiwara, Manager, Integrated Services, Te Mahau Te Tai Whenua	DDI:	06 831 0653 9(2)(a)
Key Contact and Hautū Deputy Secretary:	Jocelyn Mikaere Hautū Te Tai Whenua	DDI:	07 571 7508
Seen by the Communications Team:	No	Invitation Reference	No

Your office has indicated your intention to visit Onekawa School on Friday 21 February, 2:15 to 3:15pm.

Onekawa School [2628]

Contact Name: 9(2)(a)
(At institution) Onekawa School

Address: 235 Kennedy Road
Onekawa
Napier

Key People

Principal: 9(2)(a)
9(2)(a)

Ministry Officials: Daniel Murfitt, Director of Education, Hawke's Bay and Tairāwhiti

Profile Information

Authority	State School
School Type	Contributing (Year 1-6)
School Gender	Co-Educational
Education Medium	English Medium
Equity Index Rating	490
Electorate	Napier - Onekawa-Tamatea ward
Te Mahau Region	Hawke's Bay / Tairāwhiti

The July 2024 breakdown of roll information by ethnicity is shown below:

Roll	Number	Percentage (%)
Māori	135	38.7%
Pacific	13	3.7%
Asian	24	6.9%
Other ethnicity	19	5.4%
European/Pākehā	158	45.3%
Total	349	100%

School Context

- 1 Onekawa School is located in Napier, Hawke's Bay, and caters for learners in Years 1 to 6.
- 2 Onekawa School is an inclusive school where they have a positive school culture. The focus is on fostering positive relationships with families, which is supported by many opportunities to engage with the school.
- 3 The school is experiencing roll growth, they have gone from 322 students in 2021 to 349 in 2024.
- 4 Onekawa School has stable staffing, with 80% of the teaching staff having at least nine years' experience.
- 5 The Principal engages with the Ministry well, including attending curriculum workshops, and reaching out when he requires support.
- 6 A special needs satellite unit is proposed to be located on the Onekawa School site, which operationally will be under Fairhaven School. Seed funding has been approved and design investigation to start shortly. The modular construction delivery target is 2026.
- 7 Fairhaven School special needs enrolments are limited until the new special needs satellite at Onekawa School is available.
- 8 Onekawa School Principal Steve Bloor proposes that your visit consist of a tour around the School to see how they operate (approximately 40 minutes). Followed by a discussion with the Principal including sharing the School's structured literacy and structured maths successes and challenges (approximately 20 minutes).

Education Review Office

- 9 The school was last visited by the Education Review Office (ERO) in October 2022 where ERO recommended that the school prioritise:
 - a. a focus on effective, and culturally responsive, teaching strategies that promote equitable outcomes for all learners, particularly Māori boys
 - b. developing a rich, broad and local curriculum that responds to learners identity, language and culture.

Key Educational Priorities

- 10 Onekawa School finished the 2024 school year with 64% regular attendance. This was an increase of 11% from 2023.
- 11 Over the last two years Onekawa School has had no suspensions or exclusions.

Kāhui Ako | Communities of Learning

- 12 The School is not a member of a Kāhui Ako.

Participation in existing government programmes

School Donations Scheme

- 13 The school opted-in to the School Donations Scheme for 2024 and has opted-in for 2025. The school received \$54,393 in lieu of donations in 2024 and \$57,061 in 2025 based on the July roll return.

Ka Ora, Ka Ako | Healthy School Lunch Programme

- 14 The school has opted-in to the programme.

Manaakitia te whare tangata Period products in schools initiative Ikura

- 15 The school has opted-in to the programme.

Property

- 16 Onekawa School property is in overall good condition.
- 17 New modular classrooms and RTLB resource facility were completed in 2020, and one school block was fully upgraded in 2022. The school obtained funding to develop a landscaped play area between these buildings.
- 18 A roof remediation project is underway, valued at \$870,000, and will be completed in March 2025.
- 19 A 10 Year Property Plan is currently being prepared for Onekawa School by Ministry engaged consultants. The indicative Five Year Agreement budget allocation is \$353,528, which starts 1 July 2025.



Information Update: Hawke's Bay Secondary Schools Principals' Association Meeting

To:	Hon Erica Stanford, Minister of Education		
Date:	19 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1343029
Drafter:	Daniel Murfitt, Director of Education for Hawkes Bay Tairāwhiti, Te Mahau, Te Tai Whenua	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Jocelyn Mikaere Hautū Te Tai Whenua	DDI:	07 571 7508
Seen by the Communications Team:	No	Invitation Reference	No

Request

You have been invited to attend the Hawke's Bay Secondary Schools Principals' Association meeting on Friday 21 February 2025. The Hawke's Bay Secondary Schools Principals' Association scheduled this meeting to dovetail with the Primary Principals meeting and provide an opportunity to meet with you.

You have been asked to speak, followed by a Q&A session, 1pm to 2pm. The meeting will be held at William Colenso College.

This Information Update provides background on this event.

Information

1. There is a strong collaborative relationship between Principals | Tumuaki of the secondary schools in the Hawke's Bay.
2. Hawkes Bay Secondary Schools Principals' Association includes all Hawkes Bay secondary principals from Wairoa to Dannevirke.
3. The meeting will start with a short Mihi Whakatau, with Ministry of Education, Leadership Adviser, Robin Fabish as manuhiri speaker (he is also the Secretary of the Association).
4. Questions and response information for the Q&A session is provided in annex 2.
5. Nick Pole, ERO Chief Executive / Chief Review Officer is also speaking at this event.

Achievements



6. Flaxmere College and Havelock North High School were identified as schools that had greater than 5% improvement in UE attainment in 2024.
7. Ngahina Transom was recently appointed Tumuaki | Principal at St Joseph's Māori Girls' College.

Risks

8. Learning Support services continue to be provided by Te Mahau specialist staff. Some waiting times for specialist assessment and support are increasing due to demand from the sector.
9. There is concern from some Principals that NCEA Level 1 data is participation based instead of roll based which means results can be manipulated.
10. The Principal of Wairoa College, Jo-Anne Vennell, will be attending this meeting. She may raise the impact the potential recapitation of three Wairoa primary schools would have on Wairoa College. The decision to consult on recapitation of the three primary schools in Wairoa sits with the Ministry.

School bus reviews

11. Some Hawke's Bay schools have been impacted by the Ministry's operational work of reviewing its funded bus routes.
12. A number of bus routes have been reviewed in Hawke's Bay, and changes are progressively being implemented. The area-wide review is nearing completion, and the remaining schools involved in the review have been contacted and visited.
13. Two schools currently in review are Sacred Heart College (Napier) and St John's College (Hastings). These schools are waiting to hear any impact.
14. Some alternative transport options have been developed by schools, including Hastings Boys' High School (Mason Summerfield) and Hastings Girls' High School – Ngā Rau Huia o Ākina (Principal Catherine Bentley) chartering a private service from Central Hawke's Bay.
15. Also, Napier Girls' High School (Principal Dawn Ackroyd) and Napier Boys' High School (Principal Simon Coe) have put in place two new private school bus services from Term 1, 2025, in Napier.
16. The petitions Committee have received a petition from the Clive community asking Parliament to undertake a review of the Ministry's criteria for school transport.

Annex 1: Significant personnel

Who	Position	Contact phone number
Dawn Ackroyd dackroyd@nghs.school.nz	President of Hawkes Bay Secondary Schools Principals' Association Tumuaki Principal, Te Kura Kōhine o Ahuriri Napier Girls' High School.	9(2)(a)
Jocelyn Auld jocelyn.auld@colenso.school.nz	William Colenso College, Principal Tumuaki. Host School for the meeting.	9(2)(a)
Daniel Murfitt daniel.murfitt@education.govt.nz	Director of Education for Hawkes Bay Tairāwhiti, Te Mahau, Te Tai Whenua	9(2)(a)
Robin Fabish robin.fabish@education.govt.nz	Leadership Advisor, Te Mahau, Te Tai Whenua	9(2)(a)

Released under the Official Information Act 1982

Annex 2: Hawke's Bay Secondary Schools Principals' Association Meeting questions and answers

Questions posed by the Hawkes Bay Secondary School Principals and proposed responses.

Question one: What are the plans for the NCEA level 2/3 rollouts. Are they still going ahead? If so, how are these going to be handled and when will we start to see the curriculum and assessment materials for these?

Response:

Yes, the rollouts for Level 2 and Level 3 are still going ahead. The Ministry plans to start the consultation of the remaining curriculum material in Term 4, 2025. This material is then planned to be finalised in 2026 and required for use from the beginning of 2027. NCEA will follow on from the curriculum development, with NCEA Level 2 material tested in 2027 and listed in 2027, ready for use in 2028. Level 3 material will be the following years.

Question two: How will the Minister ensure teachers are more prepared for these changes and they are handled more timely than the Level 1 rollout, including exemplars and assessment material well in advance?

Response:

As the Ministry works through the delivery approach, we will also be ensuring that adequate time and support is included to ensure teachers are prepared for the changes with NCEA Level 2 and 3. This will be communicated out to the sector in due course.

Question three: When will expert groups for the NCEA level 2 material be reinstated/created? And if new groups are to be made how will panel members be selected? (as the previous groups were already considered the subject experts)

Response:

The Ministry is currently planning the approach to updating NCEA Levels 2 and 3, informed by the results of the NCEA Level 1. Note that development of NCEA materials will follow on from the development of curriculum materials.

The Ministry will communicate the approach to engage with expert groups to the sector in due course. The selection process will follow a robust approach to ensure the expertise and experience of panel members are subject experts.

Question four: What further changes are planned for NCEA level 1?

Response:

The Ministry will continue to strengthen NCEA, including Level 1, via its review and maintenance programme (RAMP). This is an annual process that analyses achievement data, usage statistics and feedback from a range of sources to ensure that NCEA achievement standards and assessment materials remain relevant and fit-for-purpose.

Recent data shows a decline in the number of students being enrolled in a full NCEA Level 1 qualification (i.e. enrolled by their school for 80+ credits of assessment at Level 1 or above). The Education Review Office recently reported that the NCEA Level 1 qualification may not be fit-for-purpose as a foundational qualification for NCEA Level 2 or as a leaving qualification. The NCEA Level 1 qualification is supposed to support students' post-school by recognising

what they know and can do. So, schools and employers losing confidence in the qualification may affect students' post-school pathways.

The Ministry has already responded to some of ERO's recommendations, for example, by removing submitted reports as a method of external assessment from 2025.

I have heard the sector's concerns about the qualification and can reassure you that I am committed to strengthening NCEA to ensure it is a credible and coherent secondary qualification.

I have commissioned advice from the Ministry, who is working closely with the NCEA Professional Advisory Group, to develop a proposal for improving NCEA. This includes considering the future of NCEA Level 1.

Question five: What are the plans for changing Te Mataiaho and the Social Sciences curriculum that had already been written and published, but is now withdrawn? How significant will the changes be and when will we receive further advice and guidance on this curriculum?

Response:

Both Te Mataiaho and the Social Sciences curriculum will be updated to establish a knowledge-rich curriculum grounded in the science of learning. These updates will align with the development timeframes for the overall curriculum.

The curriculum framework for The New Zealand Curriculum, Te Mātaiaho, has not been fully developed yet.

The Ministry is reviewing Te Mātaiaho this year in line with the knowledge-rich curriculum approach. The framework will be consulted on in the same way as all other learning areas, tested in schools, and refined based on feedback received. An updated draft of Te Mātaiaho is planned to be released for consultation in Term 4, 2025. The fully refreshed New Zealand Curriculum (including the framework) is planned to be required from the beginning of 2027.

Regarding the Social Sciences curriculum, a draft of the refreshed Social Sciences learning area was released in November 2022. The Social Sciences contributing group will improve this earlier work to ensure the learning area is knowledge-rich and grounded in the science of learning. An updated draft is planned to be released for consultation in Term 4, 2025.

Question six: When will the Minister confirm to teachers what is meant by the phrase "restore balance to the Aotearoa Histories Curriculum"?

Response:

Establishing a knowledge-rich curriculum is grounded in the science of learning is one of our Government's priorities for education. Work to strengthen the New Zealand Curriculum includes updates to the social sciences learning area (including Aotearoa New Zealand's histories), so that it is clear about what to teach, and when, each year of schooling.

This will ensure there is a good balance of local, national, and global content to be explicitly covered in the curriculum – so all students have the opportunity to learn about key aspects of New Zealand's history (such as the signing of Te Tiriti and the work of Kate Sheppard and Meri Te Tai), as well as major international events that have shaped the world we live in.

Updates to the social sciences learning area will respond to findings from the Education Review Office (ERO), whose 2024 evaluation noted that students need to learn more about national events and how New Zealand's histories link to global contexts. ERO also noted that students are missing out on key learning in other areas of social sciences (like geography and economics), so it is important that we make sure coverage is proportional and the curriculum keeps pathways open.

A draft of the updated social sciences learning area (including Aotearoa New Zealand's histories) is planned to be released for consultation in Term 4, 2025. Feedback on this curriculum content during the consultation window will be welcomed by the Ministry, and I encourage you to have your say.

The coalition agreement policy to "restore balance to Aotearoa New Zealand's histories" will be achieved through the scheduled work on the social sciences learning area. Cabinet was updated on the approach to this in December 2024. (You can read more about this on the Ministry's website.)^[1]

Question seven: Standardised testing has many advantages in terms of tracking student achievement with benchmarked data. However, when used as the primary means of reporting, it can become a matter of teaching to the test. While in favour of ensuring rigour and standards in numeracy and literacy, how will this be balanced so as not to become all about achievement data and league tables?

Response:

Good quality data about student learning is key to informing decision-making at every level of the education system. My focus is on ensuring students get the support they need to succeed in their learning. Information from assessment tools can also help to build our understanding of the impact policy changes are having on student outcomes and support us to make ongoing improvements.

Standardised tools should be used alongside other assessment and aromatawai approaches that teachers already use as part of their everyday practice. The use of standardised tools for assessment (such as the phonics checks, e-asTTle and PATs) helps to direct teachers to notice each student's next steps and to identify areas of student strength, and areas for improvement, that may otherwise go unnoticed. This is important for identifying students who may need extra help and is used purposefully by teachers to plan their classroom learning activities as well as to inform reporting to parents.

In reports to parents, teachers will draw from a range of good quality assessment and aromatawai information to determine how each student is progressing with their learning against the curriculum. It is important that parents receive clear and consistent information and standardised tools have a role to play as part of a balanced approach.

^[1] [https://web-assets.education.govt.nz/s3fs-public/2025-02/52%20-%20Aotearoa%20Histories%20and%20RSE Redacted.pdf](https://web-assets.education.govt.nz/s3fs-public/2025-02/52%20-%20Aotearoa%20Histories%20and%20RSE%20Redacted.pdf)

Question eight: What measures is the Minister going to put in place to assist in attracting quality graduates into the teaching profession?

Response:

Teacher education needs to be effective at every stage of a teacher's career, from Initial Teacher Education (ITE) through beginning teachers, experienced teachers, and experts, leaders and principals.

One of my stated education priorities is developing the workforce of the future, including leadership development pathways. Key features of this ongoing work programme include:

- Issuing a Statement of Government Policy (SoGP) in December 2024, which sets out my priorities and expectations relating to the Standards for the Teaching profession and what I want from Professional Standards for Principals.
- A legislative package to strengthen the accountability and transparency over the Teaching Council's ITE functions, which is due to come into effect in early 2026. This includes:
 - giving the Secretary for Education a legislated advisory role in ITE standard setting, reviews and approvals,
 - broadening the Council's consultation requirements under the Education and Training Act 2020 (the Act) to include consulting the Minister before making changes to standards for ongoing practice and criteria for the issuing of practicing certificates, and
 - requiring the Council to report on Statement of Government Policies through their annual report.
- Taking action to strengthen in-service teacher training, including refocusing PLD for teachers on key priorities of literacy and maths.

Question eight: What is the long-term plan for the Ka Ora, Ka Ako (Healthy School Lunches) Programme? Clearly not working now the rate has been dropped and external providers are unable to supply the demand needed.

Refer to Associate Minister of Education.

Question nine: What is the government doing to support rural whānau to meet the Ministry's target attendance rates, whose buses have been cancelled with the recent cuts?

Response:

The Ministry provides school transport assistance where distance and a lack of public transport options may create barriers to regular attendance. Because students are not eligible for school transport assistance if there is suitable public transport available, Ministry-funded school bus services operate almost exclusively in rural areas. The Ministry spent \$123 million to deliver more than 1,447 daily school bus services in 2023/24, representing a significant investment in access to education for rural communities.

Question ten: What do you envision for the future of Kāhui Ako?

Response:

Kāhui Ako are embedded in a large number of schools and early learning centres. As you'll know, they're intended to build system-wide structures and support teachers and professional leaders to share their expertise on how to improve outcomes for learners.

I have heard a range of perspectives on the Kāhui Ako model from the sector. All investments in education should be going where they are most needed and are making a real difference for teachers and learners. I am currently considering the future of Kāhui Ako.

Question eleven: When will the outcomes of the consultation process around the changes to school board objectives and NELP provisions be released?

Response:

The Ministry has analysed all the submissions received during this consultation and I am currently considering the advice on these proposals. I will announce my decision in due course.

Question twelve: How is funding delegated to fund Teacher Aides?

Response:

Funding for Ongoing Resourcing Scheme (ORS) is allocated via a moderation process in Hawke's Bay and Tairāwhiti (aligned recently to be nationally consistent), of:

- High ORS students - 13 hour funding per week of Teacher Aid support, 0.1 FTE specialist teaching time per week, and \$70.14 for consumables per term
- Very High ORS students – 20 hours funding per week of Teacher Aid support, 0.2 FTE specialist teaching time per week, and \$140.30 for consumables per term.

Two managers hold the ORS portfolio, and then assess all applications to ensure ORS verified learners are supported adequately. After a term, if a student requires more support, this can be assessed and additional hours allocated, so there may be some who receive more than the standard 20 hours and some who receive less-dependant on need.

Behaviour Teacher Aid funding is similarly allocated through a moderation process (under development in Hawke's Bay and Tairāwhiti) but is only up to Year 10 and after this, a schools' operational funding covers this.



Information Update: Background information for SPANZ executive meeting

To:	Hon Erica Stanford, Minister of Education		
Date:	19 February 2025	Priority:	Medium
Security Level:	In-Confidence	METIS No:	1343087
Key Contact and Hautū Deputy Secretary:	Pauline Cleaver Anna Welanyk Sean Teddy	DDI:	9(2)(a) 9(2)(a) 9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

Your office has requested background information on the agenda topics for your meeting with SPANZ on Thursday 20 February 2025. The full agenda is attached as **Annex 1** for your noting.

Teacher Demand and Supply (TDS) Report

The Ministry is releasing the latest Teacher Demand and Supply (TDS) Report on Friday 21 February 2025. Officials will be reaching out to SPANZ on the afternoon of Thursday 20 February 2025 to provide them with a preview of the TDS projections before the Friday release.

Developing the workforce of the future

The Ministry is actively working on improving teacher supply, including implementing initiatives that focus on attracting, training and retaining teachers at schools and kura across Aotearoa New Zealand.

A key focus has been implementing the Budget 2024 Teacher Supply package, which invests nearly \$53 million over four years to attract, train and retain our valued teaching workforce. Through this investment, we have expanded initiatives that support aspiring teachers through school-based Initial Teacher Education (ITE) pathways, alongside efforts to retain and upskill the current teaching workforce.

School Onsite Training Programme

A significant part of the new investment in teacher supply is expanding the School Onsite Training Programme (SOTP) to support 1,200 funded places over the next four years. SOTP funding supports teacher trainees to gain onsite experience at a participating host school while they complete a one-year ITE qualification.

Initial feedback indicates that schools felt the onsite nature of the programmes prepared teacher trainees well for when they graduated, and teacher trainees reported feeling confident and prepared to start teaching upon completion of their training.

In the 2024 cohort, 147 **secondary** teacher trainees were supported to train onsite. The 2025 SOTP cohort is underway with 234 teacher trainees participating in onsite teacher training at 134 unique schools across all 12 education regions. Of this, 120 teacher trainees are hosted onsite at 55 **secondary** schools.



Relief teaching

The Ministry and the Teaching Council (the Council) have been working closely together to address relief teacher supply pressures, including addressing known barriers.

The Ministry and the Council implemented four key actions in 2024 to address relief teacher pressures, including:

- centrally funding a set number of Limited Authority to Teach (LAT) and practising certificate fees – this has supported 223 returning teachers (59 Practising Certificates and 13 LATs into the **secondary** sector) who have not taught in the last 12 months. You have agreed to extend the contract to fund 215 more practising certificate renewal fees [METIS 1340127 refers].
- the Council agreeing to a temporary policy change to allow previously certificated teachers to work as LATs.
- providing funding to the Council for a Navigator service to support returning teachers with Council processes associated with returning to teaching. This service supported the Council to provide an enhanced level of support for returning teachers, and to date has triaged 554 applications.
- updating communications channels about returning to teaching, options for relief for principals, and need-to-know information.

Funding commitment to principal's nominees

Each school has a designated senior leader who NZQA works with to administer NCEA, referred to as the Principal Nominee (PN). This role includes managing internal assessment moderation, external assessment organisation (e.g. submission of Art Portfolios), examination organisation and more recently Co-requisite administration. NZQA partially funds schools for this work.

In recent times the move to digital assessment and the addition of the Co-requisite have added to the administration required of schools to support NCEA. There has been growing calls (including from SPC) for PNs to be more adequately funded. From February, schools will be paid an extra administration payment in acknowledgement of the additional administration requirements generated by the co-requisite.

9(2)(f)(iv)

Direction of travel for NCEA

NCEA Level 1 has always been an optional qualification – with recent data showing a decline from 75% of Year 11 students enrolled in a full NCEA Level 1 qualification in 2023 to 64% of Year 11 students enrolled in 2024 (i.e. enrolled by their school for 80+ credits of assessment at Level 1 or above).

The Education Review Office recently reported that the NCEA Level 1 qualification may not be fit-for-purpose as a foundational qualification for NCEA Level 2 or as a leaving qualification. The NCEA Level 1 qualification is supposed to support students' post-school by recognising what they know and can do. So, schools and employers losing confidence in the qualification may affect students' post-school pathways.

9(2)(f)(iv)

Officials have provided you with an initial paper on the approach to potential changes to NCEA, including the future of NCEA Level 1 (METIS 1341831 refers). These changes aim to strengthen the NCEA qualification as a whole.

Officials are also working on providing you with a series of advice with opportunities to strengthen NCEA, with the intention of building a package of potential changes to test in public consultation. The next subsequent advice is aimed to be with you by 19 February.

You may wish to reassure SPANZ Executive that you have heard the sector's concerns about the qualification and your officials are looking at potential options to strengthen the NCEA qualification. You may also wish to reassure SPANZ Executive that you are engaging with your NCEA Professional Advisory Group to provide advice and planning to publicly consult this year on any potential changes to the qualification.

Curriculum refresh

The refreshed New Zealand Curriculum (NZC) and the NCEA changes are being developed and implemented in stages. Currently, Te Reo Rangatira (Years 7-13) and Maths/Pāngarau (Years 9-13) were released for consultation on Tāhūrangi on 27 January 2025, with English (Years 7-13) to follow shortly.

A revised development approach has been implemented for both NZC and Te Marautanga o Aotearoa (TMOA), allowing for regular review points and the engagement of different sector experts throughout. The composition of contributing groups will be dynamic and chosen based on the needs of each development stage.

We are working with groups such as subject associations and other experts including schools to ensure the appropriate technical knowledge and expertise are present at each stage. These processes will be subject to a robust review cycle, including regular internal reviews and independent quality assurance by the Education Review Office (ERO).

The Ministry will continue to closely monitor implementation timelines and keep schools informed of any required changes. At this stage, there is no impact on sequencing for NCEA implementation.

Co-requisites

Evaluation Associates are contracted to design and deliver two layers of support:

- Tailored intervention support for groups of at-risk students not achieving the NCEA co-requisite requirements. Teachers are supported by the external expertise accelerate student progress towards to successfully meet the National Certificate of Educational Achievement (NCEA) co-requisite requirements.
- Resources that will be made available online through webinars for all teachers to access for accelerating students' progress to meet the NCEA co-requisite requirements

Initial results from NZQA for 2024 showed 8,604 students did not gain the Co-requisite, nor the total credit requirement of the qualification. Those results prompted the Ministry to look at ways that we could provide additional support for schools and kura, so that Year 12 students who did not gain the co-requisite and therefore at risk of gaining no NCEA qualification are provided with support.

Takiwā will work with each school utilising a number of materials including Year 12 progress data which focuses on individual students and their needs; course planning advice; clarification on the different ways to gain the Co-requisite; and other resources that share effective teaching strategies and case studies. This support will follow a Numbers/Names/Needs Approach with takiwā contacting schools in the next week and following up at the end of Term 1 to ensure there is a plan in place for every student. The data lists will be updated after the first CAA event to monitor progress.

Criteria for closing for instruction during term time

If a board wants to close its school for instruction during term time, it must:

- meet the minimum number of half days required under the regulations for the school year
- give at least six weeks' notice to the community in advance of closing
- have a clear and justifiable purpose to close for instruction
- consider the impact closing will have on learners, whānau and local communities.

When deciding if a closing for instruction day is appropriate, we recommend boards consider the following.

- Whether closing for instruction may be aligned with other schools in their local area.
- The board's ability to arrange supervision for ākongā when the school is closed.

There will be limits on some schools' ability to accommodate these final two points, particularly depending on its size and location. It is up to the board to decide on their relevance and applicability.

Schools needing to close for emergencies do not need to meet these criteria or make the time up if they meet the requirements under the Education and Training Act.

Approval to close for instruction during term time

In 2025, boards can close their school for four half-days for curriculum related purposes. These half-days don't need to be made up, so long as six-weeks' notice is given to whānau.

- a. Schools covering years 0-8 are encouraged to use the four curriculum half-days for Maths or Pāngarau PLD.
- b. Schools covering years 9-13 can use two half-days for general curriculum and assessment PLD and two half-days to prepare for the new curricula being implemented in 2026.
- c. Schools covering all years can determine how best to meet the requirements above.

Boards can close their school for an additional four half-days per year that need to be made up, for purposes to be determined by the board based on the criteria for closing.

Possible conflict between policy and practice for losing for instruction during term time

Local Te Mahau teams will continue to work with school boards to support them in meeting their legal requirements under the Education and Training Act 2020 and the Education (When State Schools Must be Open and Closed) Regulations 2024.



Information Update: TALIS Governing Board meeting and study background

To:	Hon Erica Stanford, Minister of Education		
Cc:	Hon David Seymour, Associate Minister of Education		
Date:	20 February 2025	Priority:	High
Security Level:	Confidential	METIS No:	1342962
Drafter:	Rachel Borthwick	DDI:	04 463 7779
Key Contact:	Grant Pollard	DDI:	04 463 7639
Hautū Deputy Secretary:	Sean Teddy	DDI:	04 463 8140
Seen by the Communications Team:	Yes	Round Robin:	No

Request

Request for additional information on the TALIS Governing Board meeting and related activities, and TALIS background.

Alignment with Government priorities

As a large-scale research study focusing on teachers and teaching, TALIS aligns with the Government priorities to better use data and evidence, and to develop the workforce of the future.

Information

Background on TALIS

1. The OECD's Teaching and Learning International Survey (TALIS) is the largest survey of teachers in the world, with over 260,000 teachers involved in the last survey (2018) internationally. It provides high quality, internationally comparable data to inform decision-making, and opportunities to learn from systems with similar strengths or challenges.
2. TALIS has run since 2008 and New Zealand has been involved since the 2013 collection cycle. 2024 is the third cycle in which New Zealand has participated.
3. Previous cycles of TALIS in New Zealand only surveyed teachers of years 7-10 and their principals. In 2024, teachers of years 1-6 were included for the first time, plus educators and leaders in early learning as part of Starting Strong, the OECD's early childhood focused study.
4. New Zealand did not achieve the participation rates for schools and teachers required by TALIS and our data is considered 'insufficient' for reporting. This is the case across both TALIS and Starting Strong. METIS 1342364 discussed the decisions to be taken by the TGB regarding official reporting of results for countries in this situation.



5. In a 2020 publication¹, the policy issues on which the TALIS conceptual framework is based were defined as:
 - a. Attracting and selecting high-calibre candidates into teacher education and leadership preparation
 - b. Developing teaching professionals through high-quality pre-service preparation and in-service professional development
 - c. Supporting teaching professionals' growth through induction, mentoring, and collaboration
 - d. Empowering teaching professionals through autonomy, leadership, and opportunities for career progression
 - e. Retaining teaching professionals through fulfilling and rewarding work conditions, wellbeing, and satisfactory jobs.
6. The following areas were of increased focus in the 2024 survey: Improved understanding of learning processes; social and emotional learning; environmental sustainability; transitions between early childhood and school; diversity in society and its implications for education; the role of teachers in education and beyond; and educational use of digital technologies.

TALIS Governing Board meeting

7. The TALIS Governing Board (TGB) is made up of representatives from around 50 countries who participate in the survey. The Board and the consortium responsible for development and administration procedures for the survey meet regularly to govern the budget, work programme, strategy and development, and the dissemination of results. The Board is also regularly updated on the study progress and technical matters by members of the consortium.
8. New Zealand is hosting the 14th TGB meeting (25-26 February, METIS 1327720 refers), the Teacher Knowledge Survey sub-group meeting (24 February), and the Starting Strong Informal Group meeting (27 February). New Zealand did not participate in the Teacher Knowledge Survey in 2024.
9. Meetings for the Teacher Knowledge Survey and Starting Strong Informal Group are often hosted online. This 14th TGB meeting is hybrid, online and in person. Approximately 45 of the 110 people who have registered to date will attend in-person at the Pullman Hotel in Auckland (more detail on attendees follows).
10. New Zealand hosting this meeting provides a good opportunity for international and cultural exchange alongside the formal agenda.
11. New Zealand's representative is Barclay Anstiss, who is currently one of the vice-chairs of the board.

Overview of agenda and attendees

12. The 14th TGB will include updates on TALIS implementation and technical matters, including the finalisation of conceptual frameworks and international databases. There will be a closed session to discuss reporting approaches for systems with low response rates (New Zealand is one of these, METIS 1342364 refers). A presentation on the overall TALIS reporting plans and accompanying releases is also a major agenda item

¹ TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals, TALIS, OECD Publishing, Paris. Retrieved at <https://doi.org/10.1787/19cf08df-en>

as the first results will be released in an initial report October 7, 2025. International (OECD) and national (by countries) launch activities will also be discussed.

13. In addition to the meetings, it is typical for host countries to organise visits to schools for delegates to learn more about the host country's education system. In New Zealand, Thursday 27 February is scheduled for this activity. Two groups of delegates will each visit a primary school, an intermediate school, and a high school. The group of delegates attending the Starting Strong Informal Group meeting will visit 2-3 early learning services and a primary school (at date of writing, this last is yet to be confirmed by the school).
14. In-person attendees at the time of writing include consortium representatives from the OECD and the IEA. Countries represented in-person are Australia, Belgium, Brazil, Czechia, Denmark, Estonia, Japan, Korea, Lithuania, New Zealand, People's Republic of China, Saudi Arabia, Serbia, Singapore, Slovenia, South Africa, Spain, Sweden, Türkiye, and the United States. The other country attendees are attending virtually, including Canada, Norway, Ireland, Israel, Germany, Mexico, Morocco, and France, among others.

Notes on the welcome dinner for delegates

15. The welcome dinner is held from 6pm Tuesday 25 February at the Top of the Town restaurant in the Pullman Hotel. It will be attended by country delegates, Ministry representatives, and representatives of sector organisations and schools.
16. Guests are welcomed from 6pm, and the Papatoetoe High School Samoan group are scheduled to perform at 6.15pm. The buffet dinner is served from 6.45pm.
17. Current confirmations to attend are:
 - a. Consortium representatives: Ralph Carstens (IEA), and from the OECD, Ruochen Li (TALIS senior project manager) Elizabeth Shuey & Stéphanie Jamet (Starting Strong), Gabor Fulop, Marco Paccagnella, Rodolfo Ilizaliturri Lopez, Emily Groves, and Rodrigo Castaneda Valle.
 - b. Vaughan Couillault (for SPANZ and Papatoetoe High School), Kyle Brewerton (APPA and Remuera Intermediate), Claire Amos (ASSPA and Albany Senior High), Iain Taylor (Manurewa Intermediate), Jane Stanley (Westlake Girls High), Phil Muir (Northcote Intermediate)
 - c. Gavin Brown and Stuart McNaughton (Auckland University), Simon Laube (Early Childhood Council), Ripeka Lessels (NZEI), Leanne Otene (NZPF), Lesley Hoskin (Teaching Council). **Note: Gavin Brown only attended the dinner, not the meeting.**
 - d. Ministry representatives confirmed are Grant Pollard (General Manager, Data and Insights), Tanya Harvey and Deidre Alderson (Directors of Education iŋāamaki Makaurau), plus Barclay Anstiss as New Zealand's TGB representative and Rachel Borthwick as the TALIS national project manager for New Zealand and a member of the Starting Strong Advisory Group.

Speaking notes – Drafted by Megan Huber, Principal Communications Adviser.

18. Speaking notes are provided below for the welcoming remarks on the morning of Tuesday 25 February. The introduction, housekeeping, and welcoming remarks are scheduled for between 9.00 and 9.30am; welcoming remarks are allocated approximately ten minutes within that period and the address below is written with that timing in mind.

TALIS opening address, Erica Stanford 25 February 2025

- I'd like to acknowledge Mr Siew Hoong Wong [chair of Gov.Board] and the Governing Board and thank you for the opportunity to speak to you today.
- And I'd like to thank Barclay [Anstiss] and his team for the excellent work they do to support TALIS here in New Zealand.
- This coalition Government has a substantial agenda for education. The education workforce is our greatest asset in the task we face, of turning around declining attendance and achievement, and helping our children succeed in their own lives and build the New Zealand of the future.
- We need to give teachers the skills, resources and time to teach effectively.
- TALIS has previously told us that our teachers are confident in their skills and a high proportion are satisfied with their jobs. We know our teachers work collaboratively and report good relationships with each other and with students. However, the data tells us about challenges as well as strengths; we know many teachers reported frequently experiencing stress, that there are areas of professional learning to lift, and that newer teachers tend to feel less prepared to teach across a range of areas.
- And as the TALIS 2018 survey showed, only 77% of a typical lesson is dedicated to teaching – and this represents a downward drift from previous surveys. Teachers' time is increasingly taken up with other tasks.
- In part to ease that burden, I have spent much of my first year in office driving curriculum reform. All state schools have started 2025 with a clear, detailed and knowledge-rich curriculum grounded in the science of learning.
- Our primary schools have been supplied with new maths workbooks that are high-quality, curriculum aligned, and internationally comparable. And our teachers have received guidebooks and lesson plans along with them. The aim is to give teachers greater direction and specificity, so they can focus on teaching with confidence.
- I am also rolling out structured approaches to literacy. Taken together, these maths and literacy changes support my relentless focus on enabling teachers to teach the basics brilliantly.
- The fully updated national curriculum will be available for all schools and kura to use throughout 2026, before it's officially required from 2027.
- I've begun reform of Initial Teacher Education so that new teachers are better prepared and are better supported in that crucial first year. My objectives are:
 - Teacher training that sets all teachers up with the knowledge and skills to succeed in the classroom.
 - A strong regulatory system that supports transparency and accountability for outcomes, and
 - Good alignment between teacher training and broader education system outcomes.
- Another of my priorities is using data and evidence to drive consistent improvement in achievement, and in this area I am so glad to have international surveys like TALIS.
- The data TALIS collects on initial teacher education, preparedness to teach, and self-efficacy in teaching practices will be helpful measures to show the impact of my reforms.

- Here in New Zealand, we do not currently have the data we need to understand what interventions are most effective at driving the best results for students and their families.
- As you know, data is critical for decision-making in every layer of our education system, and to target resources more effectively.
- I've instructed the Ministry of Education to deliver a strategy and action plan to identify whether programmes are well-targeted and delivering the outcomes we expect.
- They will include clear reporting requirements to help us better understand performance and provide targeted services and interventions. We aim to make these requirements simple and effective, to minimise the administrative burden and maximise the utility of the data.
- We've already revamped data collection and reporting for school attendance, making it much easier for school administrators to give us accurate roll data and then get on with their day.
- The reforms this Government is undertaking are grounded in evidence from both national and international research and data. The 2024 TALIS survey will be an invaluable snapshot of the teaching and learning landscape at the start of this crucial work.
- It will also help us understand our challenges and strengths in both the international context, and over time.
- New Zealand has been regularly involved with large scale international studies since the 1990s and joined TALIS as a late addition to the 2013 cycle, at the request of my predecessor, Minister Hekia Parata - an early signal in the direction of a social investment approach which this Government is developing further.
- I'd like to thank the consortium and participating countries for your excellent work, which benefits all of us and enables us to learn from each other.
- I'm looking forward to further discussions at this meeting and this evening.

ENDS

Teacher Supply Weekly Report 20/02/25

REPORTS PLANNED FOR W/B 24 FEB:
NIL

Priority 1 / Provide front line support for principals (recruitment)

Priority Area	Activity	Update on progress	Status Not started / NA / On Track / Complete
Front line support for principals and school leaders	Offer package of workforce information and support through Te Mahau channels		
	1. Roll out structured support materials for new school leaders - highlights all the support available to recruit new staff. Linked to online tool through QR codes.	1. Developed and being reviewed for quality. Roll out in February 2025.	On Track
	2. Teacher supply virtual advisory sessions - what are principal recruitment issues and what solutions can we apply (already active).	2. Commencing planning for Term 2. Webinar for Takiwā managers and Education Advisors to be held 5 and 10 February 2025 to explain workforce initiatives and to help support conversations with schools. Work with Te Mahau staff through Term 1 should adjustments be required.	On track Complete
	3. Promote essential recruitment tools to all principals and boards. e.g. the Workforce Initiative Searcher for Principals (we have had 3078 hits on this tool since August 2024).	3. As above. Meeting mid-Feb u a y through early March on Teacher Supply. Hautū to participate in Directors of Education regional hui with peak bodies to update on workforce supply and support. Approach being agreed with regional directors.	On Track
	4. Deliver the Regional Recruitment Toolkit to help schools plan and hire effectively within a region.	4. A pack of resources to support the regions and schools to plan and hire effectively. This includes key messages, FAQs, and a pamphlet. To be completed by the end of Januar , following review and feedback by Leadership Advisors.	Complete
	5. Regular webinars with the sector on teacher supply initiatives.	5. Combined with item 2. TSD relea e webinar with peak bodies and Directors of Education. Webinars are taking place on 20 and 21 February 2025. Planning for more sector webinars underway.	On Track
	Impact of Leadership Advisory service		
	6. Leadership Advisory service to expand its support for teacher development, principal of growth, planning, and teacher recruitment/planning.	6. 2025 Leadership advisory cohort have training at national induction days 3-5 Feb. This will cover Teacher recruitment, ensuring clarity of Government priorities and the necessary change management principals will need to lead.	Complete

Priority 2 / Increase the number of people who choose to teach in NZ

Attract new teachers	Expand national and international campaigns to highlight the status and value of a New Zealand teaching career	9(2)(b)(ii)	9(2)(b)(ii)
	1. Refresh marketing campaign look and narrative with regionally focused stories - March – May. 9(2)(f)(iv) New creative goes live from June 2025.		
	Keep the overseas pathway flowing - promote world clas new curriculum	2. Paid marketing campaign continues, including a focus on learning support.	Complete
	2. Expanding into international markets e.g. USA and EU, widening our candidate pool	The Education Workforce website has seen a 200% jump in visitors in January compared to the previous month. Of the total 64,141 new visitors to our website in January 2025 , US visitors made up 32%. The content viewed most on our website was relating to Living and working in New Zealand – with a 350% spike in web traffic to those pages.	
		Planning for the next round of teach and live in NZ webinars is under way and will be delivered in April and September 2025.	On Track
	Launch learning support overseas recruitment campaign in Feb '25 to attract education psychologists, therapists and other skilled LS educators.	Overseas Learning Support marketing campaign scheduled for March-June. The campaign will promote relocation to New Zealand and Speech Language Therapists and Ed Psych job openings on our careers page. Our target markets are US, UK, Ireland, and Canada. We are currently in the process of preparing content for this campaign.	On Track

Teacher Supply Weekly Report 20/02/2025

Priority 2 / Increase the number of people who choose to teach in NZ cont...

Priority Area	Activity	Update on progress	Status
	<p>3. Add primary teachers to straight to residence list (MBIE led).</p> <p>Continue to work across government to remove barriers and make it as easy as possible to recruit overseas teachers (e.g. reduce processing times, AEWV changes)</p>	<p>3. MBIE Cabinet paper considered by ECO on 19 February and will be considered by Cabinet on 24 February. We are working with MBIE on communications for the announcement.</p> <p>The Ministry continues to offer a Navigator service to offer guidance for overseas teachers on working through the process of moving to New Zealand to teach, with other agencies including the New Zealand Qualifications Authority, Teaching Council, and Immigration New Zealand</p> <p>Regular monthly cross agency meetings continuing, staying connected on overseas recruitment processes (Immigration New Zealand, Ministry of Education, NZQA, Education Payroll Limited, Teaching Council).</p>	<p>Not started / NA / On Track / Complete</p> <p>On Track</p>
	<p>Build profile of teaching as a career – build profile in a positive way</p> <p>4. Promote teaching as a career to school leavers via current campaigns and 'good news' promotion, (scholarships, awards, Te Matatini, Careers Expo, videos on website, social media unpaid activity etc).</p>	<p>4. Planning for attendance at Career Expos across the country is underway. We are planning to attend seven expos throughout May and June.</p> <p>The Ministry will promote the 'Whakaaweawe ia te āpōpō hei Kaiako – Become a Teacher' campaign in the education, government, arts and culture hub at the Te Matatini biennial national kapa haka festival from 25 February to 1 March 2025.</p> <ul style="list-style-type: none"> - Ministry stall to be staffed by frontline regional staff and supported by National Office who are developing resources to share. - Electronic resources being updated to ensure resources are current, on brand and relevant. - Planning in final stages for promotion of three scholarships – Kupe, Te Tipu Whakarito and Te Huarau. This will involve working with social media influencers. Scholarship marketing underway launched 13 January 2025. - Developing 'Return to teaching booklet' to support the MSD webinars 	<p>On Track</p>
	<p>5. Expand partnership activity across other government departments (i.e. MSD).</p>	<p>9(2)(a)</p>	<p>9(2)(a)</p>
	<p>9(2)(f)(iv)</p>	<p>9(2)(f)(iv)</p> <p>9(2)(f)(iv)</p>	<p>9(2)(f)(iv)</p>
	<p>9(2)(j)</p>	<p>9(2)(j)</p>	<p>9(2)(j)</p>
Strengthen initial teacher education	<p>9(2)(f)(iv)</p>	<p>9(2)(f)(iv)</p>	<p>9(2)(f)(iv)</p>
	<p>2. Continue to invest in ITE places that attract high quality candidates to teaching:</p> <p>2.1. Deliver the \$26.157 million four-year SOTP programme, which will deliver 1200 of classroom-ready by 2028. 9(2)(f)(iv)</p>	<p>2.1. SOTP: 2025 Cohort underway, with 234 teacher trainees enrolled across six ITE providers (contracts executed in December 2024) and hosted onsite at 134 unique schools across the country 9(2)(a) (information as of 10 Feb 2025). Education Report due to the Minister's Office 19 Feb 2025, seeking decisions on policy issues and outlining key work areas underway to implement the 289 SOTP places available for the 2026 academic year.</p>	<p>On Track</p>

Teacher Supply Weekly Report 20/02/25

Priority 2 / Increase the number of people who choose to teach in NZ cont...

Priority Area	Activity	Update on progress	Status
		Ratio Fund Redistribution : We are also working on the implementation of the 50 SOTP places (to start 2026) specifically for Kaupapa Māori and Māori Medium settings. The allocation of funding for these places was a result of the 2023 Teachers and Principals Collective Bargaining settlement [METIS 1332252 refers]. We have started planning for sector engagement to optimise awareness, preparation, and uptake for administering the 50 places. This includes planning to inform ITE providers and schools about the places and target groups, helping them to prepare.	Not started / NA / On Track / Complete On Track
	2.2. 65 Employment-based ITE training 'awards' opened to the sector to support study in 2025/2026.	2.2. EBITE Awards: Applications closed 20th January 2025. Approved applicants notified, and all 65 awards allocated pending final confirmation from applicants including confirmation from their preferred ITE providers.	On Track
		Ratios Fund Redistribution : Working to include 40 KM/MM places in the next round of EBITE applications for study starting in 2026. We have started planning how to effectively engage with the sector to ensure the 40 awards are taken up . This includes planning to inform ITE providers about the awards and helping them prepare.	On Track
	9(2)(f)(iv)	9(2)(f)(iv)	9(2)(f)(iv)
	2.4. Investigate barriers to Teacher Aides and LATs to enter teacher training (includes recognition of prior learning, PLD and pay).		Not started
	9(2)(b)(ii)	9(2)(b)(ii)	9(2)(b)(ii)
	2.6. Refresh highly successful ITE pathfinder tool released in 2024 to help students select ITE courses (average 1450 users each month).	2.6 ITE pathfinder tool refresh relaunched January 2025. (2500 clicks in January)	Complete
Encourage teachers to return to relief teaching/ teaching – support for schools & relievers to understand Teaching Council requirements	1. Continue the incentives to encourage returning teachers to relief teaching.	1. Centrally funded practising certificate contract and LAT contract fully utilised before expiry. 168 practising certificates renewed, and 55 LATs issued to date. Contract has been extended to fund an additional 215 practising certificates until 11 April 2025 or when funds fully utilised. The Ministry funded navigator service provided by the Teaching Council to speed up applications through the registration process and reduce barriers for return to teaching continues through until the end of February 2025. - 2972 Principals and professional leaders received mailshot about relief teaching from the Teaching Council - 2887 registered teachers on relief teacher database received mailshot on relief teaching. - 2265 clicks on the Education Workforce Relief Teaching page and 160 clicks on looking for a relief teacher page between 01/09/2024 - 01/12/2024.	On Track
	9(2)(f)(iv)	9(2)(f)(iv)	9(2)(f)(iv)
	9(2)(f)(iv)	9(2)(f)(iv)	9(2)(f)(iv)

Teacher Supply Weekly Report 20/02/25

Priority 3 / Keep the teachers we have

Priority Area	Activity	Update on progress	Status
			Not started / NA / On Track / Complete
Maintain retention and increase support for teachers to teach	9(2)(f)(iv)	9(2)(f)(iv)	9(2)(f)(iv)
		9(2)(f)(iv)	9(2)(f)(iv)
	Teaching Tools		
	2. Continue rolling out support for teachers in the refreshed curriculum, including better tools to teach maths and literacy (Curriculum Centre)	2. Refer to weekly report curriculum update.	NA
	Certification support		NA
	3. Strengthen the transition from provisional to full certification. Work with the Teaching Council, aligning support and mentoring with current investments for consistent support.	3. Teaching Council led. Engage with the Council as this work progresses.	
	9(2)(j)	9(2)(j)	9(2)(j)

Priority 4 / Better understand future teacher and principal workforce supply needs

Build our data and insights maturity	Regional Analysis	1. The 2024 Regional TDS is planned for release 20 February . Draft copy to MO 12 Feb. Webinars for peak bodies pre-release planned for February.	On Track
	1. Release the regional TDS information to pinpoint specific challenges and guide targeted actions.		
	Data-driven Decisions	2. We have developed teacher and principal workforce data dashboards that support the Regional TDS.	On Track
	2. Leverage our data capabilities to provide better insights into supply challenges to inform investment strategy to boost supply.		
	National & Detailed Views	9(2)(f)(iv)	9(2)(f)(iv)
	3. Continue delivering overview of teacher demand and supply, with increased regional breakdown and detail on secondary shortages		
		9(2)(f)(iv)	9(2)(f)(iv)
		9(2)(f)(iv)	9(2)(f)(iv)



Weekly Report to the Minister of Education

Date:	20 February 2025	METIS number:	1343000
Security Classification:	In confidence		

To:	Action:
Hon Erica Stanford Minister of Education	Note this report Discuss contents with officials as necessary

This weekly report is a tool for the Ministry to communicate progress on priorities, agreed actions and deliverables, and keep the Minister and their office informed of upcoming decisions and advice.

The weekly report will be sent to the Minister's Office weekly, on Thursday afternoons, for inclusion in the Minister's weekend bag.

Officials look forward to receiving feedback on the content of this report.



Contents

1. Ministerial Priorities	3
2. New Zealand Curriculum Refresh and Te Marautanga o Aotearoa Redesign	13
3. Associate Minister Priorities	15
4. Government Quarterly Plan Reporting for the Department of Prime Minister and Cabinet (DPMC)	17
5. Upcoming Education Cabinet Papers	17
6. Upcoming releases and other need-to-know information	24
7. Upcoming Reports to the Minister	25
8. Statutory Interventions	27
9. Te Pou Tokomanawa Acting Arrangements	35
10. Other Ministerial information	36

Released under the Official Information Act 1982

1. Ministerial Priorities

The below report provides visibility of progress against your proposed priorities, with new updates being noted in red.

The Coalition Government's Action Plan for Quarter 1 in 2025 is yet to be released. We will include the targets within your Education portfolio responsibilities when they are available.

Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning			
Priority area	Recently completed (past 4 weeks)	Upcoming actions (next 4 weeks)	Key decisions and deliverables
National Curriculum Refresh	Please see Section 2 of the Weekly Report (below) for a detailed update on the New Zealand Curriculum and Te Marautanga o Aotearoa (TMOA) developments.		
National Certificate of Educational Achievement (NCEA)	<p>The Assessment Expert Group met on 16 and 31 January 2025. 9(2)(f)(iv)</p> <p>Planning is in development with Te Mahau to provide support for Level 2 students who failed to gain their co-requisite requirements alongside those supported by the Targeted Support Programme. We provided you with an Information Update on 19 February 2025 outlining this plan [METIS 1342447 refers].</p>	<p>9(2)(f)(iv)</p> <p>In consultation with the Chair, we are developing the agenda for the next PAG meeting and will work with your office on the most suitable time for you to engage with your PAG. The next PAG meeting will be held on 27 and 28 February 2025. 9(2)(f)(iv)</p>	
Education priorities in Kaupapa Māori settings	The Ministry and Te Rūnanga Nui continue to collaborate on advice on next steps in progressing WAI 1718 issues. 9(2)(f)(iv)	Officials will be meeting with Te Rūnanga Nui in coming weeks to discuss and review MoUs,	



	<p>9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted]</p> <p>Officials met with Te Rūnanga Nui and Ngā Kura ā Iwi during the week of 10 February. Discussions are progressing with both organisations around Te Reo Matatini, literacy, Pāngarau and numeracy, e.g. PLD for teachers. 9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted]</p>	<p>funding agreements and other relevant matters on top for the organisation.</p>	
--	--	---	--

Priority 2: Implementing evidence-based instruction in early literacy and mathematics			
Priority area	Recently completed (past 4 weeks)	Upcoming actions (next 4 weeks)	Key decisions and deliverables
<p>Structured literacy approaches (SLA)</p>	<p>Rangaranga Reo ā-Tā</p> <p>We can confirm 305 schools and kura received Rangaranga Reo ā-Tā resource packs for Tūarere 1-3.</p>	<p>Structured approaches to literacy</p> <p>A product to support the Years 0-2 SLA Staffing Resource teachers is intended to be published on Tāhūrangi as soon as possible and communicated out through the Curriculum Newsletter, which is currently with you for approval.</p> <p>Allocate Programmes for Students and BSLA places to schools and confirm contracts with providers.</p> <p>Rangaranga Reo ā-Tā</p> <p>PLD to train the facilitators of Rangaranga Reo ā-Tā is planned for:</p> <ul style="list-style-type: none"> • 20 February– Tau 0-3 and Hihira Weteoro 	<p>We are awaiting your feedback on the Curriculum Newsletter.</p>



		<ul style="list-style-type: none"> • 21 February– Tau 4-8. <p>PLD for Tau 0-3 continues throughout 2025 and. PLD for Tau 4 –8 will commence in Term 2.</p>	
Structured maths approaches	<p>Maths resources</p> <p>Approximately 45 new schools have ordered maths resources the week of 17 February 2025.</p> <p>Poutama Pāngarau</p> <p>A sample kit of the ‘full version’ has been completed and printed. This was distributed to 304 kura and schools who use Te Marautanga o Aotearoa during the week commencing 10 February. We have received positive feedback from NKāi kura on this.</p> <p>Year 7/8 Maths Trial</p> <p>Schools completed baseline testing for the trial during the week commencing 17 February.</p> <p>A number of schools have withdrawn from the trial:</p> <ul style="list-style-type: none"> • To date, 16 schools have withdrawn from the trial, representing 231 students • Total students withdrawn 361, or 12% • The main reasons for withdrawing include a lack of teaching or relieving staff, and having to arrange these at short notice • Other reasons included a lack of capacity, and workload demands with implementing new curriculum and structured literacy, and the training and use of new maths resources. 	<p>Poutama Pāngarau</p> <p>The “full” version of the resource to support Poutama Pāngarau is expected by 28 March 2025 and will be ready for distribution Week 3 of Term 2.</p>	



	<p>This information will be included in the final evaluation report and will inform the design of a national roll-out for 2026.</p> <p>Maths PLD</p> <p>As at 10 February 2025 - 945 Year 0-8 schools (with approx. 14,660 teachers) have enrolled for at least one day of Maths PLD. This equates to about 40% of the Year 0-8 teacher workforce.</p> <p>Poutama Pāngarau PLD</p> <p>PLD to train accredited facilitators who will provide support to kaiako in te reo Māori settings took place on 13 February.</p>		
--	---	--	--

Priority 3: Implementing consistent modes of monitoring student progression and achievement			
Priority area	Recently completed (past 4 weeks)	Upcoming actions (next 4 weeks)	Key decisions and deliverables
Curriculum Insights and Progress Study and Tīrewa Mātai development	<p>On 11 December 2024, we provided you with advice on reporting on the foundational areas for the Curriculum Insights and Progress Study.</p> <p>At the agency meeting on 16 December 2024, you requested a follow-up report be developed. This was provided on 22 January 2025 [METIS 1341970 refers], seeking your agreement to the recommended approach.</p> <p>We revised this report to incorporate your feedback and resubmitted it for your consideration on 5 February 2025.</p>		We are awaiting your consideration of the Curriculum Insights Summary report [METIS 1341970 refers].
Assessment Tools	<p>Phonics Checks</p> <p>Materials are being actively accessed by schools. To date, our data shows that:</p>	<p>Hihira Weteoro</p> <p>Te Kete Aromatawai Rangaranga Reo ā-Tā Tau 0-3 (guidance pack) for the aromatawai tasks at 55 weeks is expected to be delivered by</p>	We are awaiting your consideration and feedback on the advice provided 18 February 2025 on next steps for consistent reporting to parents [METIS 1342504 refers].



	<ul style="list-style-type: none"> • 571 teachers have worked through the 2-hour online training module • 650 teachers have completed the six synchronous webinars that began the week of 10 February 2025 • the phonics trailer video was viewed 1,397 times as at the week of 17 February. <p>Hihira Weteoro</p> <p>Te Kete Aromatawai Rangaranga Reo ā-Tā Tau 0-3 (guidance pack) is on Tāhūrangi and includes detailed guidance for kaiako to administer the 20 week and 40-week aromatawai tasks, score results and use the results to determine next steps.</p> <p>Reporting to parents and whānau</p> <p>On 17 February 2025 we provided our further advice for your consideration [METIS 1342504 refers].</p> <p>9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted] [redacted]</p>	<p>early March. This guidance will then be made available for kaiako on Tāhūrangi.</p> <p>PLD for Hihira Weteoro will be added to the Rangaranga Reo ā-Tā PLD Tau 0-3 that began last year.</p> <p>9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]</p>	
--	--	--	--



Priority 4: Developing the school workforce of the future, including leadership development pathways			
Priority area	Recently completed (past 4 weeks)	Upcoming actions (next 4 weeks)	Key decisions and deliverables
Initial teacher education (SOTP)	As of 3 February 2025, 97% (234) of the 242 places are filled. A process to reassign unfilled places is underway.	Process for reassigning unfilled places (8) ongoing until places have been filled or mid-year intake.	Report on policy decisions is due to you on 21 February 2025.
Isolated Practicum funding	9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted]	9(2)(f)(iv) [redacted] [redacted] [redacted]	9(2)(f)(iv) [redacted] [redacted]
Employment-based ITE (EBITE)	Waitlisted applicants were notified of their outcome on 23/24 January 2025.	EBITE award agreements must be returned by 14 February 2025, along with confirmation of enrolment into an approved EBITE programme. There are 56 approved applications as at 19 February (NB: Ten successful applicants have withdrawn, some owing to receiving a TeachNZ scholarship). The remaining applications include 5 conditional offers pending LAT registration and 1 application awaiting further information.	The Ministry is working to allocate up to 65 EBITE grants to support teacher growth in KM/MM settings by 28 February 2025. <u>If any places remain, we will offer them for a mid-year start.</u>
ITE reform	Officials are working with the Parliamentary Counsel Office on drafting for the transparency and accountability package. 9(2)(g)(i) [redacted] [redacted]	9(2)(f)(iv) [redacted] [redacted] [redacted]	9(2)(f)(iv) [redacted] [redacted]



<p>School leadership development and principal support</p>	<p>Leadership PLD Contracts</p> <p>Contracts have been signed (between late January and early February) to deliver the following leadership PLD for 2025:</p> <ul style="list-style-type: none"> • Guided Support for Beginning Principals – Evaluation Associates. • Māori First Time Principals and Emerging Māori Leaders (collectively known as Huia Kaimanawa) – Te Akatea. <p>Meeting with the Association of independent school proprietors (AISP)</p> <p>In response to a note from your office, we met with Kevin Shore and Rosalie Connors (in early January) to discuss their provision of a beginning principals and aspiring principal’s programme. Their programmes will be added to the PDM (Principal Development Map) for promotion, and we will provide further information on the Ministry’s suite of beginning principals’ supports and resources.</p>	<p>Principal Development Map</p> <p>Private providers will be added to the PDM following the application process from late February 2025.</p> <p>Principal pathway</p> <p>We are collating research and best practice examples to inform the development of a Beginning Principals Framework.</p>	<p>9(2)(f)(iv)</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
--	--	---	--



<p>Overseas teacher recruitment</p>	<p>Digital marketing campaigns for overseas teacher attraction have started running for the next 6 months (Jan-June 2025). The campaigns went live in Canada, Ireland, U.K. and the U.S. and have driven traffic to the Education Workforce website.</p> <p>Webinar delivered on Professional Learning and Development for recently arrived overseas teachers – February 2025.</p> <p>MBIE lodged the Cabinet paper 'Adding primary school teachers to the Green List Straight to Residence pathway' on 13 February 2025.</p>	<p>MBIE Cabinet paper on adding primary teachers to the Green List Straight to Residence pathway went to ECO on 19 February 2025 and will go to Cabinet on 24 February 2025. We are working with MBIE on communications for an announcement.</p> <p>Update of Education Workforce website for changes proposed in Cabinet paper, 'Adding primary teachers to the Green List Straight to Residence pathway'. This will be prepared for live release once changes are confirmed.</p>	<p>Planning underway to update content for next round of overseas teacher webinars in April 2025.</p>
-------------------------------------	---	--	---



Relief teachers and returning teachers	Funding agreements were put in place with the Teaching Council in late October 2024 for:		Teaching Council to action a mailshot to recently retired teachers or teachers who may be on leave. This will be actioned by 7 March at the latest.	Teaching Council investigating options for a certificate type that is appropriate for relief teaching. Aiming for a proposal by term two 2025
	<ul style="list-style-type: none"> • 200 Limited Authority to Teach (LAT) fees for one year • 150 practicing certificate renewals for returning teachers. 			
	Uptake noted in table below:			
	As at 14 February 2025	Processing completed, eligible for refund		
LAT	55(+4 since last week)	2 (-1 since last report)		
Practising certificate	168 (+11 since last week)	53 (-26 since last report)		

Priority 5: Targeting effective learning support interventions for students with additional needs			
Priority area	Recently completed (past 4 weeks)	Upcoming actions (next 4 weeks)	Key decisions and deliverables
Learning Support: meeting the learning needs of all children and their families	9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]	9(2)(f)(iv) [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]	Operational Changes We have begun work on understanding the data migration and integration process to the new system and working closely with our regional and national teams on the go live for the single digital platform. We will provide a further update to you on actual timings once we have finalised the Data migration plan.



	<p>9(2)(f)(iv)</p> <p>[Redacted]</p> <p>Operational Improvements & Digitalisation</p> <p>Have progressed with testing the prototype solution for digital and working on training requirements. Privacy assessment in train.</p>	<p>Curriculum</p> <p>The Ministry is working with SEPAnz to develop a resource, which acknowledges progression for students with high and complex needs in either specialist or mainstream education settings, that aligns with The New Zealand Curriculum.</p> <p>A draft outline for one strand of both the updated English and mathematics & statistics learning area has been developed and is being tested with the SEPAnz network.</p>	
--	--	---	--

Priority 6: Using high-performing data and evidence to inform decision-making			
Priority area	Recently completed (past 4 weeks)	Upcoming actions (next 4 weeks)	Key decisions and deliverables
Education Work Programme (EWP)	<p>Quarter 1 Plan for Priority 6 (work that is underway) was delivered to your office on 24 January 2025.</p> <p>An updated Quarter 1 Plan for Priority 6 was delivered to your office on 11 February 2025.</p> <p>1:1 with Minister was held on 12 February 2025 to discuss next steps and actions</p>	<p>The Priority 6 work plan is progressing at pace and the next update will be provided to your office by mid-March.</p>	<p>Updated Priority 6 work plan to be provided by mid-March.</p>



2. New Zealand Curriculum Refresh and Te Marautanga o Aotearoa Redesign

You requested weekly updates on New Zealand Curriculum and Te Marautanga o Aotearoa developments. This aligns to your priority focus to establish a knowledge-rich curriculum grounded in the science of learning.

Upcoming items for your attention

We will provide you with the following items over the next few weeks:

TBC	Education Report providing you with the final draft English learning area for Years 7-13 for your approval to release for consultation in February 2025.
-----	--

Current actions underway

In addition to the above items, other work underway is outlined below:

English Years 7-13	<ul style="list-style-type: none"> We are finalising updates to the draft learning area, including updates per feedback received from your office, and will provide you with the final draft learning area once updates for your approval to release for consultation. We met with the Coherence Group on 31 January 2025 to discuss any outstanding items and check readiness for consultation. We have scheduled a final meeting with the group on 25/26 February 2025 for their endorsement for release.
Mathematics & statistics Years 9-13	<ul style="list-style-type: none"> The draft mathematics & statistics learning area was released for consultation on the Ministry's Tāhūrangi website on 27 January 2025. Consultation will close on 28 April 2025.
Science	<ul style="list-style-type: none"> Position papers are being finalised for internal review due to start the week of 24 February.
Technology	<ul style="list-style-type: none"> Position papers are being finalised for internal review due to start the week of 24 February.
Social Sciences	<ul style="list-style-type: none"> Position papers are being finalised for internal review due to start the week of 24 February. Contributing group established and development process continues as per Science. Contributing group session was held on 31 January with further sessions held on 4 and 5 February 2025.
Health and Physical Education	<ul style="list-style-type: none"> Position papers are being finalised for internal review due to start the week of 24 February. Contributing group established and development process continues as per Science. Contributing group sessions held on 3 to 5 February 2025. 9(2)(f)(iv) [Redacted]
The Arts	<ul style="list-style-type: none"> Position papers are being finalised for internal review due to start the week of 24 February. Contributing group established and development process continues as per Science. Contributing group session was held on 31 January with further sessions held in the week of 3 February.

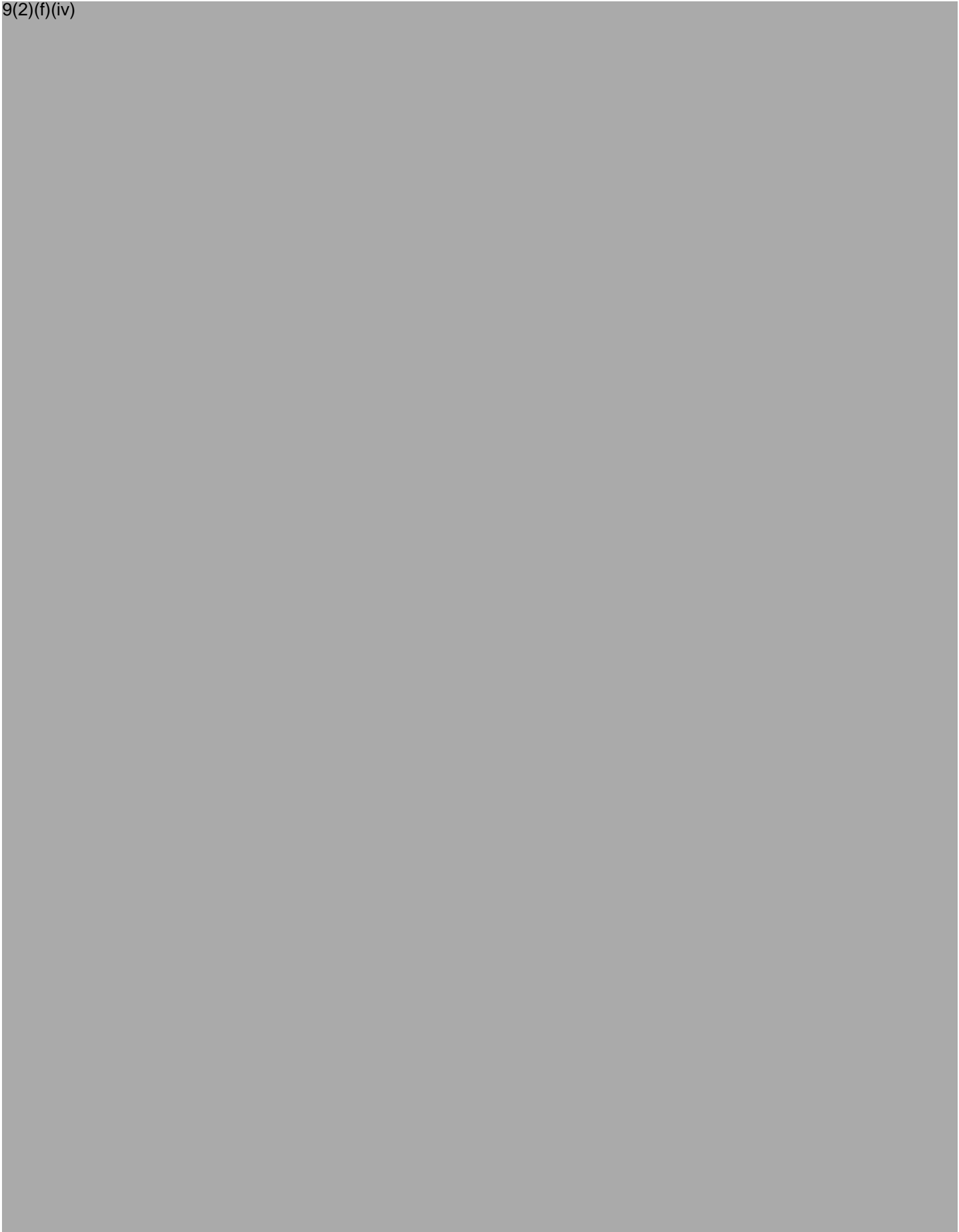


Learning Languages	<ul style="list-style-type: none">• Position papers are being finalised for internal review due to start the week of 24 February.• Contributing group established and development process continues as per Science. Contributing group sessions held 5, 7 10 and 11 February.
Te Reo Rangatira Years 7-13 and Pāngarau Years 9-13	<ul style="list-style-type: none">• The draft wāhanga ako was released for consultation on the Ministry's Tāhūrangi website on 27 January 2025. Consultation will close on 28 April 2025.
Pūtaiao me te Hangarau	<ul style="list-style-type: none">• 9(2)(g)(i) [Redacted]

Released under the Official Information Act 1982



9(2)(f)(iv)





9(2)(f)(iv)



Released under the Official Information Act 1982



4. Government Quarterly Plan Reporting for the Department of Prime Minister and Cabinet (DPMC)

The next DPMC reporting update will be provided on 13 March 2025.

Action Plan	Action	Delivery updates	Delivery Status	Upcoming Cabinet papers			
				Paper name	Lead Portfolio	Committee	Committee Date
27 - Release the draft English/Te Reo Rangatira (Y7-13) and Maths/Pangarau (Y9-13) curricula	Release the draft English/Te Reo Rangatira (Y7-13) and Maths/Pangarau (Y9-13) curricula to the sector and wider public for consultation.	Te Reo Rangatira Years 7-13, and maths/Pāngarau Years 9-13 released for consultation on Tāhūrangi on 27 January 2025. (Complete) English Years 7-13 to be released for consultation on Tāhūrangi to be confirmed.	Probable	N/A			
28 - Deliver maths resources for over 400,000 students to primary and intermediate schools.	Release textbooks to eligible schools.	This action is complete. The first round of textbooks was released on 27/01/2025. The second round was released on 12/02/2025. A total	Completed	N/A			



Action Plan	Action	Delivery updates	Delivery Status	Upcoming Cabinet papers			
				Paper name	Lead Portfolio	Committee	Committee Date
	Action / Milestone	25 February					
		of 748,223 of textbooks was released as of 12 February 2025. All additional orders will transition to BAU.					
29 - Begin the nationwide roll-out of the Phonics Check in primary schools.	Commence phonics checks in English and te reo Māori	This action is complete. The Phonics Check resources went live in Tāhūrangi on 27 January 2025. Phonics checks – Guidance for schools	Completed	N/A			
30 - Take Cabinet decisions in response to the ECE Regulation Sector Review.	Take Cabinet decisions on implementation of policy decisions, including changes to legislation and ECE regulations.	9(2)(f)(iv)					



Action Plan	Action	Delivery updates	Delivery Status	Upcoming Cabinet papers			
				Paper name	Lead Portfolio	Committee	Committee Date
	Action / Milestone	25 February					
		9(2)(f)(iv)					
31 - Announce the second suite of new charter schools.	Associate Minister makes announcements that contracts have been signed with second wave of charter schools.						
32 – Implement the new Healthy School Lunches Programme	Implement new school lunch model to schools	<p>This action is complete.</p> <p>The new Health School Lunches Programme started to roll out to schools from 27 January 2025.</p> <p>Additional notes for reference-</p>	Completed				



Action Plan	Action	Delivery updates	Delivery Status	Upcoming Cabinet papers			
				Paper name	Lead Portfolio	Committee	Committee Date
	Action / Milestone	25 February					
		9(2)(f)(iv)					



Action Plan	Action	Delivery updates	Delivery Status	Upcoming Cabinet papers			
				Paper name	Lead Portfolio	Committee	Committee Date
	Action / Milestone	25 February					
		9(2)(f)(iv)					



5. Upcoming Education Cabinet Papers

Title	MoE contact	Sponsoring Minister	Cabinet Committee	Committee Date	Succinct explanation
Q1 - 2025					
9(2)(f)(iv)					
Approval to Introduce the Education and Training Amendment Bill (No. 2)	Casey Pickett 9(2)(a)	Stanford	LEG	13 March	Legislation paper to seek agreement to introduce the Education and Training Amendment Bill (No.2)
9(2)(f)(iv)					



2

9(2)(f)(iv)



Releas



6. Upcoming releases and other need-to-know information

Please note the below upcoming releases, which may generate media interest. The need-to-know table signals operational matters you should be aware of.

Upcoming releases (media interest)

There are no upcoming releases of note for this week.

Need-to-know

There are no need-to-know items this week.

Released under the Official Information Act 1982



7. Upcoming Reports to the Minister

As at 10am Thursday, the below reports are being prepared by the Ministry of Education.

Date due to MO	METIS number	Title	Hautū
24 Feb 2025	1341462	School Onsite Training Programme policy decisions	Anna Welanyk
24 Feb 2025	1341505	9(2)(f)(iv) [REDACTED]	Anna Welanyk
24 Feb 2025	1339596	Recommendations for the redesign of the Voluntary Bonding Scheme and BeTTER Jobs Programme	Anna Welanyk
24 Feb 2025	1342670	9(2)(f)(iv) [REDACTED]	Andy Jackson, Pauline Cleaver
24 Feb 2025	1343033	9(2)(f)(iv) [REDACTED]	Pauline Cleaver
24 Feb 2025	1341857	9(2)(f)(iv) [REDACTED]	Mere-Hēni Simcock-Rēweti
24 Feb 2025	1340911	Supporting schools to better reflect Government priorities in school planning and reporting	Andy Jackson
25 Feb 2025	1327958	9(2)(f)(iv) [REDACTED]	Andy Jackson
27 Feb 2025	1342489	9(2)(f)(iv) [REDACTED]	Stuart Wakefield / Rob Campbell
27 Feb 2025	1342489	9(2)(f)(iv) [REDACTED]	Stuart Wakefield
28 Feb 2025	1341857	9(2)(f)(iv) [REDACTED]	Andy Jackson
28 Feb 2025	1341909	9(2)(f)(iv) [REDACTED]	Anna Welanyk
28 Feb 2025	1341857	9(2)(f)(iv) [REDACTED]	Andy Jackson
5 Mar 2025	TBC	9(2)(f)(iv) [REDACTED]	Andy Jackson
10 March 2025	1342027	Crown Entity Monitoring – NZQA State of Play March 2025	Andy Jackson
26 Mar 2025	1339995	9(2)(f)(iv) [REDACTED]	Andy Jackson
26 Mar 2025	TBC	9(2)(f)(iv) [REDACTED]	Andy Jackson
Mar 2025	1336748	Amendment to the Children’s Act 2014 – core workers with overseas convictions	Andy Jackson
TBC	1343033	9(2)(f)(iv) [REDACTED]	Pauline Cleaver
TBC	TBC	9(2)(f)(iv) [REDACTED]	Sean Teddy
TBC	TBC	9(2)(f)(iv) [REDACTED]	Pauline Cleaver
March TBC	TBC	9(2)(f)(iv) [REDACTED]	Andy Jackson



Date due to MO	METIS number	Title	Hautū
March TBC	1342991.	9(2)(f)(iv) [REDACTED]	Andy Jackson

Released under the Official Information Act 1982

8. Statutory Interventions

The list of statutory interventions is updated monthly, in the third week of every month. The next update will be provided on 20 March 2025.

School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Westbridge Residential School	13	Specialist School	Tāmaki Herenga Tāngata	78L	19/12/2024	Risks to the educational performance of the school's students, Risks to the welfare of the school's students
Whanganui High School	1350	Secondary (Year 9-15)	Taranaki/Whanganui/ Manawatū	78M	17/12/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Mangateretere School	34	Full Primary (Year 1-8)	Hawkes Bay/Tairāwhiti	78M	16/12/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Kowhai Intermediate	659	Intermediate (Year 7 & 8)	Tāmaki Herenga Manawa	78L	26/11/2024	Risks to the operation of the school
Ōuruhia Model School	48	Full Primary (Year 1-8)	Canterbury/Chatham Islands	78M	25/11/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Waihola District School	27	Full Primary (Year 1-8)	Otago/Southland	78M	25/11/2024	Risks to the operation of the school
Kaihu Valley School	7	Full Primary (Year 1-8)	Tai Tokerau	78M	21/11/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Huntly School (Waikato)	197	Full Primary (Year 1-8)	Waikato	78K	19/11/2024	Risks to the operation of the school
Onewhero Area School	416	Composite (Year 1-15)	Tāmaki Herenga Waka	78N(3)	5/11/2024	so many casual vacancies have arisen that there is no longer any member of the board who is eligible to preside at meetings of the board



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Waikato Waldorf School (Rudolf Steiner)	208	Composite (Year 1-15)	Waikato	78M	26/09/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Runanga School	33	Full Primary (Year 1-8)	Nelson/Marlborough/ West Coast	78N(1)(2)	18/09/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Reporoa College	198	Secondary (Year 7-15)	Bay of Plenty/Wairariki	78M	4/09/2024	Risks to the educational performance of the school's students
Opotiki College	309	Secondary (Year 9-15)	Bay of Plenty/Wairariki	78K	16/08/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Te Wharekura o Ngāti Rongomai	108	Composite (Year 1-15)	Bay of Plenty/Wairariki	78M	15/08/2024	Risks to the operation of the school, Risks to the welfare of the school's students
Mt Richmond School	196	Specialist School	Tāmaki Herenga Waka	78M	5/08/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Matipo Road School	481	Contributing (Year 1-6)	Tāmaki Herenga Tāngata	78M	23/07/2024	Risks to the operation of the school
Te Kura Mana Māori o Maraenui	50	Full Primary (Year 1-8)	Bay of Plenty/Wairariki	78N(3)	19/07/2024	so many casual vacancies have arisen that there is no longer any member of the board who is eligible to preside at meetings of the board
Forest View High School	412	Secondary (Year 9-15)	Waikato	78M	18/07/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Murupara Area School	176	Composite (Year 1-15)	Bay of Plenty/Wairariki	78K	16/07/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Motueka Steiner School	100	Full Primary (Year 1-8)	Nelson/Marlborough/ West Coast	78K	10/07/2024	Risks to the operation of the school



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Pukeatua Primary School (Wainuiomata)	138	Full Primary (Year 1-8)	Wellington	78K	3/07/2024	Risks to the educational performance of the school's students
Totara School	34	Full Primary (Year 1-8)	Otago/Southland	78N(1)(2)	20/06/2024	Risks to the operation of the school
Tāwera Bilingual School	38	Full Primary (Year 1-8)	Bay of Plenty/Wairariki	78M	11/06/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Cambridge East School	415	Contributing (Year 1-6)	Waikato	78M	4/06/2024	Risks to the operation of the school
Rudolf Steiner School (Chch)	324	Composite (Year 1-15)	Canterbury/Chatham Islands	78N(1)(2)	23/04/2024	Risks to the operation of the school
Mangakōtukutuku College	764	Secondary (Year 7-15)	Waikato	78M	9/04/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Marfell Community School	137	Contributing (Year 1-6)	Taranaki/Whanganui/ Manawātū	78M	8/04/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
TKK Motuhake o Tawhiuau	84	Composite (Year 1-15)	Bay of Plenty/Wairariki	78M	28/03/2024	Risks to the operation of the school, Risks to the welfare of the school's students
Lochiel School	70	Full Primary (Year 1-8)	Otago/Southland	78N(1)(2)	26/03/2024	Risks to the operation of the school
Kaikōura Suburban School	49	Contributing (Year 1-6)	Nelson/Marlborough/ West Coast	78K	26/03/2024	Risks to the operation of the school
TKKM o Piripono Te Kura Whakahou ki Ōtara	80	Full Primary (Year 1-8)	Tāmaki Herenga Waka	78K	14/03/2024	Risks to the educational performance of the school's students, Risks to the operation of the school



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Te Mahia School	69	Full Primary (Year 1-8)	Hawkes Bay/Tairāwhiti	78M	8/03/2024	Risks to the operation of the school
Bathgate Park School	139	Full Primary (Year 1-8)	Otago/Southland	78N(1)(2)	27/02/2024	Risks to the educational performance of the school's students, Risks to the operation of the school
Pomare School	94	Contributing (Year 1-6)	Wellington	78M	30/01/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Poroutawhao School	113	Full Primary (Year 1-8)	Wellington	78M	30/01/2024	Risks to the operation of the school
Raurimu Avenue School	46	Full Primary (Year 1-8)	Tai Tokerau	78N(1)(2)	25/01/2024	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Waimarama School	22	Contributing (Year 1-6)	Hawkes Bay/Tairāwhiti	78M	28/11/2023	Risks to the operation of the school
Tinui School	31	Full Primary (Year 1-8)	Wellington	78M	27/11/2023	Risks to the operation of the school
Aorangi School (Rotorua)	128	Contributing (Year 1-6)	Bay of Plenty/Waiariki	78M	2/11/2023	Risks to the operation of the school
Te Kura Mana Māori o Whangaparaoa	94	Composite (Year 1-15)	Bay of Plenty/Waiariki	78M	1/11/2023	Risks to the operation of the school, Risks to the welfare of the school's students
Tongariro School	350	Composite (Year 1-15)	Bay of Plenty/Waiariki	78M	31/10/2023	Risks to the educational performance of the school's students
Garston School	23	Full Primary (Year 1-8)	Otago/Southland	78M	31/10/2023	Risks to the operation of the school
Al-Madinah School	579	Composite (Year 1-15)	Tāmaki Herenga Waka	78K	30/10/2023	Risks to the operation of the school



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Opononi Area School	146	Composite (Year 1-15)	Tai Tokerau	78M	13/10/2023	Risks to the educational performance of the school's students, Risks to the operation of the school
Heretaunga College	838	Secondary (Year 9-15)	Wellington	78M	6/10/2023	Risks to the operation of the school
Manaia School (Taranaki)	48	Full Primary (Year 1-8)	Taranaki/Whanganui/ Manawatū	78M	3/10/2023	Risks to the operation of the school
Taihape Area School	244	Composite (Year 1-15)	Taranaki/Whanganui/ Manawatū	78M	2/10/2023	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Rangitaiki College – Te Kura Tuarua o Rangitaiki	155	Secondary (Year 9-15)	Bay of Plenty/Wairariki	78M	26/09/2023	Risks to the operation of the school
Mākoura College	278	Secondary (Year 9-15)	Wellington	78N(1)(2)	18/09/2023	Risks to the operation of the school
Cobham School	25	Contributing (Year 1-6)	Hawkes Bay/Tairāwhiti	78N(1)(2)	5/09/2023	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Lawrence Area School	131	Composite (Year 1-15)	Otago/Southland	78M	5/09/2023	Risks to the operation of the school
Tamatea School	146	Contributing (Year 1-6)	Hawkes Bay/Tairāwhiti	78M	16/08/2023	Risks to the operation of the school
Kapiti School	108	Full Primary (Year 1-8)	Wellington	78M	17/07/2023	Risks to the operation of the school, Risks to the welfare of the school's students
Ngaruawahia School	144	Full Primary (Year 1-8)	Waikato	78M	6/07/2023	Risks to the operation of the school
Nelson College	907	Secondary (Year 9-15)	Nelson/Marlborough/ West Coast	78K	4/05/2023	Risks to the operation of the school



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
St Peter's College (Gore)	383	Secondary (Year 7-15)	Otago/Southland	78M	5/04/2023	Risks to the educational performance of the school's students, Risks to the operation of the school
Wesley College	342	Secondary (Year 7-15)	Tāmaki Herenga Waka	78M	3/04/2023	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Zayed College for Girls	211	Secondary (Year 7-15)	Tāmaki Herenga Waka	78N(1)(2)	30/03/2023	Risks to the educational performance of the school's students, Risks to the operation of the school
Chanel College	310	Secondary (Year 7-15)	Wellington	78M	30/03/2023	Risks to the operation of the school, Risks to the welfare of the school's students
Te Kura Mana Maori o Matahi	15	Full Primary (Year 1-8)	Bay of Plenty/Waiariki	78M	21/12/2022	Risks to the educational performance of the school's students, Risks to the operation of the school
Wairoa College	369	Secondary (Year 7-15)	Hawkes Bay/Tairāwhiti	78K	2/11/2022	Risks to the educational performance of the school's students, Risks to the welfare of the school's students
Rutherford Junior High School	128	Intermediate (Year 7 & 8)	Taranaki/Whanganui/Manawātū	78M	11/10/2022	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Ko Taku Reo - Deaf Education New Zealand	122	Specialist School	Tāmaki Herenga Tāngata	78N(1)(2)	27/09/2022	Risks to the operation of the school
Wellsford School	357	Full Primary (Year 1-8)	Tāmaki Herenga Tāngata	78M	23/09/2021	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
TKKM o Waiuku	9	Full Primary (Year 1-8)	Tāmaki Herenga Waka	78N(1)(2)	11/08/2020	Risks to the operation of the school
TKKM o Te Ara Whanui	395	Composite (Year 1-15)	Wellington	78N(1)(2)	24/08/2017	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Ngataki School	43	Composite (Year 1-15)	Tai Tokerau	78N(1)(2)	3/10/2013	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Central Hawkes Bay College	505	Secondary (Year 9-15)	Hawkes Bay/Tairāwhiti	78K	NULL	Risks to the operation of the school
Aberfeldy School	16	Full Primary (Year 1-8)	Taranaki/Whanganui/ Manawatū	78M	NULL	Risks to the educational performance of the school's students, Risks to the operation of the school
Tarrangower School	54	Full Primary (Year 1-8)	Waikato	78M	NULL	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Miller Avenue School	96	Full Primary (Year 1-8)	Waikato	78M	NULL	Risks to the educational performance of the school's students, Risks to the operation of the school
Dargaville High School	377	Secondary (Year 9-15)	Tai Tokerau	78L	NULL	Risks to the educational performance of the school's students
Fraser High School	1440	Secondary (Year 9-15)	Waikato	78M	NULL	Risks to the educational performance of the school's students, Risks to the operation of the school, Risks to the welfare of the school's students
Witherlea School	392	Contributing (Year 1-6)	Nelson/Marlborough/ West Coast	78M	NULL	Risks to the operation of the school
St Joseph's School (Patea)	14	Contributing (Year 1-6)	Taranaki/Whanganui/ Manawatū	78K	NULL	Risks to the educational performance of the school's students, Risks to the operation of the school
Huntly West School	121	Full Primary (Year 1-8)	Waikato	78M	NULL	Risks to the operation of the school, Risks to the welfare of the school's students
Matangi School	202	Contributing (Year 1-6)	Waikato	78K	NULL	Risks to the operation of the school
Wigram Primary School - Te Piki Kāhu	508	Contributing (Year 1-6)	Canterbury/Chatham Islands	78M	NULL	Risks to the operation of the school



School Name	Roll	School Type	Area	Intervention Level	Date Intervention Takes Effect	Grounds for Intervening
Spring Creek School	41	Contributing (Year 1-6)	Nelson/Marlborough/ West Coast	78K	NULL	Risks to the operation of the school
Ngutuawa School	160	Full Primary (Year 1-8)	Canterbury/Chatham Islands	78M	NULL	Risks to the operation of the school, Risks to the welfare of the school's students

Key: Intervention Level

78J	Request for Information	78LB	Specialist Audit	78N(1)(2)	Commissioner
78K	Specialist Help	78LC	Performance Notice	78N(3)	Commissioner
78L	Action Plan	78LD	Ministerial Appointee		
78LA	Case Conference	78M	Limited Statutory Manager (LSM)		



9. Te Pou Tokomanawa Acting Arrangements

There are no acting arrangements in place for the coming week

Hautu	Dates	Covering
Andy Jackson	26 Feb – 3 Mar	TBC

Released under the Official Information Act 1982



10. Other Ministerial information

Official Information Act (OIA) requests

As at 20 February 2025, we are preparing advice on 8 OIA requests that you have received. The Ministry of Education has 124 OIA requests on hand in relation to the Education portfolio.

Requests for official information to the Minister of Education, as at 10am on 20 February 2025

From	METIS	MO Ref	Request	Due to MO	Due to Requester	Status	Senior Officer
Public	1341167	ESOIA333	Aotearoa New Zealand's Histories curriculum	5 Feb 2025	20 Feb 2025	With Minister's office	Pauline Cleaver
Public	1341755	ESOIA343	Communication between the Minister of Education and the Ministry on the science and curriculum refresh	18 Feb 2025	7 Mar 2025	With Minister's office	Pauline Cleaver
Political Party	1342056	ESOIA350	Any written advice to the Minister during the week of 4 Nov 2024	18 Feb 2025	17 Mar 2025	With Minister's office	Rob Campbell
Media	1342074	ESOIA348	Relationship and Sexuality Education	7 Feb 2025	24 Feb 2025	With Minister's office	Pauline Cleaver
Public	1342206	ESOIA369	Research on which decision were made to introduce Structured Mathematic and Literacy	19 Feb 2025	26 Feb 2025	In progress	Pauline Cleaver
Political Party	1342377	ESOIA372	How many private secretaries have been seconded to the Minister's Office since 27 Nov 2023	20 Feb 2025	27 Feb 2025	In progress	Rob Campbell
Political Party	1342560	ESOI380	Briefings regarding changes to the history curriculum and Relationship and Sexuality Education	25 Feb 2025	4 Mar 2025	In progress	Rob Campbell



From	METIS	MO Ref	Request	Due to MO	Due to Requester	Status	Senior Officer
Political Party	1342752	ESOIA385	Any written advice to the Minister during the week of 3 Feb 2025	3 Mar 2025	10 Mar 2025	In progress	Rob Campbell
Political Party	1343117	ESOIA396	Any written advice to the Minister during the week of 10 Feb 2025.	10 Mar 2025	17 Mar 2025	In progress	Rob Campbell

Ministerial Correspondence

As at 20 February 2025, there are 68 draft and 41 direct responses on hand. 42 of these were received since we last updated you and cover a wide range of topics.

A number of parents and community members have shared their concerns about the education system, following the release of an opinion piece, written by Rodney Hide, titled *Schooling through a Te Ao Maori Lens*.

Other topics include bullying, phones at school, vaping on school buses, individual school and curriculum queries and suggestions.

We continue to prioritise responses as agreed with your Office.



Information Update: Update – HPE learning area and curriculum position papers

To:	Hon Erica Stanford, Minister of Education		
Date:	21 February 2025	Priority:	High
Security Level:	In-Confidence	METIS No:	1343352
Drafter:	Julia Novak	DDI:	9(2)(a)
Key Contact and Hautū Deputy Secretary:	Pauline Cleaver	DDI:	9(2)(a)
Seen by the Communications Team:	No	Round Robin:	No

Request

This Information Update provides you with an update on the following:

- Health and Physical Education (HPE) contributing group members
- Position papers – agreed timeline
- Coherence Group – background, proposed approach, and update on their position paper review

Alignment with Government priorities

This information update aligns with Government priorities to establish a knowledge-rich curriculum grounded in the science of learning.

Information

Health and Physical Education contributing group

On 29 January 2025, we provided you with a current list of members of the contributing groups for the next phase of development of the remaining New Zealand Curriculum learning areas [METIS 1341637 refers], including the Health and Physical Education (HPE) group.

The development of the HPE learning area will include Relationships and Sexuality Education (RSE). 9(2)(f)(iv)

The contributing groups provide the subject matter expert knowledge required for curriculum development. Membership will evolve over the curriculum development cycle in response to the needs at a given phase of development. Contributors are nominated by relevant associations or sector groups for each phase. Note that the actual writing of learning areas will be undertaken by technical writers in the Ministry to expedite the process.

Specifically, contributing group members for the current development phase of HPE are:

9(2)(a)



Position paper timelines

On 11 February 2025, we provided you with curriculum development timelines for both the New Zealand Curriculum and Te Marautanga o Aotearoa [METIS 1342593], including a timeline for the development of position papers for each learning area and wāhanga ako. This paper was signed and returned on 12 February 2025.

Note that the position paper is a foundational document that sets out the agreed purpose, scope, and description of each learning area and wāhanga ako. It is important that we get these right as they will guide the writing teams and contributing groups to ensure they achieve the intent of the position, as well as allow reviewers to quality assure the final learning area and wāhanga ako.

The agreed timeline for position papers specifically was the following:

- Position paper development – Monday 27 January – Friday 21 February
- Minister briefing – Friday 28 February

Coherence Group – position paper review

The original intention for the two-day Coherence Group session (25 and 26 February) was for the Coherence Group to review position papers. However, given the work required to ensure the English learning area is ready for consultation, we have refocused this time to provide direction on completing the Years 7 - 13 English draft learning area.

As a result of this, we have scheduled an extra meeting, on Tuesday 4 and Wednesday 5 March, for the Coherence Group to review the position papers. This delay means that the position papers are now planned to be with you on Friday 7 March.

Coherence Group Focus Ongoing

Background

The NZ Curriculum Coherence Group was established in July 2024 with the purpose of providing direction, input, review, and feedback on the refreshed New Zealand Curriculum (NZC) as a whole, during the refresh process.

The focus of the Group is to support the NZC to be:

1. Underpinned by the Science of Learning:
 - Drawing on research from cognitive psychology, neuroscience and education to describe when, how and what content should be taught.
2. Knowledge-rich:
 - Selective - Content chosen purposefully for each learning area and subject.
 - Coherent - Content progresses and flows through the years within the learning areas and subjects and is carefully interconnected across disciplines.

- Carefully sequenced - Designed to develop knowledge mastery over time by building on prior content and gradually increasing in complexity.
- Specific and clear - Explicitly outlining what students are expected to understand, know and be able to do for learning areas, subjects and topics across all year levels 0 to 13.

Proposed approach

After an initial conversation with 9(2)(a) on 3 February 2025, a follow-up meeting was organised with 9(2)(a) and members of the Ministry of Education to produce a draft plan for the Coherence Group for the year ahead.

The following describes the proposed approach which will be discussed and confirmed with 9(2)(a) at the next meeting, in Auckland, on the 25 and 26 February 2025.

In line with your expectations a schedule will then be confirmed and diarised for the remainder of 2025. This will include dates for reading documents and meeting as a group, including location for in-person meetings so that flights and accommodation can be arranged in advance.

The Coherence Group will be provided with documents a minimum of 5 days in advance of the meetings, to allow for sufficient reading time.

The schedule of regular meetings will be held face-to-face in Wellington and will be at all key points in the curriculum development cycle where a coherence group review is identified. They will normally run over two days and form the backbone of the work of the Coherence Group.

The in-person meetings will be structured for the Coherence Group to:

- Start with Coherence Group only time. Providing the opportunity to discuss and agree the main criteria for the review and the focus points for the discussion, ahead of meeting with Ministry writing team members
- Writing team members join the meeting so that the Group can work with the subject experts and support coherence within and across the learning areas.
- Coherence Group only time to discuss and outline key points of feedback and direction which the writing teams will action.

This approach ensures that the Coherence Group is directly connecting with the writers and contributing groups at all key stages during the writing process.

When a face-to-face meeting is not scheduled for a particular fortnight, an online update will be organised. This ensures that the Coherence Group comes together fortnightly to touch base check on the progress made, particularly regarding their feedback and direction, and address any issues.

It was agreed in principle 9(2)(a) to maintain the current membership and focus of the Coherence Group. This will be discussed and confirmed 9(2)(a) the Terms of Reference will be updated and/or re-confirmed. Clear parameters will also be agreed to enable the focus of the Coherence Group (as outlined above) to be consistently understood by members and conveyed clearly to the writers.